SEG Awards Qualifications in Skills for Further Learning and Employment

Level 1 & 2 - Unit Specification Guide

About Us

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

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

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Online Registration System

Sources of Additional Information

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

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

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

Date and Issue Number

Version	Date	Details of change
2.0	November 2020	Published in new format with new review date
2.1	September 2021	Updated review dates and branding
2.2	September 2026	Amended LO1 and relevant ACs in unit H/502/5119

Contents

Level 1 - Units from the Core Group 9

Alcohol Awareness for the Individual 10

Aspects of Citizenship 16

Assertive Living 21

Assertiveness and Decision Making 28

Banking and Other Financial Organisations 31

Behaviour in Conflict 34

Building a Personal Career Portfolio 40

Career Planning 46

College Induction 51

Customer Service 57

Data Calculations 62

Demonstrating Speaking and Listening Skills 65

Developing a Personal Learning Programme 72

Developing own Interpersonal Skills 77

Developing Personal Confidence and Self Awareness 84

Family Relationships 92

Food Safety in the Home and Community 96

Group and Teamwork Communication Skills 103

Health and Safety in a Practical Environment 109

Health, Safety and First Aid at Work 112

Improving Own Learning and Performance 117

Independent Skills for Living in the Community 120

Introduction to Study 126

Interview Skills 132

Introduction to Building and Construction 136

Introduction to Business and Administration 140

Introduction to Catering 145

Introduction to Drug Awareness for the Individual 149

Introduction to Engineering 155

Introduction to Hairdressing and Beauty 158
Introduction to Health and Social Care 163
Introduction to Hospitality 166
Introduction to Land-Based Industries 170
Introduction to Retail 173
Introduction to the Information and Communication Technology Sector 177
Introduction to the Leisure Sector 182
Introduction to Travel and Tourism 186
Job Seeking Skills 191
Making and Using Story Sacks for Family Learning 197
Making Choices in Pursuit of Personal Goals 203
Managing Personal Relationships 210
Measure: Time and Temperature 215
Participating in a Vocational Taster 220
Participating in Leisure Activities 223
Peer Mediation 228
Personal and Interpersonal Conflict 233
Personal Awareness 239
Personal Budgeting and Money Management 244
Personal Development 249
Personal Development Skills 254
Personal Learning Skills 259
Prejudice and Discrimination 264
Preparing for Work 270
Punctuation and Grammar Skills 275
Recognising Employment Opportunities 280
Rights and Responsibilities of Citizenship 283
Sex and Relationship Education 288
Skills for Independent Life 293
Skills Used in Reading for Meaning 299
Spelling Rules and Strategies in Practical Use 305

Spelling Skills 312
Stress and Stress Management Techniques 315
Take Part in an Activity 321
Teamwork Skills 325
The Angling Environment 330
The Peer Mediation Process 334
Time Management 337
Understanding and Using Decimals 343
Understanding and Using Fractions 352
Understanding and Using Percentages 360
Understanding Diversity within Society 366
Understanding Equal Opportunities 372
Understanding Length, Weight and Capacity 376
Understanding Numbers 379
Understanding Self in Conflict 386
Understanding the Importance of a Balanced Diet and Regular Exercise 391
Understanding Young People, Law and Order 394
Undertaking an Enterprise Project 399
Using an Ordnance Survey Map 404
Using Calculations: Addition and Subtraction of Whole Numbers 411
Using Calculations: Multiplication and Division of Whole Numbers 414
Using Cooking Skills in the Domestic Kitchen 419
Volunteering 424
Volunteering Opportunities 429
Work Experience 432
Work, Review and Plan 441
Work-Based Placement 444
Writing for Meaning Skills 449
Young Parenthood 455
Level 1 - Units from the IT Group 461
Database Software 462

Desktop Publishing Software 466
IT Communication Fundamentals 471
Presentation Software 475
Spreadsheet Software 481
Word Processing Software 486
Level 1 - Units from the Optional Group 492
Acoustic Recording Techniques 493
Assist with Maintaining the Health and Wellbeing of Animals 498
Backstage Theatre Skills 503
Bricklaying Tools, Equipment and Materials 508
Business Communication 513
Career Planning 517
Carpentry Hand Skills 522
Child Development 0-3 Years 527
Constructing a Half Brick Wall using Bricklaying Skills 532
Craft Activities with Children and Young People 537
Creative Writing Skills 543
Cultivating Herbs 548
Customer Service 551
Customer Service in the Hospitality Industry 556
Developing Language and Communication Skills in Children 559
Developing Performance Improvisation Techniques 563
Developing Plumbing Skills 566
Developing Skills in Caring for Young Children 571
Developing Skills in Electronic Assembly 576
Developing Skills in Garden Horticulture 579
DJing Skills 584
Food Service 587
How the Body Works 591
Identification of Basic External and Internal Car Parts 595
Introduction to Catering 598

Introduction to Composing Music 602
Introduction to Health and Social Care 605
Introduction to the Hospitality Industry 608
IT Communication Fundamentals 612
Musical Ensemble Skills 616
Musical Theatre 620
Oral Storytelling Skills for Performance 623
Participating in Leisure Activities 628
Planning a Trip to a Visitor Attraction 632
Planning own Fitness Programme 636
Preparing and Serving Drinks 639
Rehearsing for a Production 643
Routine Motorcycle Maintenance 646
Song Writing in Popular Music 651
Sound and Audio Production Skills 656
Styling Men's Hair 659
Styling Women's Hair 662
Taking Part in Exercise and Fitness 665
Taking Part in Sport 669
Technical Skills for Performance 672
The Role of Young People as Peer Mentors 676
Tools, Equipment and Materials for Vehicle Maintenance 682
Understanding Nutrition, Performance and Healthy Eating 687
Understanding Play 693
Understanding Play for Early Learning 697
Use and Maintain Woodworking Tools 701
Using Aural Skills in Music 706
Using Craft Skills with Natural Materials 709
Using Digital Sampling Techniques for Composing 714
Using Kitchen Equipment 719
Using the Internet as a Medium for Music 723

Volunteering Opportunities 726
Level 2 - Units from the Core Group 729
Alcohol Awareness for the Individual 730
Behaviour in Conflict 736
Building a Personal Career Portfolio 741
Customer Service 747
Developing Personal Confidence and Self Awareness 752
Drug Awareness 760
Family Relationships 765
Group and Teamwork Communication Skills 772
Healthy Living 778
Improving Own Learning and Performance 784
Interpersonal Skills 790
Managing Personal Relationships 798
Mentoring Practice 803
Mentoring Skills 808
Participating in a Vocational Taster 816
Personal Budgeting and Managing Money 821
Personal Development Skills 826
Prejudice and Discrimination 831
Preparation for a Recruitment Interview 838
Preparing For Work 846
Sex and Relationships Education 852
Speaking and Listening Skills 857
Take Part in an Activity 864
Teamwork Skills 867
Work Experience 872
Writing for Meaning Skills 878
Young People, Law and Order 886
Level 2 - Units from the IT Group 892
IT Communication Fundamentals 893

Presentation Software 896
Level 2 - Units from the Optional Group 903
Mentoring Practice 904
Mentoring Skills 909
Participating in a Vocational Taster 917
Speaking and Listening Skills 922
Writing for Meaning Skills 929

Level 1 - Units from the Core Group

Alcohol Awareness for the Individual

Unit Reference	R/505/1229
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about unit strengths and safe limits of alcohol.	1.1. State the unit strength of four alcoholic drinks. 1.2. Describe the recommended safe limits of alcohol.
2. Know the possible causes of alcohol misuse and its effects.	2.1 Identify reasons why people may misuse alcohol. 2.2 List some psychological effects of alcohol misuse.
3. Understand the effects that alcohol misuse can have on others.	3.1 State at least one effect that alcohol misuse may have on the following: (a) Family (b) Friends (c) Society
4. Understand the health issues associated with alcohol misuse.	4.1 Indicate the impact of alcohol misuse on health.
5. Understand the effects of withdrawing from alcohol.	5.1 Give three examples of effects of withdrawing from alcohol.

6. Know some of the agencies offering help and information about alcohol misuse.	6.1 Identify sources of help and information in relation to alcohol abuse.

Supporting Unit Information

Alcohol Awareness for the Individual – R/505/1229 – Level 1

Indicative Content

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

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

1.1 State the unit strength of four alcoholic drinks.

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

1.2 Describe the recommended safe limits of alcohol.

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

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

2.1 Identify reasons why people may misuse alcohol.

Answers may include:
Causes: social drinking/ binge drinking for fun, social pressure to drink in excess, feelings of low self-esteem/depression/anxiety, bereavement or stress inducing life event, any other valid reason.
Effects: depression, severe weight loss or gain, memory loss, inability to function at work, socially, physically, increased blood pressure, serious illness (kidney disease, heart failure), death, any other valid response.

2.2 List some psychological effects of alcohol misuse.

Answers may include: depression, anxiety, feelings of low self-esteem or worth, suicidal thoughts or attempts, hallucinations, any other valid effect.

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

3.1 State at least one effect that alcohol misuse may have on the following:

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

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

4.1 Indicate the impact of alcohol misuse on health.

Answers may include: depression, anxiety, increased blood pressure, stroke, heart failure, obesity or weight loss, kidney disease, death, any other valid health impact.

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

5.1 Give three examples of effects of withdrawing from alcohol.

Answers may include short/mid/long term effects: negative effects - shakes, vomiting, nausea, cramps, dehydration, depression; positive effects – weight gain/loss, reduction in anxiety, blood pressure/ heart rate stabilisation, increased mental well-being etc.

Learning Outcome 6: Know some of the agencies offering help and information about alcohol misuse.

6.1 Identify sources of help and information in relation to alcohol abuse.

Answers can include: NHS organisations, local GP, social workers, various charitable organisations (MIND, Action on Addiction etc), Rehabilitation

centres, various websites (NHS, MIND, Action on Addiction etc) community groups, counselling, friends and family and other support networks, any other valid source

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

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Aspects of Citizenship

Unit Reference	R/504/8511
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand that individuals have rights and responsibilities.	1.1. Outline different examples of the legal rights of a British citizen. 1.2. Outline the types of responsibilities individuals have to maintain their own wellbeing. 1.3. Outline the types of responsibilities an individual has to others.
2. Understand equality issues in relation to current legislation.	2.1 Identify key provisions in the current equalities legislation. 2.2 Outline a current equality issue.
3. Understand the main functions of local and national government.	3.1 Outline how people are elected to local and central government. 3.2 Outline the main responsibilities of local government. 3.3 Outline the main responsibilities of central government.
4. Know public services available in own local community.	4.1 Identify the main public services available in own community.

Supporting Unit Information

Aspects of Citizenship – R/504/8511 – Level 1

Indicative Content

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

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

Citizenship means that you have knowledge and understanding of public issues and working together towards a solution. By playing your part and coming together you can right injustices, change directions and gain benefits for the common good.

1.1 Outline different examples of the legal rights of a British citizen.

The Human Rights Act 1998 sets out your rights and freedoms that everyone in the UK has a right to. The Human Rights Act came into force in the UK in 2000.

British Citizens has many legal rights including the right to:

- Life
- Liberty and Security
- A Fair Trial
- Respect for their Private Life
- Freedom of thought, belief and religion
- Freedom of Expression
- Education.

1.2 Outline the types of responsibilities individuals have to maintain their own wellbeing.

Well-being includes both your physical and mental health. You have a responsibility to yourself to take care of both your physical and mental well-being.

The World Health Organisation says that "health is a state of complete physical, mental and social well-being"

Personal responsibility for well-being includes:

Following a healthy lifestyle which includes exercising, choosing healthy foods, engage in positive activities and avoiding activities that may be harmful to physical, mental and social well-being.

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

A responsible citizen will be aware of their local community responsibilities, including co-operation, respect and participation.

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

2.1 Identify key provisions in the current equalities legislation.

The Equality Act 2010 protects people from discrimination in the workplace and wider society. It sets out different ways in which it's unlawful to treat someone, including:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

2.2 Outline a current equality issue.

You may be aware of an equality issue in your immediate surroundings, in your community, your work life or your college environment. There may also be more obvious national equality issues that have been reported in the media. The issue you focus on must relate to legislation and not be based around gossip or personal opinion.

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

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

Local Government:

- How often elections are held, the election timeline, cycle
- When elections take place
- Wards and Divisions
- Council Size
- Councillors
- Polling Day / Stations.

Central Government

- General Elections
- Voting for political parties /MPs
- Counting the votes

- Forming a Government
- Hung Parliament.

3.2 Outline the main responsibilities of local government.

There are many forms of local government, each with different responsibilities.

- County Councils
- District Council
- Unitary Authorities
- Metropolitan Districts
- London Boroughs
- Town and Parish Councils.

3.3 Outline the main responsibilities of central government.

Central Government is responsible for the running and management of the country including:

- Education
- Health
- Civil and criminal Law
- Environment
- Housing and local government
- Transport
- Tax Collection
- Main roads, traffic lights and controls
- Defending the nation.

Learning Outcome 4: Know public services available in own local community.

4.1 Identify the main public services available in own community.

A public service is one that is paid for by the country and managed by government. These may take many different forms in your community and may include:

- Healthcare
- Law enforcement and security
- Social care
- Education.

Teaching Strategies and Learning Activities

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

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Report
- Oral question and answer
- Written description
- Group discussion

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

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

Additional Information

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

Assertive Living

Unit Reference	K/505/3987
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different types of behaviour.	1.1. List the main characteristics of and give examples of each of the following types of behaviour: a) Passive b) Assertive c) Aggressive
2. Know about self-esteem and how it can be enhanced.	2.1 Give examples of factors which influence how people feel about themselves. 2.2 Identify own self-esteem needs. 2.3 Indicate how these needs can be met.
3. Know about stress and strategies for reducing it.	3.1 Outline what stress is. 3.2 Give examples of causes of stress in own life. 3.3 Identify ways in which own stress could be reduced.
4. Understand the need for time management and be able to implement it.	4.1 Define time management. 4.2 Use own time management skills for: a) Punctual attendance b) Completion of work on time. 4.3 List ways in which own time management can be improved.

5. Understand personal strengths and interests.	5.1 Identify: a) Personal strengths b) Personal interests

Supporting Unit Information

Assertive Living – K/505/3987 – Level 1

Indicative Content

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

Learning Outcome 1: Understand different types of behaviour.

1.1 List the main characteristics of and give examples of each of the following types of behaviour:

a) Passive
Passive behaviours are where the person asserts the rights and needs of other people above their own rights and needs. Again, this may not appear 'passive' in the sense of someone behaving meekly or shyly. Passive behaviours include: doing things that you don't want to do; not putting forward your own point of view; insisting that the other person has their way, even when offered the opportunity to argue for your own.

b) Assertive
Assertive behaviours acknowledge the equal right of both parties to have their needs met and the responsibility to ensure that other people have those rights.

Assertive communication is characterised by a calm statement of own position and an acknowledgement that the other person may have a different position. Assertive people do not extend an argument to matters that are not directly pertinent to the discussion.
Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.

c) Aggressive
Aggressive behaviours are where the person asserts their own rights and needs above the rights and needs of other people. This may not appear 'aggressive' in the usual sense in which we use this word. For instance, they may not talk loudly or gesture angrily. However, this may change if the person does not get what they want.
Aggressive behaviours include: insisting that someone else does

something they don't want to do; refusing to acknowledge a different point of view; refusing to listen to the other person.

Learning Outcome 2: Know about self-esteem and how it can be enhanced.

2.1 Give examples of factors which influence how people feel about themselves.

Factors' include:

- Childhood: The extent to which we were praised or criticised in childhood and how chaotic our home life was.
- Social Pressures: People often feel pressured to look or dress a certain way, to aspire to particular jobs or income levels.
- Media: Images of celebrities have a significant influence on young people, in particular. This extends to advertising – for instance, the pressure to have the latest trainers or the newest phone.
- Religion and other Faith Systems: Most belief systems do not intend to oppress their followers but failure to live up to the model set for them can sometimes lead to feelings of guilt self-hatred.
- Friends, family and significant others: A common response to having low self-esteem is to make other people feel even worse by criticising and controlling them. This can become domestic abuse. When people feel it is their responsibility to provide for significant others but are unable to do so, they may become depressed and self-hating.
- Work and Learning environments: a supportive environment will boost self-esteem where a critical one will diminish it.

2.2 Identify own self-esteem needs.

'Self-esteem needs' are readily defined as the opposite of the things that pull us down. This may include a need to feel as intelligent as other people, to have our opinions and views heard, to feel OK about the way we look, to believe that people like us.

2.3 Indicate how these needs can be met.

The main way of meeting self-esteem needs is to control the 'self-talk' that takes someone's behaviour towards us and interprets it as hateful or blaming. Recognising self-talk when it happens is the first step.
A 'reality check' is also valuable: for instance, counting up the number of people we see who are not wearing the latest trainers or who do not conform to the 'perfect' body shape.
We can ask for affirmation from trusted others, including family and friends.

Learning Outcome 3: Know about stress and strategies for reducing it.

3.1 Outline what stress is.

Stress is a physical and mental strain or tension, generally the result of a lack of control over our lives.

3.2 Give examples of causes of stress in own life.

This may be frustration because we are unable to achieve goals, because someone else is getting in our way or because we do not have sufficient choices in our life and feel 'controlled' by circumstances.

Common causes of stress include:

- Working to tight deadlines
- Being unable to live up to a particular standard imposed by someone else
- Demands at work or in learning that do not acknowledge personal difficulties.

3.3 Identify ways in which own stress could be reduced.

The most important factor in reducing stress is to analyse the cause and share this with someone who can make a difference.

Where stress is often caused by tight deadlines, learning to manage time will help, as will considering other demands on our time when agreeing to a deadline.

Learning Outcome 4: Understand the need for time management and be able to implement it.

4.1 Define time management.

'Time Management' is about planning how long and when to spend time on particular activities, balancing the time available with the demands on it.

Some definitions of Time Management: Time management is noticing how much time is used and when in order to maximise productivity and minimise stress. Time management is about using time effectively and efficiently. Time management can include the order in which you do tasks, how long you spend on them, when you start activities in order to complete them on schedule. Effective Time Management means that you can achieve more without working harder.

4.2 Use own time management skills for:
a) Punctual attendance
b) Completion of work on time

This AC demands a demonstration of good time management, defined as being punctual and completing work on time.

4.3 List ways in which own time management can be improved.

Time management skills include doing the least enjoyable task first (known as 'eating the frog'). This means that the unpleasant task isn't causing stress through anticipation and dread.

'Time blocking' means setting aside a chunk of time to do a task and this should be slightly longer than you think is required. This means the task should be finished sooner than expected, in turn allowing for 'down time'. It also allows you to communicate positively with people who might make unwelcome interruptions ('I'm sorry, I can't do that until 11am') and means you know how time was spent, which has a positive effect on stress management.

'Chunking tasks' means dividing up big tasks so that they can be achieved in small 'bites'. Starting on big tasks well in advance of the deadline avoids stress through approaching deadlines.

Learning Outcome 5: Understand personal strengths and interests.

5.1 Identify:

a) Personal strengths will be anything that the learner identifies for themselves and may include:

- Time management
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

b) Personal interests may be hobbies, pastimes and leisure pursuits and can include areas of study or research, intentions to travel or become skilled in a new pursuit.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Assertiveness and Decision Making

Unit Reference	K/504/8269
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to speak up for them self in a structured situation.	1.1. Make a strong case for them self in a structured and supported situation. 1.2. Make own positive decisions. 1.3. Make own choices.
2. Be able to demonstrate that they know about the rights and responsibilities of self and others.	2.1 Demonstrate that they can recognise own rights and responsibilities. 2.2 Demonstrate that they can recognise the rights and responsibilities of others.
3. Be able to use negotiation skills to achieve a desired outcome.	3.2 Use own negotiation skills to achieve a desired outcome. 3.3 State how they can improve their negotiation skills.
4. Know about the implications and benefits assertiveness.	4.2 Identify situations in which assertiveness can be used to achieve the desired outcome. 4.3 List the benefits of being assertive.

Supporting Unit Information

Assertiveness and Decision Making – K/504/8269 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to speak up for them self in a structured situation.

1.1 Make a strong case for them self in a structured and supported situation.

1.2 Make own positive decisions.

1.3 Make own choices.

Learning Outcome 2: Be able to demonstrate that they know about the rights and responsibilities of self and others.

2.1 Demonstrate that they can recognise own rights and responsibilities.

2.2 Demonstrate that they can recognise the rights and responsibilities of others.

Learning Outcome 3: Be able to use negotiation skills to achieve a desired outcome.

3.2 Use own negotiation skills to achieve a desired outcome.

3.3 State how they can improve their negotiation skills.

Learning Outcome 4: Know about the implications and benefits assertiveness.

4.1 Identify situations in which assertiveness can be used to achieve the desired outcome.

4.2 List the benefits of being assertive.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Banking and Other Financial Organisations

Unit Reference	R/504/7486
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about credit and borrowing.	1.1. Outline the advantages of borrowing. 1.2. Outline the disadvantages of borrowing. 1.3. Calculate the cost of making a purchase using credit.
2. Know how different bank accounts work.	2.1 Outline different kinds of banking accounts available. 2.2 Outline different ways to withdraw cash from an account. 2.3 Outline different ways that money can be deposited into an account.
3. Know about different ways and places to save and borrow money.	3.1 Identify different services offered by high street banks. 3.2 Give examples of different ways and places to save money. 3.3 Identify different ways and places to borrow money. 3.4 Compare different ways and places to borrow money.

Supporting Unit Information

Banking and Other Financial Organisations – R/504/7486 – Level 1

Indicative Content

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

Learning Outcome 1: Know about credit and borrowing.

1.1 Outline the advantages of borrowing.

1.2 Outline the disadvantages of borrowing.

1.3 Calculate the cost of making a purchase using credit.

Learning Outcome 2: Know how different bank accounts work.

2.1 Outline different kinds of banking accounts available.

2.2 Outline different ways to withdraw cash from an account.

2.3 Outline different ways that money can be deposited into an account.

Learning Outcome 3: Know about different ways and places to save and borrow money.

3.1 Identify different services offered by high street banks.

3.2 Give examples of different ways and places to save money.

3.3 Identify different ways and places to borrow money.

3.4 Compare different ways and places to borrow money.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written description
- Reflective log/diary
- Project
- Group discussion

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

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

Additional Information

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

Behaviour in Conflict

Unit Reference	R/504/8718
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the kinds of behaviours that can hinder a trusting and supportive atmosphere	1.1. Identify kinds of behaviour that would hinder the ability to trust and be supported.
2. Know how being labelled may impact behaviour	2.1 Identify examples of labelling. 2.2 Identify how a label might impact on behaviour.
3. Know about habitual behaviours	3.1 Identify a habitual behaviour. 3.2 Identify the words and actions associated with those behaviours. 3.3 Identify the costs and gains for a habitual behaviour.
4. Know how past events may influence the development of habitual behaviours	4.1 Identify past events which may lead to the development of a behaviour. 4.2 Identify thoughts and feelings that may be associated with that past event.

5. Know about core beliefs	5.1 Identify the concept of a core belief. 5.2 Outline the relationship between a core belief and a behaviour.
6. Know the concept of choice over habitual behaviours	6.1 Identify a situation where habitual behaviour would be likely to be used. 6.2 Outline a strategy for making a more positive choice.

Supporting Unit Information

Behaviour in Conflict – R/504/8718 – Level 1

Indicative Content

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

Learning Outcome 1: Know the kinds of behaviours that can hinder a trusting and supportive atmosphere.

Range of learned behaviours, patterns of behaviour, previous experiences. Individual behaviours, group behaviours. Definitions of and ideas about a trusting and supportive atmosphere. Possible models of behaviour – e.g., transactional analysis.

1.1 Identify kinds of behaviour that would hinder the ability to trust and be supported.

Self-awareness, including exercises in mapping or identifying individual behaviour patterns. Learned individual behaviours. In at least two different situations, give examples of different types of behaviour that would hinder the ability to trust and be supported, for example, in a return to learn situation, or a domestic situation.

Learning Outcome 2: Know how being labelled may impact behaviour.

2.1 Identify examples of labelling.

Definitions of and background to labelling (sociology, criminology, deviance) give at least three examples of where labelling might take place and what labels might be used. Ensure coverage of a range of people and situations, for example across different age, gender, social class groups, including groups outside of those identified with by the individual learner. Resources, for example, cartoons (e.g. The Simpsons) where labelling is consciously used can be helpful in starting discussion. Examples of deviant and non-deviant behaviour which result in labelling.

2.2 Identify how a label might impact on behaviour.

Idea of self-fulfilling prophecy. Use scenarios, personal experiences and

case studies to identify in at least two situations how a label can impact on behaviour, for example, the labels "criminal" "naughty boy", "clever girl", "disruptive child**".**

Learning Outcome 3: Know about habitual behaviours.

3.1 Identify a habitual behaviour.

Definitions of habitual behaviour (habit, repition, reward). Contexts, including disorders such as OCD. Definitions and examples of different habitual behaviours across self and others. E.g. nail biting, always having a drink when getting in from work, panic attacks situations. Behaviours within specific situations, e.g. work and home.

3.2 Identify the words and actions associated with those behaviours.

For two or more behaviours, identify different words and actions associated with them. For example, triggers for the action, the action itself and associated words and language, consequences of their behaviour. Subsequent actions, consequences and feelings. NLP and other approaches.

3.3 Identify the costs and gains for a habitual behaviour.

For an identified behaviour state the costs and gains or benefits. Contexts of different behaviours, including whether they have changed over time. Understanding of psychological benefits such as comfort/reassurance/control. Costs, including immediate and longer term.

Learning Outcome 4: Know how past events may influence the development of habitual behaviours.

4.1 Identify past events which may lead to the development of a behaviour.

Range of different behaviours and links to possible past events, theories of behaviour and learning. Ideas such as NLP and neural pathways, actual and psychological benefits to particular behaviours. Give a range of discussions about different behaviours and their developments, which can be general or specific.

4.2 Identify thoughts and feelings that may be associated with that past event.

Be specific about particular thoughts and feelings that could be associated with one or more past events. Actual experience, case studies or scenarios. Exploration of positive and negative thoughts and

feelings which might be associated with past event. Understanding of their relationship with current behaviours.

Learning Outcome 5: Know about core beliefs.

5.1 Identify the concept of a core belief.

Definition of core belief, core beliefs about self and others (for example, "I am bad at my job, everyone else is better." "I am stupid. Everyone else is cleverer than me."). CBT. Testing factual and other basis for core beliefs. Key language used (e.g. "everyone" "no one else")

5.2 Outline the relationship between a core belief and a behaviour.

Use models, discussion and simulations to trace the relationship between a core belief and a behaviour in at least two situations.

Learning Outcome 6: Know the concept of choice over habitual behaviours.

6.1 Identify a situation where habitual behaviour would be likely to be used.

Identify a real or imagined situation where a more negative habitual behaviour would be likely to be used. Provide supplementary detail to clarify the situation and give examples of the habitual behaviour which would be used.

6.2 Outline a strategy for making a more positive choice.

Options such as CBT and exposure therapy as appropriate to the situation. Self-awareness and personal action planning strategies. Simulations, scripts and role-plays.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Building a Personal Career Portfolio

Unit Reference	M/504/7494
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about own skills, abilities, experience, knowledge and personal qualities.	1.1. Identify own: (a) Personal qualities (b) Skills (c) Abilities (d) Experience (e) Knowledge 1.2. Identify which of own qualities/skills/abilities/experience/ knowledge can be used to support progression to further opportunities. 1.3. Give examples of how identified personal qualities/skills/abilities experience/knowledge can be used to support own progression.
2. Be able to build a portfolio of personal/educational information.	2.1 Identify different types of information which can be included in a portfolio. 2.2 Assemble evidence in a portfolio so that key elements can be identified. 2.3 Give examples of how a portfolio can be used for personal and/or educational and/or career development.

3. Be able to produce a Curriculum Vitae (CV).	3.1 Identify the core elements of a CV. 3.2 Produce a personal CV.
4. Be able to identify personal goals.	4.1 Identify personal goals. 4.2 Outline ways of achieving identified personal goals.

Supporting Unit Information

Building a Personal Career Portfolio – M/504/7494 – Level 1

Indicative Content

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

Learning Outcome 1: Know about own skills, abilities, experience, knowledge and personal qualities.

1.1 Identify own:

Encourage learners to identify attributes that can be evidenced from all areas of their life, including hobbies and home life.

(a) Personal qualities - might include sticking to own beliefs and values, honesty, work ethic
(b) Skills - might include cooking, crochet, bicycle maintenance, video recording, blogging, IT
(c) Abilities - might include speaking and listening, studying or working to deadlines, following instructions
(d) Experience - might include school projects and clubs, volunteering, life experiences (such as being a carer) as well as work experience
(e) Knowledge - will include any knowledge that underpins attributes and might also include academic knowledge and knowledge gained from experiences

1.2 Identify which of own qualities/skills/abilities/experience/ knowledge can be used to support progression to further opportunities.

From the list produced in AC1.1, check those that are directly relevant to progression. For instance, speaking and listening will be valuable in employment and in further training.

1.3 Give examples of how identified personal qualities/skills/abilities experience/knowledge can be used to support own progression.

Many of the attributes listed in AC1.1 will have relevance to further progression. Encourage the learner to consider the 'transferability' of attributes. For instance, bicycle maintenance may not, of itself, be useful

in progression but indicates a facility with technical and mechanical skills and processes. Caring experience may be directly relevant to progression opportunities and also says something about the qualities of the learner – kindness, commitment - and their ability to manage multiple tasks.

Learning Outcome 2: Be able to build a portfolio of personal/educational information.

2.1 Identify different types of information which can be included in a portfolio.

'Information' may include: academic certificates; records of school, college or work attendance and achievements; references from teachers, work managers or colleagues and friends or neighbours; a CV (see LO3); examples of relevant work product (e.g., drawings and designs, photographs of projects and activities); evidence for the attributes identified in AC1.3; passport or birth certificate, work permit and/or visa, National Insurance number.

2.2 Assemble evidence in a portfolio so that key elements can be identified.

The intention of this AC is that the learner completes a physical portfolio of the evidence from AC2.1 and organises it appropriately so that key elements are easy to identify and find. A numbering system and index is one straightforward way to accomplish this.

2.3 Give examples of how a portfolio can be used for personal and/or educational and/or career development.

'Examples' include: as a record for the family, as evidence for an application to college or work, to be updated with new skills and attributes to support work progression.

Learning Outcome 3: Be able to produce a Curriculum Vitae (CV).

3.1 Identify the core elements of a CV.

'Core elements' include contact details (address, phone number, email address), a personal statement, academic history, work history, training courses and activities or attributes that are relevant to progression (see AC1.3).

3.2 Produce a personal CV.

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

Learning Outcome 4: Be able to identify personal goals.

4.1 Identify personal goals.

'Personal goals' can be entirely personal (for instance, buy a house, learn to ride, get a bicycle) and will certainly be individual to each learner. However, it will be desirable, given the context of this Unit, to encourage learners to set at least one work-related or educational goal. At least two goals must be set to achieve this AC.

4.2 Outline ways of achieving identified personal goals.

Based on the 'goals' identified in AC4.1, the learner should briefly describe how each might be achieved. Encourage learners to do a 'reality check' and to set intermediate goals (for instance, rent a flat and save money towards a house deposit). SMART goals might be introduced to learners: Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

- Written question and answer/test/exam

- Oral question and answer
- Written description
- Group discussion
- Examination of products of work

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

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

Additional Information

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

Career Planning

Unit Reference	M/504/8645
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know own strengths, qualities, skills and abilities.	1.1. Give an example of each own strengths, qualities, skills and abilities. 1.2. Identify an area of weakness. 1.3. State why this area of weakness needs to be improved.
2. Know where to find sources of information, advice and guidance for career planning.	2.1 Identify sources of help or information in relation to career planning. 2.2 Identify a source of relevant information for own career planning.
3. Understand how own abilities relate to progression opportunities.	3.1 Identify different progression opportunities. 3.2 Outline how own attributes relate to the requirements of each opportunity.
4. Know how to plan for transition to the next stage of education, training or work.	4.1 Produce a simple career action plan. 4.2 Produce an application to the next stage of own education, training or work.

Supporting Unit Information

Career Planning – M/504/8645 – Level 1

Indicative Content

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

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

1.1 Give an example of each own strengths, qualities, skills and abilities.

Encourage learners to identify strengths, qualities, skills and abilities that can be evidenced from all areas of their life, including hobbies and home life. The learner should be able to explain why they have chosen each one and it is likely that some words will overlap the four areas. Only one example of each is required.

- 'Strengths' might include: determination, friendliness, flexibility
- 'Qualities' might include: sticking to own beliefs and values, honesty, work ethic
- 'Skills' might include cooking, crochet, bicycle maintenance, video recording, blogging
- 'Abilities' might include speaking and listening, studying or working to deadlines, following instructions

1.2 Identify an area of weakness.

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

1.3 State why this area of weakness needs to be improved.

The learner must explain the impact of this weakness on their potential growth in education, work or training. For instance, a weakness in time keeping might mean they are unable to show up for work or college on

time. Procrastination might mean that they don't do study assignments before the deadline.

Learning Outcome 2: Know where to find sources of information, advice and guidance for career planning.

2.1 Identify sources of help or information in relation to career planning.

'Sources of help or information' might include the Careers Service, school, colleges, training providers, employers, and personal contacts. A number of sources should be listed, along with the particular area of career planning that they can support.

2.2 Identify a source of relevant information for own career planning.

The 'source of relevant information' will be chosen from the list in AC2.1 and the learner should explain why they chose this source. This might be more relevant after activities in LO3.

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

3.1 Identify different progression opportunities.

Having used the sources in AC2.1 to get information, advice and guidance about progression opportunities, the learner should outline each relevant route.

3.2 Outline how own attributes relate to the requirements of each opportunity.

The learner should map their attributes (AC1.1) to the opportunities chosen in AC3.1.

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

4.1 Produce a simple career action plan.

A 'simple career plan' will identify the goal – the preferred career – and steps to get there, which may be education, training or progression through employment.

4.2 Produce an application to the next stage of own education, training or work.

Identifying the next step through their career plan (AC4.1), the learner completes an application. This might be a registration form, a CV, a job application, etc. There is no requirement for the application to be submitted.

Teaching Strategies and Learning Activities

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

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

It is important to note that this Unit is closely related to Units at levels 2 and 3. Attention must be paid to the verbs used in Assessment Criteria to ensure that learners are working at the correct level.

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Group discussion

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

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

Additional Information

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

College Induction

Unit Reference	D/507/9891
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to locate facilities at college.	1.1. Outline how to get to different facilities at the college.
2. Be able to identify members of staff and their roles.	2.1 Identify key members of staff and their roles in college. 2.2 State the arrangements for contacting these people.
3. Be able to identify reasons for attending college.	3.1 Outline two reasons why s/he has come to college. 3.2 Identify what s/he hopes attendance at college will lead to.
4. Understand own responsibilities while at college.	4.1 Outline own responsibilities during the college day. 4.2 State why these responsibilities are important.
5. Understand the differences between college and a previous establishment.	5.1 Outline differences between college and a previous establishment. 5.2 State what is preferred about the college setting.

6. Be able to identify Health and Safety procedures.	6.1 Outline fire evacuation procedures and own role in carrying them out. 6.2 Outline key Health and Safety procedures.

Supporting Unit Information

College Induction – D/507/9891 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to locate facilities at college.

1.1 Outline how to get to different facilities at the college.

Describe how to get to/ access at least three of the following facilities: These may include: reception, library, student support and guidance services, ICT facilities, study rooms, breakout spaces, toilets, shops/cafes, lifts, gyms/sports areas/ leisure facilities, or any other facility offered at the college.

Learning Outcome 2: Be able to identify members of staff and their roles.

2.1 Identify key members of staff and their roles in college.

These may include: Academic course tutor – responsible for daily delivery of your course, personal tutor – responsible for pastoral care and support with academic studies, department head – responsible for the staff who deliver the courses and students' academic progress and programme related support needs, health and safety team/ safeguarding team/ support and guidance team/ UCAS/careers team/ finance team – responsible for ensuring physical and mental wellbeing and offering other specialised support to learners, librarian or information manager – responsible for helping learners access key learning resources, principle of the college – responsible for the whole of the college, any other key staff.

2.2 State the arrangements for contacting these people.

There may be specific procedures to follow some members of staff which will be available in a student guide. Examples of arrangements of contacting key staff might include: contacting academic or personal tutor via email, phone or in person when a need is raised regarding support with academic progress. When making a complaint about academic aspects related to delivery or querying a result or another problem with

delivery contact head of department via phone, email or in person. Contact the finance guidance support staff via phone, email or in person with finance is raised, any other valid arrangement to contact a key member of staff.

Learning Outcome 3: Be able to identify reasons for attending college.

3.1 Outline two reasons why s/he has come to college.

This could include: to advance own understanding of a subject/topic, to help gain more skills/qualifications, to help gain confidence, to help make friends, to help take steps towards a desired course or career, any other valid reason.

3.2 Identify what s/he hopes attendance at college will lead to.

This could include: to gain access to a higher-level course/qualification, to be eligible to apply for certain types of jobs, greater understanding of own abilities, increased confidence, wider skills/knowledge, any other valid reason.

Learning Outcome 4: Understand own responsibilities while at college.

4.1 Outline own responsibilities during the college day.

These are likely to be drawn from the college's student induction guides but could include: come prepared to lessons, complete class and homework in a timely fashion, treat self, peers, staff and college resources with respect, adhere to the college's code of conduct, equality and health and safety procedures, dress appropriately, any other valid responsibility.

4.2 State why these responsibilities are important.

This may include: ensures that you are able to gain the most from lessons, ensures that you take charge of own learning progress, ensures that the learning environment is positive, safe and inclusive, any other valid response.

Learning Outcome 5: Understand the differences between college and a previous establishment.

5.1 Outline differences between college and a previous establishment.

This may include: college/previous place of learning requires more

independent learning/ more guided learning, there are a wider/lesser choice of courses at the college/previous place of learning, there are more/lesser resources at college/previous place of learning, there are a wider selection of extra-curricular opportunities at college/previous place of learning, there are different types of students at college/previous place of learning, teaching approaches, any other valid difference.

5.2 State what is preferred about the college setting.

This may include: a preference to have more control over own learning, a preference to be more independent, a preference to have access to wider extra-curricular activities, a preference towards a specialist subject area or teaching style, any other valid reason.

Learning Outcome 6: Be able to identify Health and Safety procedures.

6.1 Outline fire evacuation procedures and own role in carrying them out.

This response should link directly to information provided by designated induction tutor or health and safety guide but is likely to include: When the fire bell sounds, leave all items in the classroom or other college space, walk (do not run) towards the nearest fire exit, congregate in the designated fire evacuation point. If you are first to notice a fire press the fire alarm, only attempt to use fire extinguishers if it is safe to do so, contact a member of staff regarding where the fire originates, tell a member of staff if you see anyone who is injured or unable to leave the building, any other valid procedure.

6.2 Outline key Health and Safety procedures.

This response should link directly to information provided by designated induction tutor or health and safety guide but is likely to include: go to designated area to contacted health and safety member of staff if you or someone you know is injured, ensure that you raise concerns about safety with designated person, always display appropriate identification, be vigilant on college premises regarding anyone who looks out of place/ is not showing identification and contact appropriate member of staff, internet safety practices, follow fire safety procedures, any other valid safety measure.

Teaching Strategies and Learning Activities

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

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Customer Service

Unit Reference	T/504/8727
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the benefits to an organisation of good customer service.	1.1. Outline reasons why good customer service is important for an organisation. 1.2. Identify examples of good practice in customer service.
2. Know about the possible consequences of poor customer service.	2.1 Outline how poor customer service can impact on: (a) the organisation (b) customers (c) staff
3. Know about the value of giving customers a positive first impression of an organisation.	3.1 Outline why it is important to make a positive first impression on customers. 3.2 Give examples of how to create a positive first impression when communicating with customers: (a) face to face (b) on the telephone (c) in writing
4. Know about verbal and non-verbal interaction with customers.	4.1 Identify appropriate and inappropriate ways of communicating verbally with customers. 4.2 Give examples of types of non-verbal communication.

5. Know how to respect customer needs.	5.1 Outline why it is important to maintain customer confidentiality. 5.2 Outline ways in which they can respect individual customer needs.
6. Know how to deal with customer complaints.	6.1 List the types of complaints that are commonly made by customers. 6.1 Identify appropriate people that need to be informed in response to a customer complaint. 6.2 Identify the details of a customer's complaint that need to be recorded. 6.3 Give examples of positive ways of dealing with customer complaints.

Supporting Unit Information

Customer Service – T/504/8727 – Level 1

Indicative Content

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

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

1.1 Outline reasons why good customer service is important for an organisation.

1.2 Identify examples of good practice in customer service.

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

2.1 Outline how poor customer service can impact on:
- (a) the organisation
- (b) customers
- (c) staff

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

3.1 Outline why it is important to make a positive first impression on customers.

3.2 Give examples of how to create a positive first impression when communicating with customers:
- (a) face to face
- (b) on the telephone
- (c) in writing

Learning Outcome 4: Know about verbal and non-verbal interaction with customers.

4.1 Identify appropriate and inappropriate ways of communicating verbally with customers.

4.2 Give examples of types of non-verbal communication.

Learning Outcome 5: Know how to respect customer needs.

5.1 Outline why it is important to maintain customer confidentiality.

5.2 Outline ways in which they can respect individual customer needs.

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

6.1 List the types of complaints that are commonly made by customers.

6.2 Identify appropriate people that need to be informed in response to a customer complaint.

6.3 Identify the details of a customer's complaint that need to be recorded.

6.4 Give examples of positive ways of dealing with customer complaints.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

- Case study
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

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

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

Additional Information

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

Data Calculations

Unit Reference	K/503/3044
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the arithmetical average for a set of data.	1.1. Use the term 'average' in everyday contexts. 1.2. Find the mean for a given set of data.
2. Understand the range of a set of data.	2.1 Use the term 'range' as a measure of spread for sets of data in everyday usage. 2.2. Calculate the range of given data sets.

Supporting Unit Information

Data Calculations – K/503/3044 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the arithmetical average for a set of data.

1.1 Use the term 'average' in everyday contexts.

1.2 Find the mean for a given set of data.

Learning Outcome 2: Understand the range of a set of data.

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

2.2 Calculate the range of given data sets.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Demonstrating Speaking and Listening Skills

Unit Reference	F/507/9902
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Communicate with others.	1.1. Respect the turn-taking rights of others. 1.2. Use appropriate phrases for interruption. 1.3. Listen actively, for example, use appropriate eye contact, body language, facial expression. 1.4. Speak appropriately to the situation, using clarity, speed and phrasing. 1.5. Use formal language when appropriate. 1.6. Respond to questions on some familiar topics.
2. Present information effectively to others.	2.1 Provide straightforward information to unknown individuals, by phone, for example, leave a message to individuals or voice mail. 2.2 Express clearly statements of straightforward fact, explanation, instructions, accounts and descriptions to individuals and to a known group. 2.3 Give a short talk to a known group on a familiar topic. 2.4 Present information and ideas in a logical sequence.

	2.5 Include detail to develop ideas where appropriate.
3. Obtain information from others	3.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics. 3.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts. 3.3 Use strategies to clarify and confirm understanding, for example, facial expressions, body language, verbal prompts.
4. Engage in discussion.	4.1 Follow and contribute to discussions on a range of straightforward topics. 4.2 Provide feedback and confirmation when listening to others. 4.3 Make contributions relevant to the situation and subject.

Supporting Unit Information

Demonstrating Speaking and Listening Skills – F/507/9902 – Level 1

Indicative Content

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

Learning Outcome 1: Communicate with others.

1.1 Respect the turn-taking rights of others.

1.2 Use appropriate phrases for interruption.

1.3 Listen actively, for example, use appropriate eye contact, body language, facial expression.

1.4 Speak appropriately to the situation, using clarity, speed and phrasing.

1.5 Use formal language when appropriate.

For Assessment Criteria 1.1, 1.2, 1.3, 1.4 and 1.5:
Participate in a minimum of 3 discussions, one of which must be formal. Learners should be able to make contributions that are relevant to the discussion, which can be heard and understood by all participants.
For the formal discussion, learners should be able to demonstrate that they can adapt their speech accordingly. For example, avoiding slang and colloquialisms.
Learners should be able to demonstrate that they can listen and respond according to accepted conventions. For example, allowing other participants sufficient opportunity to contribute. If interrupting, learners should use phrases such as "Excuse me for interrupting…"; "May I just add…" Feedback can be provided by such statements as "I agree because…"; "Sorry, I disagree because..."
Active listening can be demonstrated by maintaining eye contact; taking notes, nodding one's head, for example.

1.6 Respond to questions on some familiar topics.

Learners could demonstrate achievement of these outcomes by:

- Providing an account of a leisure activity to a fellow-learner or

tutor.
- Instructing a tutor or fellow-learner(s) to complete a task.
- Providing an explanation of his/her reasons for participating in a hobby or sport, or for holding a specific point of view on a controversial subject.
- Describing everyday objects or places known to a tutor or fellow-learner(s).
- Looking for non-verbal clues from the audience to demonstrate understanding, e.g. facial expressions showing miscomprehension, nodding.

Learning Outcome 2: Present information effectively to others.

2.1 Provide straightforward information to unknown individuals, by phone, for example, leave a message to individuals or voice mail.

Learners could demonstrate achievement of these outcomes by:
- Telephoning to request information on a course or job vacancy, providing name and contact details.
- Leaving a message via voicemail/a person when telephoning a friend or colleague to inform them of a change of plan, or providing directions to a venue.
- Asking for directions over the telephone or in person.
- Clarifying information by asking for it to be repeated, spelling unfamiliar names as requested.

2.2 Express clearly statements of straightforward fact, explanation, instructions, accounts and descriptions to individuals and to a known group.

Learners could demonstrate achievement of these outcomes by:
- Providing an account of a leisure activity to a fellow-learner or tutor.
- Instructing a tutor or fellow-learner(s) to complete a task.
- Providing an explanation of his/her reasons for participating in a hobby or sport, or for holding a specific point of view on a controversial subject.
- Describing everyday objects or places known to a tutor or fellow-learner(s).
- Looking for non-verbal clues from the audience to demonstrate understanding, e.g. facial expressions showing miscomprehension, nodding.

2.3 Give a short talk to a known group on a familiar topic.

2.4 Present information and ideas in a logical sequence.

2.5 Include detail to develop ideas where appropriate.

For Assessment Criteria 2.3, 2.4 and 2.5:
Learners should be able give a talk of 5-10 minutes to a small group of people known to them.
This talk should have a clear introduction, main body and conclusion. It should include a small number of points that are developed in detail. Learners should be able to answer questions from the audience following the talk to clarify understanding or to provide supplementary information. Sample topics for the talk include "My Chosen University"; "My Chosen Career"; "My Dreams for the Future"; "Why I Love/Hate My Town".

Learning Outcome 3: Obtain information from others.

3.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics.

Learners could demonstrate achievement of these outcomes by:

- Providing an account of a leisure activity to a fellow-learner or tutor.
- Instructing a tutor or fellow-learner(s) to complete a task.
- Providing an explanation of his/her reasons for participating in a hobby or sport, or for holding a specific point of view on a controversial subject.
- Describing everyday objects or places known to a tutor or fellow-learner(s).
- Looking for non-verbal clues from the audience to demonstrate understanding, e.g. facial expressions showing miscomprehension, nodding.

3.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts.

Learners could demonstrate achievement of these outcomes by:

- Telephoning to request information on a course or job vacancy, providing name and contact details.
- Leaving a message via voicemail/a person when telephoning a friend or colleague to inform them of a change of plan, or providing directions to a venue.
- Asking for directions over the telephone or in person.
- Clarifying information by asking for it to be repeated, spelling unfamiliar names as requested.

3.3 Use strategies to clarify and confirm understanding, for example, facial expressions, body language, verbal prompts.

Learners could demonstrate achievement of these outcomes by:

- Providing an account of a leisure activity to a fellow-learner or tutor.
- Instructing a tutor or fellow-learner(s) to complete a task.
- Providing an explanation of his/her reasons for participating in a hobby or sport, or for holding a specific point of view on a controversial subject.
- Describing everyday objects or places known to a tutor or fellow-learner(s).
- Looking for non-verbal clues from the audience to demonstrate understanding, e.g. facial expressions showing miscomprehension, nodding.

Learning Outcome 4: Engage in discussion.

4.1 Follow and contribute to discussions on a range of straightforward topics.

4.2 Provide feedback and confirmation when listening to others.

4.3 Make contributions relevant to the situation and subject.

For Assessment Criteria 4.1, 4.2, and 4.3:
Participate in a minimum of 3 discussions, one of which must be formal.
Learners should be able to make contributions that are relevant to the discussion, which can be heard and understood by all participants.
For the formal discussion, learners should be able to demonstrate that they can adapt their speech accordingly. For example, avoiding slang and colloquialisms.
Learners should be able to demonstrate that they can listen and respond according to accepted conventions. For example, allowing other participants sufficient opportunity to contribute. If interrupting, learners should use phrases such as "Excuse me for interrupting…"; "May I just add…" Feedback can be provided by such statements as "I agree because…"; "Sorry, I disagree because..."
Active listening can be demonstrated by maintaining eye contact; taking notes, nodding one's head, for example.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

- Written question and answer/test/exam
- Oral question and answer
- Role play/simulation
- Group discussion

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

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

Additional Information

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

Developing a Personal Learning Programme

Unit Reference	M/504/8287
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the relevance of previous skills and experience for future learning.	1.1. Outline previous learning experiences and achievements. 1.2. State own strengths and needs. 1.3. Identify: (a) which own strengths can be built on (b) which own strengths need further development
2. Be able to use guidance and advice for own learning needs.	2.1 Identify sources of guidance and advice. 2.2 Use sources of guidance and advice. 2.3 Outline available learning options. 2.4 Select a learning option based on the advice and guidance given.
3. Know about the purpose and value of negotiating own learning programme.	3.1 Outline the main reasons for negotiating own learning programme. 3.2 Identify the main aspects to be considered when discussing own learning programme. 3.3 Negotiate and agree own learning programme with an appropriate other person.

4. Review learning programme in the context of own needs and development.	4.1 State the main learning goals of the learning programme. 4.2 Consider whether learning goals have been achieved. 4.3 Identify what further action needs to be taken to achieve own learning goals. 4.4 Seek further guidance and advice to help achieve own learning goals.

Supporting Unit Information

Developing a Personal Learning Programme – M/504/8287 – Level 1

Indicative Content

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

Learning Outcome 1: Know about the relevance of previous skills and experience for future learning.

1.1 Outline previous learning experiences and achievements.

1.2 State own strengths and needs.

1.3 Identify:
(a) which own strengths can be built on
(b) which own strengths need further development

Learning Outcome 2: Be able to use guidance and advice for own learning needs.

2.1 Identify sources of guidance and advice.

2.2 Use sources of guidance and advice.

2.3 Outline available learning options.

2.4 Select a learning option based on the advice and guidance given.

Learning Outcome 3: Know about the purpose and value of negotiating own learning programme.

3.1 Outline the main reasons for negotiating own learning programme.

3.2 Identify the main aspects to be considered when discussing own learning programme.

3.3 Negotiate and agree own learning programme with an appropriate other person.

Learning Outcome 4: Review learning programme in the context of own needs and development.

4.2 State the main learning goals of the learning programme.

4.3 Consider whether learning goals have been achieved.

4.4 Identify what further action needs to be taken to achieve own learning goals.

4.5 Seek further guidance and advice to help achieve own learning goals.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Developing own Interpersonal Skills

Unit Reference	D/504/8429
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify own skills.	1.1. Outline own strengths and weaknesses.
2. Understand the need for time management.	2.1 Outline why managing own time is important. 2.2 Identify ways of improving own time management.
3. Identify ways of improving own time management.	3.1 Identify signs and symptoms of stress in self and others.
4. Be able to recognise different types of criticism.	4.1 Outline the difference between constructive and destructive criticism.
5. Be able to recognise confident behaviour in self and others.	5.1 Outline real situations which illustrate confident behaviour.
6. Know what is meant by non-verbal communication.	6.1 Identify different examples of non-verbal communication.

7. Know the difference between aggressive, passive and assertive behaviour.	7.1 Outline examples of aggressive, passive and assertive behaviour.

Supporting Unit Information

Developing own Interpersonal Skills – D/504/8429 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to identify own skills.

1.1 Outline own strengths and weaknesses.

'Strengths and weaknesses' will be anything that the learner identifies for themselves and may include:

- Time management
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

Learning Outcome 2: Understand the need for time management.

2.1 Outline why managing own time is important.

Reasons for managing own time include:

- Completing tasks on time
- Reduction of stress as deadlines approach
- Using time wisely (e.g., for study or personal development)
- Being punctual for appointments
- Respecting other people's time

2.2 Identify ways of improving own time management.

Techniques to improve time management include:

- Time boxing – estimating how long a task will take and diarying chunks of time to get it done
- Splitting big tasks into smaller, more manageable pieces

- Allowing an extra 10 minutes to get to appointments
- Use electronic means of communication rather than meetings and phone calls
- Schedule time out for yourself – this avoids breaking up a period of time that is scheduled for tasks and motivates you to stay on track
- Do small and simple tasks when least ready for serious work (early morning or late afternoon, for instance)
- Set times to check emails and texts and turn off the apps in between
- Setting priorities for tasks – what needs to be done quickly and what is more important

Learning Outcome 3: Identify ways of improving own time management.

3.1 Identify signs and symptoms of stress in self and others.

Signs and symptoms of stress include:

- A 'short fuse' – easily breaking into anger and aggression, moody and irritable, intolerant of others
- Feeling out of control or overwhelmed
- Loneliness and isolation
- Depression and general unhappiness
- Fidgeting
- Clumsiness – becoming 'accident prone'
- Unable to settle to one task, easily distracted
- Not taking care over appearance
- Physical symptoms – lack of sleep, prone to infection, feeling unwell for no real cause, headaches, chest pain and rapid heartbeat, upset stomach

Learning Outcome 4: Be able to recognise different types of criticism.

4.1 Outline the difference between constructive and destructive criticism.

Destructive criticism blames, constructive criticism praises.

Constructive criticism is forward looking – it praises good work and explains what needs to change in order to achieve. It is:

- Specific about what it refers to
- Precise in describing it (not long winded)
- Kind about what has gone well
- Positive about success
- Given when the receiver is ready to hear it

Destructive criticism focuses on what has happened in the past (and can't be changed) – it may acknowledge what has gone well but also details what went less well without guidance to put it right.

Following constructive criticism, the receiver feels positive that they can get it right next time and happy with what went well this time.

Following destructive criticism, the receiver does not know what they can do to remedy defects, feels negative about achievement and ignores what went well.

Learning Outcome 5: Be able to recognise confident behaviour in self and others.

5.1 Outline real situations which illustrate confident behaviour.

The learner is required to identify 'real situations' that illustrate confident behaviour. To do this, they will need to know what 'confident behaviour' looks like. This includes:

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

Learning Outcome 6: Know what is meant by non-verbal communication.

6.1 Identify different examples of non-verbal communication.

The learner is required to 'identify different examples' and this could be keeping a record of non-verbal communication among the learning group or identifying from a film or video.
Non-verbal communication includes:

- Facial expression - (smiling, frowning, grimacing, rolling eyes, etc), keeping eye contact to indicate interest or attention
- Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point
- Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.

- Tone of voice – saying the same thing but in a different way can indicate emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.
- Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention
- Appearance – how we dress says something about how we want to be perceived

Learning Outcome 7: Know the difference between aggressive, passive and assertive behaviour.

7.1 Outline examples of aggressive, passive and assertive behaviour.

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

Passive behaviours are where the person asserts the rights and needs of other people above their own rights and needs. Again, this may not appear 'passive' in the sense of someone behaving meekly or shyly. Passive behaviours include: doing things that you don't want to do; not putting forward your own point of view; insisting that the other person has their way, even when offered the opportunity to argue for your own.

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

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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

Additional Information

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

Developing Personal Confidence and Self Awareness

Unit Reference	D/504/8432
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand reasons for feeling confident and lacking confidence.	1.1. Identify a situation when s/he felt confident and how s/he behaved in this situation. 1.2. Identify a situation when s/he lacked confidence and how s/he behaved in this situation. 1.3. Give an example of where s/he lacks confidence. 1.4. Outline how our own behaviour can influence the ways in which other people view us.
2. Understand effective participation in social situations.	2.1 Identify social situations which make her/him feel uncomfortable and give reasons why. 2.2 Outline an example of behaviour which would be inappropriate in a social situation. 2.3 Identify ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations.

3. Understand ways to manage stress.	3.1 State what makes her/him feel stressed 3.2 State how s/he deals with feeling stressed. 3.3 Identify techniques which can help reduce stress. 3.4 State ways in which these techniques can help her/him feel better.
4. Be able to set goals for own development.	4.1 Identify one short term goal. 4.2 Produce a straightforward action plan which identifies ways to meet the goal. 4.3 Identify and record achievements which lead to attainment of the goal. 4.4 Outline ways in which goal setting has contributed to own self confidence.

Supporting Unit Information

Developing Personal Confidence and Self Awareness – D/504/8432 – Level 1

Indicative Content

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

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

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

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

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

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

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

1.3 Give an example of where s/he lacks confidence.

The learner is asked to identify something where they lack confidence. This could be a situation (such as walking into big groups where you don't

know people) or a personal attribute or skill (for instance, a lack of confidence in expressing yourself).

1.4 Outline how our own behaviour can influence the ways in which other people view us.

Our behaviour influences other's perception of us for a number of reasons:

Perception is influenced by pre-conceptions. We all have stereotypes of people whom we will 'get along with' and those we won't. Behaving in different ways because we are nervous (for instance, being very quiet, keeping our head down, fiddling with hair and clothing) gives a false impression to others and changes their behaviour towards us.

Behaviours that are very obviously anxious or nervous tend to make other people feel anxious, too, and they won't feel comfortable being with us. Conversely, an upright posture, eye contact and a smile encourages other people to perceive us as warm, friendly and confident.

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

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

Learning Outcome 2: Understand effective participation in social situations.

2.1 Identify social situations which make her/him feel uncomfortable and give reasons why.

'Social situation' may be anything that the learner identifies as one where they feel uncomfortable but a full description of the situation and of their feelings should be given (see AC1.1). 'Reasons' might include: feelings that people won't like you, that other people are smarter or more confident than you, that you have nothing to talk about or will say something foolish.

2.2 Outline an example of behaviour which would be inappropriate in a social situation.

'Inappropriate' behaviours may be either how we act or how we speak (and what we say). The learner should choose an example and explain

why it is inappropriate.

Standing too close to other people whom we don't know is interpreted as invading their 'personal space'. It can be interpreted as an inappropriate sexual advance or as aggressive but will always make people try to edge away. There are different conceptions of 'personal space' in different cultures: in China and India, for instance, 'personal space' is much less important. The distance at which people feel invaded depends on context. In a crowded party, the distance is smaller and in the open it is much larger. The acceptable distance also depends on the extent to which someone feels threatened or anxious. Personal space is also invaded when someone is touched, with the wrist, elbow and lower arm being more acceptable than the upper arm and shoulder.

There are many inappropriate ways to act in social situations: drinking too much alcohol, especially when everyone else is sober; taking all of the chocolate biscuits without asking others whether they want one; sprawling across a sofa when there are insufficient seats for everyone.

Other examples:

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

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

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

Ways to change attitude include:

- Re-interpret a frightening situation as 'exciting'
- Remind yourself that others are equally nervous and decide to support them
- Rehearse situations that have been troubling and decide upon a course of action
- Decide the 'persona' you wish others to see and act like it
- Think of two appropriate topics of conversation that you can start with strangers

- Be interested in other people and encourage them to speak
- Regard each uncomfortable social situation as a rehearsal for the next.

Learning Outcome 3: Understand ways to manage stress.

3.1 State what makes her/him feel stressed.

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

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

3.2 State how s/he deals with feeling stressed.

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

3.3 Identify techniques which can help reduce stress.

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

3.4 State ways in which these techniques can help her/him feel better.

The techniques listed in AC3.3 will be more effective or appropriate in different situations: for instance, dealing with exam stress by taking a run beforehand is fine where running round the party is not. Avoiding a stressor can be useful (for instance, family arguments) may be appropriate and useful but avoiding an exam is not. The act of taking control – feeling that you have a strategy or technique to deal with stress – is an important factor in feeling better.

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

4.1 Identify one short term goal.

The goal should be SMART (specific, measurable, achievable, relevant, timetabled).

4.2 Produce a straightforward action plan which identifies ways to meet the goal.

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

4.3 Identify and record achievements which lead to attainment of the goal.

Using the action plan, the learner will identify achievements that contributed achieving the goal.

4.4 Outline ways in which goal setting has contributed to own self confidence.

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

Teaching Strategies and Learning Activities

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

For LO4, the learner must choose one goal that is relevant to the Unit. For instance: learning mindfulness techniques to help deal with stress; doing one new, uncomfortable thing each week. As the learner must record and reflect on achievements, they will need to set the goal in advance of the remainder of the learning activities.

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Family Relationships

Unit Reference	M/504/8225
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the different roles within the family.	1.1. Identify the different roles of members of a family unit. 1.2. Identify own main responsibilities to other members within the family.
2. Know about some of the causes and effects of problems in family life.	2.1 Identify common causes of problems. 2.2 Identify the possible effects these problems may have on the family.
3. Know about the changing nature of families.	3.1 Describe the variety of forms the family may take. 3.2 Outline how the needs of family members may change as circumstances change.
4. Be able to produce a life plan for family and self.	4.1 Produce a life plan for the future.

Supporting Unit Information

Family Relationships – M/504/8225 – Level 1

Indicative Content

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

Learning Outcome 1: Know about the different roles within the family.

1.1 Identify the different roles of members of a family unit.

Parent, to provide, protect and teach the child, make decisions and manage the family, grandparent to support the parent and nurture the child, the child- who should work with the parents (and grandparents) and respect them, siblings who should support each other.

1.2 Identify own main responsibilities to other members within the family.

This will be personal to each learner, they will need to list what they do to support the other family members (for example as an older sibling, supporting or caring for younger sibling and supporting the parents with childcare etc.).

Learning Outcome 2: Know about some of the causes and effects of problems in family life.

2.1 Identify common causes of problems.

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

2.2 Identify the possible effects these problems may have on the family.

Learners should list the effects such as; arguments, avoidance, stress, tiredness and lack of energy, depression, members feeling alone and

withdrawing, being unable to concentrate or enjoy normal activities, not being sociable, drinking or taking drugs as a form of escape.

Learning Outcome 3: Know about the changing nature of families.

3.1 Describe the variety of forms the family may take.

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

3.2 Outline how the needs of family members may change as circumstances change.

Learners should outline how change occurs as a child grows and matures, changing environments (schools), relationships and physical needs as they get older (privacy – the need for more space. etc.), also consider moving area, and changes in schools, as a result of separation (from friends), or by parent moving in with a new partner and their family, outlining the effects on themselves, the parents and other siblings.

Learning Outcome 4: Be able to produce a life plan for family and self.

4.1 Produce a life plan for the future.

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

Teaching Strategies and Learning Activities

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

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Food Safety in the Home and Community

Unit Reference	H/502/3094
Level	1
Credit Value	2
Guided Learning	20
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of handling food safely.	1.1. Describe why it is important to maintain good practice when handling food. 1.2. Identify hazards related to food safety and describe appropriate actions. 1.3. State why it is important to store and dispose of waste safely, and give examples of how to do it.
2. Understand the importance of personal hygiene when handling food.	2.1 List ways to maintain personal hygiene in the food work area, including how and when to wash hands. 2.2. List potential problems resulting from not maintaining personal hygiene in the food work area.
3. Understand the importance of cleaning a food work area.	3.1 State why cleaning is important in keeping food safe. 3.2 List ways of keeping the food work area clean. 3.3 Select and safely use appropriate cleaning materials in a food work area.

4. Understand the importance of keeping food products safely.	4.1 Describe how to store different types of food correctly. 4.2 State why it is important to follow food storage instructions. 4.3 List ways in which food should be handled to avoid contamination. 4.4 List ways in which food should be stored to avoid contamination.
5. Handle food safely.	5.1 Handle food safely following correct procedures.

Supporting Unit Information

Food Safety in the Home and Community – H/502/3094 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the importance of handling food safely.

1.1 Describe why it is important to maintain good practice when handling food.

Stop spread of bacteria from surfaces to hands and then to food, or vulnerable areas of body e.g. cuts.

Safer: clean environments avoid slips and trips.

Reduce waste: poor handling can result in food being discarded.

1.2 Identify hazards related to food safety and describe appropriate actions.

Hazards include: broken glass, hot liquids, spillages, trips and slips, broken equipment, broken or dirty surfaces, using same surface to prepare raw and cooked foods, use of sharp knives, burns from hot oil splashes and heating elements.

Actions could include:

- Use different identifiable surfaces to prepare raw and cooked foods.
- Clean and sanitise chopping boards to prevent cross-contamination and possible food poisoning.
- Remove from use any surfaces and equipment that are damaged.
- Clean appropriately any dirty equipment or surfaces, or replace.
- Wipe up spills as they occur.
- Remove tripping hazards within food preparation area e.g. rugs, cables.

1.3 State why it is important to store and dispose of waste safely, and give examples of how to do it.

It is important to store and dispose of waste safely to avoid: rodent infestation, cross contamination between waste and stored foods, avoid spread of bacteria to foods or to human skin.

Examples: secure in bag and black bin, compost bins, used cooking oil collection points at local authority recycling centres.

Learning Outcome 2: Understand the importance of personal hygiene when handling food.

2.1 List ways to maintain personal hygiene in the food work area, including how and when to wash hands.

To include: wash and dry hands, tie back hair/use hair net, clean apron/uniform, short fingernails, remove jewelry, cover hand cuts with waterproof (blue) plasters.

When to wash hands: after using the toilet, before handling food for eating or cooking, after handling raw meat or dirty vegetables when preparing a meal, after handling chemicals.

How to wash hands: wet, apply soap or anti-bacterial wash, rub hands thoroughly (back and palms, thumbs and finger tips) for 20 seconds, rinse, dry.

2.2 List potential problems resulting from not maintaining personal hygiene in the food work area.

- Cross contamination between person and foods.
- Food poisoning.
- Stomach upsets.

Learning Outcome 3: Understand the importance of cleaning a food work area.

3.1 State why cleaning is important in keeping food safe.

To avoid spread of bacteria from unclean surfaces to clean equipment or foods being prepared. To avoid attracting pests such as flies and mice – these themselves can spread other harmful bacteria.

Avoid spread of bacteria between person, kitchen equipment and surfaces, and food (raw or cooked), avoid food poisoning.

3.2 List ways of keeping the food work area clean.

- Wash preparation areas and surfaces before preparing foods and afterwards.
- Clean and wipe spills.
- Wear the clean protective clothing e.g. aprons.

3.3 Select and safely use appropriate cleaning materials in a food work area.

- Select cleaning materials appropriate to the task i.e. cloth, brush.
- Wear the correct personal protective clothing e.g. aprons, gloves.
- Use of good hygiene practices e.g. clean cloths.
- Handle equipment safely using correct procedures for use.

Learning Outcome 4: Understand the importance of cleaning a food work area.

4.1 Describe how to store different types of food correctly.

Cooked foods: Should be maintained at serving (holding) temperature for immediate serving, or cooled quickly and stored in a refrigerator.

Store uncooked foods:
- Meat, fish, eggs and dairy: store in a refrigerator at between 1 and 5 degrees Centigrade
- All fruits, vegetables, nuts, dried or tinned goods: store in a cool, dry, unlit place at approximately 10 degrees Centigrade.

4.2 State why it is important to follow food storage instructions.

To avoid and prolong time for food to deteriorate, go mouldy, or form other harmful bacteria.

4.3 List ways in which food should be handled to avoid contamination.

By wearing disposable gloves, using tongs.

4.4 List ways in which food should be stored to avoid contamination.

Keeping food covered until required, keeping raw and cooked food separate.

Learning Outcome 5: Handle food safely.

5.1 Handle food safely following correct procedures.
To include:

- Clean hands and surfaces.
- Separate to stop contamination.
- Cook to correct temperature.
- Chill and refrigerate quickly.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Role play/simulation

Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Practice File

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

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

Additional Information

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

Group and Teamwork Communication Skills

Unit Reference	K/506/0664
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the roles and responsibilities associated with working in a group.	1.1. Identify the different roles of group members when completing specific group tasks.
2. Be able to interact with group members and staff.	2.1 Communicate appropriately with others in structured situations.
3. Be able to listen and understand.	3.1 Demonstrate how to select information being communicated orally and respond appropriately, showing that the information has been understood.
4. Be able to let others communicate within a group situation.	4.1 Demonstrate how to allow others to express their view/responses without interrupting on at least three occasions in different group situations. 4.2 Outline why this is important.
5. Know the importance of co-operation when working in group situations.	5.1 Identify at least three situations when co-operation is necessary to achieve a group task.

6. Be able to accept and respond to praise and criticism.	6.1	Demonstrate the appropriate response to praise and constructive criticism from group members in different structured contexts.
7. Understand relationships within own team.	7.1	Outline how to respond to those in authority of a team.

Supporting Unit Information

Group and Teamwork Communication Skills – K/506/0664 – Level 1

Indicative Content

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

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

1.1 Identify the different roles of group members when completing specific group tasks.

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

Learning Outcome 2: Be able to interact with group members and staff.

2.1 Communicate appropriately with others in structured situations.

Professional and appropriate communication is essential in a corporate environment. This may be verbal communication in a meeting or a letter/email to other members of staff or to a manager. Language, address, phrasing, terminology and structure are key components to effective communication.

Learning Outcome 3: Be able to listen and understand.

3.1 Demonstrate how to select information being communicated orally and respond appropriately, showing that the information has been understood.

Verbal communications to teams or groups may be full of information about different aspects of a project, task or business. It is important to identify which elements are applicable to your role and that the information is clearly understood. Any deadlines or additional information required should be clarified in an appropriate verbal response.

Learning Outcome 4: Be able to let others communicate within a group situation.

4.1 Demonstrate how to allow others to express their view/responses without interrupting on at least three occasions in different group situations.

Ensure sufficient time is taken to listen to individual views/responses. An appreciation of self-esteem, confidence issues or learning difficulties are often a barrier to communication and learners should be aware of these when working with others. All learners should be encouraged to contribute to discussions. For longer discussions, meetings or speeches it would be advisable to make notes and wait until the end to respond.

4.2 Outline why this is important.

It is important that everybody is allowed to express their individual views or responses and be able to talk freely without interruption. This allows those who may be less confident in discussions to have a valued input without fear of being cut short.

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

5.1 Identify at least three situations when co-operation is necessary to achieve a group task.

This may be a project that requires several people with different skills, knowledge, experience or authorisation to work together to complete the task or project. This may include contributions from different individuals, different departments, external contractors or component manufacturers.

Learning Outcome 6: Be able to accept and respond to praise and criticism.

6.1 Demonstrate the appropriate response to praise and constructive criticism from group members in different structured contexts.

Giving and/or receiving praise or criticism is often difficult as this often feels very personal. Positive comments or praise can be motivational, try to identify strengths and comment on these to motivate others. If receiving praise, remember to say thanks and respond in a positive way. Criticism can be harder to say and even harder to receive - consider why this has been highlighted, what you can do to improve and how to respond appropriately.

Learning Outcome 7: Understand relationships within own team.
7.1 Outline how to respond to those in authority of a team.

In a working environment we often form professional relationships or personal friendships with other staff who may work in different departments or have different job functions. Friendships, relationships or common hobbies should be set aside whilst working, and communication with all staff, clients and managers should be professional and appropriate to the work and job role.

Teaching Strategies and Learning Activities

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

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

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

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has two prescribed assessment methods:

- Practical demonstration
- Group discussion

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Role play/simulation

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

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

Additional Information

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

Health and Safety in a Practical Environment

Unit Reference	Y/600/3239
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be aware of relevant health and safety requirements, procedures and equipment.	1.1. State the purpose of relevant, current health and safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations. 1.2. State the correct procedures for reporting accidents and potential hazards. 1.3. State the correct response to two emergency situations. 1.4. State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box.
2. Recognise and manage risk by following safe working practices.	2.1 Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks. 2.3. Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques.

Supporting Unit Information

Health and Safety in a Practical Environment – Y/600/3239 – Level 1

Indicative Content

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

Learning Outcome 1: Be aware of relevant health and safety requirements, procedures and equipment.

1.1 State the purpose of relevant, current health and safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations.

1.2 State the correct procedures for reporting accidents and potential hazards.

1.3 State the correct response to two emergency situations.

1.4 State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box.

Learning Outcome 2: Recognise and manage risk by following safe working practices.

2.1 Identify the potential risks of a given situation.

2.2 State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks.

2.3 Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Health, Safety and First Aid at Work

Unit Reference	F/504/8858
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the health and safety requirements of own workplace surroundings.	1.1. Identify major hazards in the workplace. 1.2. Outline safety procedures in the workplace. 1.3. Outline safe working practices in the workplace.
2. Know about the main elements of Control of Substances Hazardous to Health (COSHH).	2.1 Identify the main COSHH regulations for the workplace. 2.2 Identify the consequences of not applying these regulations.
3. Know how to prevent common accidents at work.	3.1 Identify causes for a range of common accidents at work. 3.2 Outline ways of preventing a range of common accidents at work.
4. Be able to respond to first aid incidents.	4.1 Demonstrate first aid treatments for use in dealing with simple accidents. 4.2 State when and how to call for emergency assistance.

5. Be able to recognise respiratory and cardiac arrest.	5.1 State how to recognise situations of respiratory and cardiac arrest.
6. Be able to demonstrate resuscitation techniques and the recovery position.	6.1 Demonstrate resuscitation techniques in accordance with national guidelines. 6.2 Demonstrate the recovery position in accordance with national guidelines.
7. Be able to safely handle and move inanimate loads.	7.1 Demonstrate safe practice in the following areas: a) pushing and pulling b) supporting c) carrying a load 7.2 Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.

Supporting Unit Information

Health, Safety and First Aid at Work – F/504/8858 – Level 1

Indicative Content

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

Learning Outcome 1: Know about the health and safety requirements of own workplace surroundings.

1.1 Identify major hazards in the workplace.

1.2 Outline safety procedures in the workplace.

1.3 Outline safe working practices in the workplace.

Learning Outcome 2: Know about the main elements of Control of Substances Hazardous to Health (COSHH).

2.1 Identify the main COSHH regulations for the workplace.

2.2 Identify the consequences of not applying these regulations.

Learning Outcome 3: Know how to prevent common accidents at work.

3.1 Identify causes for a range of common accidents at work.

3.2 Outline ways of preventing a range of common accidents at work.

Learning Outcome 4: Be able to respond to first aid incidents.

4.1 Demonstrate first aid treatments for use in dealing with simple accidents.

4.2 State when and how to call for emergency assistance.

Learning Outcome 5: Be able to recognise respiratory and cardiac arrest.

5.1 State how to recognise situations of respiratory and cardiac

arrest.

Learning Outcome 6: Be able to demonstrate resuscitation techniques and the recovery position.

6.1 Demonstrate resuscitation techniques in accordance with national guidelines.

6.2 Demonstrate the recovery position in accordance with national guidelines.

Learning Outcome 7: Be able to safely handle and move inanimate loads.

7.1 Demonstrate safe practice in the following areas:
- a) pushing and pulling
- b) supporting
- c) carrying a load

7.2 Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

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

Additional Information

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

Improving Own Learning and Performance

Unit Reference	M/504/3705
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know different ways of learning.	1.1. Describe at least two different ways of learning and identify whether s/he likes or dislikes them. 1.2. Identify two subjects which s/he enjoys or is good at and give reasons for his/her selections.
2. Be able to use own strengths, aptitudes and skills to determine learning targets.	2.1 Identify own strengths, aptitudes and skills. 2.2. Identify areas for improvement and say why these have been selected. 2.3. Identify realistic short and long term learning targets in relation to areas for improvement.
3. Be able to plan to achieve learning targets.	3.1 Produce a list of steps that have to be achieved in order to reach the learning targets. 3.2 Identify the support or advice s/he might need to achieve the learning targets.
4. Be able to review own performance against learning targets.	4.1 Identify improvements in performance and revise targets accordingly.

Supporting Unit Information

Improving Own Learning and Performance – M/504/3705 – Level 1

Indicative Content

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

Learning Outcome 1: Know different ways of learning

1.1 Describe at least two different ways of learning and identify whether s/he likes or dislikes them.

1.2 Identify two subjects which s/he enjoys or is good at and give reasons for his/her selections.

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

2.1 Identify own strengths, aptitudes and skills.

2.2 Identify areas for improvement and say why these have been selected.

2.3 Identify realistic short and long term learning targets in relation to areas for improvement.

Learning Outcome 3: Be able to plan to achieve learning targets

3.1 Produce a list of steps that have to be achieved in order to reach the learning targets.

3.2 Identify the support or advice s/he might need to achieve the learning targets.

Learning Outcome 4: Be able to review own performance against learning targets.

4.1 Identify improvements in performance and revise targets accordingly.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary

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

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

Additional Information

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

Independent Skills for Living in the Community

Unit Reference	D/505/3999
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what a community is.	1.1. State the main components of a community. 1.2. Outline the links between an individual and the community in which they live.
2. Know the use of buildings and facilities in own local area.	2.1 Outline the functions of: a) Key buildings b) Key facilities. 2.2 State how the functions are used to support people within the local community.
3. Be able to apply independent skills in own community.	3.1 State what is meant by independence. 3.2 State how this independence influences decisions within the community. 3.3 Identify when it would be appropriate to use own independent skills.
4. Know the facilities and services available to the community.	4.1 Identify own needs within the community. 4.2 Outline ways in which these needs could be met.

5. Understand own responsibilities as part of a community.	5.1 List the ways in which an individual can influence their community: a) Positively b) Negatively. 5.2 Give examples of the consequences of individual's actions on others in the community.

Supporting Unit Information

Independent Skills for Living in the Community – D/505/3999 – Level 1

Indicative Content

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

Learning Outcome 1: Understand what a community is.

1.1 State the main components of a community.

Consider what makes a community work well? What attracts its members? Who can take part / join?

1.2 Outline the links between an individual and the community in which they live.

Individuals.
Have the freedom to choose how they lead their lives:

- Sexual Orientation
- Religious beliefs
- Personal identity – how you look and dress
- How personal information is held and protected
- Privacy

Community.
Is a group of people who have common interests and values and may include people of different ages, ethnicities, incomes and educational background:

- Family
- Village
- City
- County
- Country

Learning Outcome 2: Know the use of buildings and facilities in own local area.

2.1 Outline the functions of:

a) Key buildings
   - Doctors

- Hospital
- Dentist
- Library
- Shops
- Banks
- Community Centres
- Council Offices
- Schools and Colleges
- Transport – Train Stations and Bus Stations

b) Key facilities
- Healthcare
- Police
- Fire Service
- Education

2.2 State how the functions are used to support people within the local community.

Learning Outcome 3: Be able to apply independent skills in own community.

3.1 State what is meant by independence.

3.2 State how this independence influences decisions within the community.

Everyday life involves us all in making decisions and choices. Some choices may involve taking risks which may affect others in the community. Individuals and communities need to consider the benefits, well-being and choices made.

Sometimes disagreements can occur which may affect the wider community.

Consider the facilities in 2.1 when looking at how independence can influence them.

3.3 Identify when it would be appropriate to use own independent skills.

Learning Outcome 4: Know the facilities and services available to the community.

4.1 Identify own needs within the community.

4.2 Outline ways in which these needs could be met.

Each individual may need to access facilities and services within the community at different times. It is important to know which service is needed and what they are used for. Learners will need to consider their own personal needs as identified in 4.1 and provide an outline of how their needs can be met within the community for each one.

Learning Outcome 5: Understand own responsibilities as part of a community.

5.1 List the ways in which an individual can influence their community:
a) Positively
b) Negatively

Influence:

"The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself".

"The power to shape policy or ensure favourable treatment from someone, especially through status, contacts, or wealth".

"A person or thing with the capacity to have an influence on someone or something".

This will depend on the type of community:

- School
- College
- Work
- Activity / interest group
- Family
- Local Community / Town / Village

There are three basic types of people; those who hate what they do, those who tolerate what they do and those who love what they do. Each of these approaches have an influence on the community, some in a positive way and some in a negative way.

Personal behaviour can have a positive or negative impact of communities.

5.2 Give examples of the consequences of individual's actions on others in the community.

Consequence: The result, effect, outcome

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Introduction to Study

Unit Reference	R/504/8279
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know facilities in own learning environment	1.1. Identify facilities in own learning environment that they will access. 1.2. Describe the location of the identified facilities. 1.3. Outline the services provided by each of the identified areas.
2. Know about Health and Safety Procedures	2.1 Locate the following: (a) fire exits (b) fire alarm points (c) fire extinguishers (d) fire assembly points 2.2 Outline the procedure they must follow: (a) When a First Aider is required (b) When finding a fire (c) In response to a fire drill
3. Be able to use the library (learning resource centre)	3.1 Outline the different types of resources/facilities available in the library (learning resource centre). 3.2 Identify local and national information from different resources. 3.3 Extract local and national information from different resources.

4. Know about personal study planning	4.1 Outline the benefits of personal study planning. 4.2 Develop a personal study plan for five weeks of own programme of study identifying: (a) Areas of study (b) Timetable of activities (c) Course work to be undertaken (d) Dates assignments due (e) Resources needed 4.3 Outline own experience of following the personal study plan identifying aspects of the plan that: (a) Were achieved (b) Were not achieved (c) That they would do differently 4.4 List personal strengths they have identified while following the personal study plan. 4.5 List areas for development that they have identified while following the personal study plan.
5. Know about working in groups in a learning situation	5.1 Outline own participation in class and/or group activity. 5.2 Outline their peers' participation in class and/or group activity. 5.3 List the benefits of participating in class and/or group activities.

Supporting Unit Information

Introduction to Study – R/504/8279 – Level 1

Indicative Content

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

Learning Outcome 1: Know facilities in own learning environment.

1.1 Identify facilities in own learning environment that they will access.

Key facilities relating to study (for example classrooms, library/learning resource centre, open or shared study spaces) aspects of wellbeing, (for example physical and mental health support services, learning support, advice and guidance toilets, outside spaces,) health and safety features, virtual environments if applicable.

1.2 Describe the location of the identified facilities.

Annotated chart, maps, verbal discussion or tour. Be able to describe the location of three or more facilities to one other person.

1.3 Outline the services provided by each of the identified areas.

Labelled diagram or discussion, relevant detail on services covered relating to the organisation.

Learning Outcome 2: Know about Health and Safety Procedures.

2.1 Locate the following:
(a) Fire exits
(b) Fire alarm points
(c) Fire extinguishers
(d) Fire assembly points

Location and purpose of all either by tour, description or annotated diagram.

2.2 Outline the procedure they must follow:
(a) When a First Aider is required
(b) When finding a fire

(c) In response to a fire drill

Organisational policy and practice in relation to all aspects of fire safety.

Learning Outcome 3: Be able to use the library (learning resource centre).

3.1 Outline the different types of resources/facilities available in the library (learning resource centre).

Purpose of the facility. Range of resources as relevant and available including physical resources and types of support and help from staff. Methods of filing, display and access. Books, journals and electronic sources. Study facilities. Accessibility issues including support to access resources (e.g. for visual impairment).

3.2 Identify local and national information from different resources.

Sources of information including books, journals and electronic sources. Locating the right information (contents, index, and searches).

3.3 Extract local and national information from different resources.

Recording material, note making, creating a document, cutting and pasting. Recording source of information.

Learning Outcome 4: Know about personal study planning.

4.1 Outline the benefits of personal study planning.

Self-awareness, time management, organisation, setting and achieving targets. Be able to outline two or more benefits of personal study planning.

4.2 Develop a personal study plan for five weeks of own programme of study identifying:

(a) Areas of study – What subjects or topics.
(b) Timetable of activities – A timetable in a clear and accessible format.
(c) Course work to be undertaken – Specific tasks, broken down into smaller units, interim deadlines.
(d) Dates assignments due
(e) Resources needed – Resources needed including time and space as well as physical resources.

Format of planning, supporting resources within and outside the organisation.

4.3 Outline own experience of following the personal study plan identifying aspects of the plan that:

(a) Were achieved
(b) Were not achieved
(c) That they would do differently

Simple structured self-reflection. Framework for reflection – formal (e.g. Gibbs, or Driscoll [What? So what? Now what?]) or informal. Accessible to learners.

4.4 List personal strengths they have identified while following the personal study plan.

List two or more personal strengths, for example particular study skills, personal qualities, communication skills, group work skills.

4.5 List areas for development that they have identified while following the personal study plan.

List two or more areas for development, for example, within study skills or group work.

Learning Outcome 5: Know about working in groups in a learning situation.

5.1 Outline own participation in class and/or group activity.

Awareness of team roles (e.g. through Belbin or a simple equivalent), task and process focussed roles and behaviours.

5.2 Outline their peers' participation in class and/or group activity.

Awareness of team roles (e.g. through Belbin or a simple equivalent), task and process focussed roles and behaviours.

5.3 List the benefits of participating in class and/or group activities.

Task focused, process focused. Awareness of issues which might prevent full participation (e.g. learning need or style).

Teaching Strategies and Learning Activities

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

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Interview Skills

Unit Reference	H/505/3065
Level	1
Credit Value	1
Guided Learning	10
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare to be interviewed.	1.1. Demonstrate punctuality for the interview. 1.2. Demonstrate care in personal appearance relevant to the interview.
2. Be able to respond to questions in an interview.	2.1 Answer questions asked by the interviewer with appropriate informative responses. 2.2 Demonstrate attention through use of non-verbal communication.
3. Be able to assess own performance in an interview.	3.1 Outline what went well in the interview and what did not.

Supporting Unit Information

Interview Skills – H/505/3065 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to prepare to be interviewed.

1.1 Demonstrate punctuality for the interview.

The learner should know that 'punctuality' for an interview means arriving a little early. They should be able to plan their travel to the interview to take delays into account and know that they should phone the company if they cannot arrive in time for their allocated interview.

1.2 Demonstrate care in personal appearance relevant to the interview.

These days, 'appropriate dress' will depend entirely on the job and the employer. As a minimum, clothes should be 'smart casual', clean and ironed and shoes should be as smart as possible and certainly clean. Avoid noisy prints and slogans or mottoes on shirts. Avoid revealing clothes – very short skirts, for instance – as these are usually considered 'unprofessional' and clothes that are fashionably ripped or torn.

Learning Outcome 2: Be able to respond to questions in an interview.

2.1 Answer questions asked by the interviewer with appropriate informative responses.

Standard questions in job interviews include:

1. What can you tell me about yourself?
2. Can you list your strengths?
3. What weaknesses do you have?
4. Why should I consider hiring you?
5. Where do you see yourself five years from now?
6. Why do you want to work here?
7. What motivates you?
8. What makes a good team player?
9. Is there anything that you would like to ask me?

Other questions will depend on the context. As part of the learning activity, learners could prepare their own answers to these questions, with support from the teacher.

2.2 Demonstrate attention through use of non-verbal communication.

Non-verbal communication that demonstrates 'attention' includes

- Sit upright and lean slightly forward to pay attention to what the interviewer is saying
- Make eye contact
- Smile and nod
- Keep hands in your lap, though using them to emphasise a point is fine
- Keep feet flat on the floor
- Do not fidget, move around too much, nor touch hair or face

Learning Outcome 3: Be able to assess own performance in an interview.

3.1 Outline what went well in the interview and what did not.

The learner should be able to say what went well and what went less well during the interview. The teacher could prepare a checklist, based on the previous ACs, for the learner to use when reflecting on their performance.

Teaching Strategies and Learning Activities

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

While the Unit doesn't prescribe a job interview, this would be the most likely scenario and indicative content is based on this but can be adapted for other interviews by changing the 'standard' questions in AC2.1.

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

- Oral question and answer
- Written description
- Reflective log/diary
- Role play/simulation
- Group discussion

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

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

Additional Information

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

Introduction to Building and Construction

Unit Reference	M/504/9892
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the building and construction industry.	1.1. Describe types of organisations operating in the building and construction industry. 1.2. Describe key job roles in the building and construction industry. 1.3. Describe the working patterns in the building and construction industry.
2. Know about different types of career opportunities available in the building and construction industry.	2.1 Describe different types of career opportunities in the building and construction industry. 2.2. Identify different types of organisations that offer career opportunities in the building and construction industry. 2.3. Identify current skills and how they relate to skills needed to work in the building and construction industry.

3. Be able to develop and demonstrate an appropriate skill in the building and construction industry.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Building and Construction – M/504/9892 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the building and construction industry.

1.1 Describe types of organisations operating in the building and construction industry.

1.2 Describe key job roles in the building and construction industry.

1.3 Describe the working patterns in the building and construction industry.

Learning Outcome 2: Know about different types of career opportunities available in the building and construction industry.

2.1 Describe different types of career opportunities in the building and construction industry.

2.2 Identify different types of organisations that offer career opportunities in the building and construction industry.

2.3 Identify current skills and how they relate to skills needed to work in the building and construction industry.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the building and construction industry.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Introduction to Business and Administration

Unit Reference	A/504/9894
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the business and administration sector	1.1. Describe types of organisations operating in the business and administration sector. 1.2. Describe key job roles in the business and administration sector. 1.3. Describe the working patterns in the business and administration sector.
2. Know about different types of career opportunities available in the business and administration sector.	2.1 Describe different types of career opportunities in the business and administration sector. 2.2 Identify different types of organisations that offer career opportunities in the business and administration sector. 2.3. Identify current skills and how they relate to skills needed to work in the business and administration sector.

3. Be able to develop and demonstrate an appropriate skill in the business and administration sector	3.1 Choose an appropriate skill to develop. 3.2. Make necessary preparations to develop the skill. 3.3. Demonstrate the chosen skill appropriately. 3.4. Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Business and Administration – A/504/9894 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the business and administration sector.

1.1 Describe types of organisations operating in the business and administration sector.

1.2 Describe key job roles in the business and administration sector.

1.3 Describe the working patterns in the business and administration sector.

Learning Outcome 2: Know about different types of career opportunities available in the business and administration sector.

2.1 Describe different types of career opportunities in the business and administration sector.

2.2 Identify different types of organisations that offer career opportunities in the business and administration sector.

2.3 Identify current skills and how they relate to skills needed to work in the business and administration sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the business and administration sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case Study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Catering

Unit Reference	D/504/9886
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the catering sector.	1.1. Describe types of organisations operating in the catering sector. 1.2. Describe key job roles in the catering sector. 1.3. Describe the working patterns in the catering sector.
2. Know about different types of career opportunities available in the catering sector.	2.1 Describe different types of career opportunities in the catering sector. 2.2. Identify different types of organisations that offer career opportunities in the catering sector. 2.3. Identify current skills and how they relate to skills needed to work in the catering sector.
3. Be able to develop and demonstrate an appropriate skill in the catering sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Catering – D/504/9886 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the catering sector.

1.1 Describe types of organisations operating in the catering sector.

1.2 Describe key job roles in the catering sector.

1.3 Describe the working patterns in the catering sector.

Learning Outcome 2: Know about different types of career opportunities available in the catering sector.

2.1 Describe different types of career opportunities in the catering sector.

2.2 Identify different types of organisations that offer career opportunities in the catering sector.

2.3 Identify current skills and how they relate to skills needed to work in the catering sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the catering sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Drug Awareness for the Individual

Unit Reference	H/506/1215
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the differences between types of drugs, including their legal status.	1.1. Identify different types of drugs. 1.2. Classify those identified as class A or class B drugs.
2. Know causes of drug misuse.	2.1 Identify reasons why people may misuse drugs.
3. Be able to recognise physical and psychological effects of drug misuse.	3.1 Identify physical and psychological effects of drug misuse.
4. Be able to identify the impact that drug misuse may have on others.	4.1 List some of the effects that drug misuse may have on others.
5. Be able to identify health issues associated with drug misuse.	5.1 Identify ways in which drug misuse can have an impact on health.

6. Know effects of withdrawing from drugs.	6.1 Identify effects of withdrawing from drugs.
7. Be able to identify agencies offering help and information on drug misuse.	7.1 Identify sources of help and information in relation to drug misuse.

Supporting Unit Information

Introduction to Drug Awareness for the Individual – H/506/1215 – Level 1

Indicative Content

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

Learning Outcome 1: Know the differences between types of drugs, including their legal status.

1.1 Identify different types of drugs.

- Stimulant drugs- cocaine, ecstasy, synthetic cannabinoids, amphetamine, methamphetamine, mephedrone, prescription drugs such as Ritalin.
- Depressant drugs- heroin, opioids, barbiturates, benzodiazepines, alcohol.
- Hallucinogenic/ dissociative drugs- LSD, magic mushrooms, ketamine.
- Solvents/ inhalants-Glue, paint, gas.
- Cannabis, skunk.
- Synthetic cannabinoids- Black mamba, spice, mary joy, devils weed.

1.2 Classify those identified as class A or class B drugs.

Class A Drugs: Heroin, cocaine, ecstasy, LSD, magic mushrooms, methadone, methamphetamine.

Class B Drugs: Cannabis, synthetic cannabis, synthetic cathinones, amphetamines, barbiturates, ketamine, codeine, and mephedrone.

Learning Outcome 2: Know causes of drug misuse.

2.1 Identify reasons why people may misuse drugs.

People may take drugs to escape reality, feel more relaxed and forget their worries. People may take drugs to enhance their performance or to lose weight. People may take drugs due to peer pressure or addiction.

Learning Outcome 3: Be able to recognise physical and psychological effects of drug misuse.

3.1 Identify physical and psychological effects of drug misuse.

Physical effects of taking drugs include speeding up or slowing down movements, affect breathing and heart rate, alter the user's pupils, make the user very hot, may use unusual facial expressions or grind their teeth.

Psychological effects of drugs: users may feel very affectionate or aggressive towards others, become delusional, paranoid or psychotic.

Learning Outcome 4: Be able to identify the impact that drug misuse may have on others.

4.1 List some of the effects that drug misuse may have on others.

Drug misuse can impact on friends and family causing them to feel worry about the user, they may feel angry or sad about the drug use, guilty and helpless. They may no longer trust the drug user and have conflict and arguments with them about their drug misuse and about finances being misused to purchase drugs.

Learning Outcome 5: Be able to identify health issues associated with drug misuse.

5.1 Identify ways in which drug misuse can have an impact on health.

Drug use can impact the physical and mental health of users by causing organ damage and failure, constipation, strokes, speech and movement difficulties, loss of consciousness and death. Psychological impacts of drug use include depression, anxiety, paranoia, flashbacks, psychosis, and suicidal thoughts. Drug users may make unhealthy choices about food, sleep and daily routines and neglect their health and self-care through lack of motivation.

Learning Outcome 6: Know effects of withdrawing from drugs.

6.1 Identify effects of withdrawing from drugs.

Different people withdrawing from different types of drugs will experience different effects. Some common effect of withdrawing from drug use include anxiety, depression, fatigue, sleep disturbances, poor concentration and memory. They may experience headaches, dizziness, nausea, vomiting, diarrhoea and stomach cramps, sweating, heart palpitation and muscle twitches and cramps. Withdrawal from alcohol misuse and tranquillizers can be dangerous, including seizures, heart attacks and strokes.

Learning Outcome 7: Be able to identify agencies offering help and information on drug misuse.

7.1 Identify sources of help and information in relation to drug misuse.

Sources of support include users own G.P, family and friends.

Online help is available at:

- www.talktofrank.com
- www.addictionsandrecovery.org
- www.drugwise.org.uk
- www.turning-point.co.uk
- www.nhs.uk

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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

Additional Information

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

Introduction to Engineering

Unit Reference	K/504/9888
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the engineering sector.	1.1. Describe types of companies operating in the engineering sector. 1.2. Describe key job roles in the engineering sector. 1.3. Describe the working patterns in the engineering sector.
2. Know about different types of career opportunities available in the engineering sector	2.1 Describe different types of career opportunities in the engineering sector. 2.2. Identify different types of companies that offer career opportunities in the engineering sector. 2.3. Identify current skills and how they relate to skills needed to work in the engineering sector.
3. Be able to develop and demonstrate an appropriate skill in the engineering sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Engineering – K/504/9888 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the engineering sector.

1.1 Describe types of companies operating in the engineering sector.

1.2 Describe key job roles in the engineering sector.

1.3 Describe the working patterns in the engineering sector.

Learning Outcome 2: Know about different types of career opportunities available in the engineering sector

2.1 Describe different types of career opportunities in the engineering sector.

2.2 Identify different types of companies that offer career opportunities in the engineering sector.

2.3 Identify current skills and how they relate to skills needed to work in the engineering sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the engineering sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Hairdressing and Beauty

Unit Reference	L/504/9897
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the hairdressing and beauty sector.	1.1. Describe types of organisations operating in the hairdressing and beauty sector. 1.2. Describe key job roles in the hairdressing and beauty sector. 1.3. Describe the working patterns in the hairdressing and beauty sector.
2. Know about different types of career opportunities available in the hairdressing and beauty sector.	2.1 Describe different types of career opportunities in the hairdressing and beauty sector. 2.2. Identify different types of organisations that offer career opportunities in the hairdressing and beauty sector. 2.3. Identify current skills and how they relate to skills needed to work in the hairdressing and beauty sector.

3. Be able to develop and demonstrate an appropriate skill in the hairdressing and beauty sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Hairdressing and Beauty – L/504/9897 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the hairdressing and beauty sector.

1.1 Describe types of organisations operating in the hairdressing and beauty sector.

1.2 Describe key job roles in the hairdressing and beauty sector.

1.3 Describe the working patterns in the hairdressing and beauty sector.

Learning Outcome 2: Know about different types of career opportunities available in the hairdressing and beauty sector.

2.1 Describe different types of career opportunities in the hairdressing and beauty sector.

2.2 Identify different types of organisations that offer career opportunities in the hairdressing and beauty sector.

2.3 Identify current skills and how they relate to skills needed to work in the hairdressing and beauty sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the hairdressing and beauty sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Health and Social Care

Unit Reference	M/504/9889
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the Health and Social Care sector.	1.1. Describe types of organisations operating in Health and Social Care. 1.2. Describe key job roles in Health and Social Care. 1.3. Describe the working patterns in Health and Social Care.
2. Know about different types of career opportunities available in Health and Social Care.	2.1 Describe different types of career opportunities in Health and Social Care. 2.2 Identify different types of organisations that offer career opportunities in Health and Social Care. 2.3 Identify current skills and how they relate to skills needed to work in Health and Social Care.
3. Be able to develop and demonstrate an appropriate skill in Health and Social Care.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Health and Social Care – M/504/9889 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the Health and Social Care sector.

1.1 Describe types of organisations operating in Health and Social Care.

1.2 Describe key job roles in Health and Social Care.

1.3 Describe the working patterns in Health and Social Care.

Learning Outcome 2: Know about different types of career opportunities available in Health and Social Care.

2.1 Describe different types of career opportunities in Health and Social Care.

2.2 Identify different types of organisations that offer career opportunities in Health and Social Care.

2.3 Identify current skills and how they relate to skills needed to work in Health and Social Care.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in Health and Social Care.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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

Additional Information

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

Introduction to Hospitality

Unit Reference	K/504/9891
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the hospitality sector.	1.1. Describe types of organisations operating in the hospitality sector. 1.2. Describe key job roles in the hospitality sector. 1.3. Describe the working patterns in the hospitality sector.
2. Know about different types of career opportunities available in the hospitality sector.	2.1 Describe different types of career opportunities in the hospitality sector. 2.2. Identify different types of organisations that offer career opportunities in the hospitality sector. 2.3. Identify current skills and how they relate to skills needed to work in the hospitality sector.
3. Be able to develop and demonstrate an appropriate skill in the hospitality sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Hospitality – K/504/9891 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the hospitality sector.

1.1 Describe types of organisations operating in the hospitality sector.

1.2 Describe key job roles in the hospitality sector.

1.3 Describe the working patterns in the hospitality sector.

Learning Outcome 2: Know about different types of career opportunities available in the hospitality sector.

2.1 Describe different types of career opportunities in the hospitality sector.

2.2 Identify different types of organisations that offer career opportunities in the hospitality sector.

2.3 Identify current skills and how they relate to skills needed to work in the hospitality sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the hospitality sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Land-Based Industries

Unit Reference	T/504/9893
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of land-based industries.	1.1. Describe types of organisations operating in land-based industries. 1.2. Describe key job roles in land-based industries. 1.3. Describe the working patterns in land-based industries.
2. Know about different types of career opportunities available in land-based industries.	2.1 Describe different types of career opportunities in land-based industries. 2.2. Identify different types of organisations that offer career opportunities in land-based industries. 2.3. Identify current skills and how they relate to skills needed to work in land-based industries.
3. Be able to develop and demonstrate an appropriate skill in land-based industries.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Land-Based Industries – T/504/9893 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of land-based industries.

1.1 Describe types of organisations operating in land-based industries.

1.2 Describe key job roles in land-based industries.

1.3 Describe the working patterns in land-based industries.

Learning Outcome 2: Know about different types of career opportunities available in land-based industries.

2.1 Describe different types of career opportunities in land-based industries.

2.2 Identify different types of organisations that offer career opportunities in land-based industries.

2.3 Identify current skills and how they relate to skills needed to work in land-based industries.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in land-based industries.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Retail

Unit Reference	F/504/9895
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the retail sector.	1.1. Describe types of organisations operating in the retail sector. 1.2. Describe key job roles in the retail sector. 1.3. Describe the working patterns in the retail sector.
2. Know about different types of career opportunities available in the retail sector.	2.1 Describe different types of career opportunities in the retail sector. 2.2. Identify different types of organisations that offer career opportunities in the retail sector. 2.3. Identify current skills and how they relate to skills needed to work in the retail sector.
3. Be able to develop and demonstrate an appropriate skill in the retail sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Retail – F/504/9895 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the retail sector.

1.1 Describe types of organisations operating in the retail sector.

1.2 Describe key job roles in the retail sector.

1.3 Describe the working patterns in the retail sector.

Learning Outcome 2: Know about different types of career opportunities available in the retail sector.

2.1 Describe different types of career opportunities in the retail sector.

2.2 Identify different types of organisations that offer career opportunities in the retail sector.

2.3 Identify current skills and how they relate to skills needed to work in the retail sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the retail sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to the Information and Communication Technology Sector

Unit Reference	H/504/9887
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the Information and Communication Technology sector.	1.1. Describe types of organisations operating in the Information and Communication Technology sector. 1.2. Describe key job roles in the Information and Communication Technology sector. 1.3. Describe the working patterns in the Information and Communication Technology sector.
2. Know about different types of career opportunities available in the Information and Communication Technology sector.	2.1 Describe different types of career opportunities in the Information and Communication Technology sector. 2.2. Identify different types of organisations that offer career opportunities in the Information and Communication Technology sector. 2.3. Identify current skills and how they relate to skills needed to work in the Information and Communication Technology sector.

3. Be able to develop and demonstrate an appropriate skill in the Information and Communication Technology sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to the Information and Communication Technology Sector – H/504/9887 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the Information and Communication Technology sector.

1.1 Describe types of organisations operating in the Information and Communication Technology sector.

1.2 Describe key job roles in the Information and Communication Technology sector.

1.3 Describe the working patterns in the Information and Communication Technology sector.

Learning Outcome 2: Know about different types of career opportunities available in the Information and Communication Technology sector.

2.1 Describe different types of career opportunities in the Information and Communication Technology sector.

2.2 Identify different types of organisations that offer career opportunities in the Information and Communication Technology sector.

2.3 Identify current skills and how they relate to skills needed to work in the Information and Communication Technology sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the Information and Communication Technology sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.
3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to the Leisure Sector

Unit Reference	Y/506/2362
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the leisure sector.	1.1. Describe types of organisations operating in the leisure sector. 1.2. Describe key job roles in the leisure sector. 1.3. Describe the working patterns in the leisure sector.
2. Know about different types of career opportunities available in the leisure sector.	2.1 Describe different types of career opportunities in the leisure sector. 2.2 Identify different types of organisations that offer career opportunities in the leisure sector. 2.3 Identify current skills and how they relate to skills needed to work in the leisure sector.
3. Be able to develop and demonstrate an appropriate skill in the leisure sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to the Leisure Sector – Y/506/2362 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the leisure sector.

1.1 Describe types of organisations operating in the leisure sector.

1.2 Describe key job roles in the leisure sector.

1.3 Describe the working patterns in the leisure sector.

Learning Outcome 2: Know about different types of career opportunities available in the leisure sector.

2.1 Describe different types of career opportunities in the leisure sector.

2.2 Identify different types of organisations that offer career opportunities in the leisure sector.

2.3 Identify current skills and how they relate to skills needed to work in the leisure sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the leisure sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Introduction to Travel and Tourism

Unit Reference	H/504/9890
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the travel and tourism industry.	1.1. Describe types of organisations operating in the travel and tourism industry. 1.2. Describe key job roles in the travel and tourism industry. 1.3. Describe the working patterns in the travel and tourism industry.
2. Know about different types of career opportunities available in the travel and tourism industry.	2.1 Describe different types of career opportunities in the travel and tourism industry. 2.2. Identify different types of organisations that offer career opportunities in the travel and tourism industry. 2.3. Identify current skills and how they relate to skills needed to work in the travel and tourism industry.

3. Be able to develop and demonstrate an appropriate skill in the travel and tourism industry.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Travel and Tourism – H/504/9890 – Level 1

Indicative Content

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

Learning Outcome 1: Know the structure and working patterns of the travel and tourism industry.

1.1 Describe types of organisations operating in the travel and tourism industry.

1.2 Describe key job roles in the travel and tourism industry.

1.3 Describe the working patterns in the travel and tourism industry.

Learning Outcome 2: Know about different types of career opportunities available in the travel and tourism industry.

2.1 Describe different types of career opportunities in the travel and tourism industry.

2.2 Identify different types of organisations that offer career opportunities in the travel and tourism industry.

2.3 Identify current skills and how they relate to skills needed to work in the travel and tourism industry.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the travel and tourism industry.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Job Seeking Skills

Unit Reference	R/504/8573
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about what is involved in job searching	1.1. Outline the skills necessary for job searching. 1.2. Identify sources of information on job vacancies.
2. Be able to match personal skills and abilities with different jobs	2.1 Identify different jobs that they could apply for. 2.2 List personal skills and abilities. 2.3 Outline how these would be useful for each identified job.
3. Know about applying for a job	3.1 Outline the benefits of applying for a job by: a) Letter b) Application form c) CV d) Letter and CV or application form f) Online g) Over the telephone 3.2 Identify the essential details that should be included when applying for a job. 3.3 Outline how an organisation uses CVs to select applicants for interview.

	3.4	Identify relevant personal details necessary for effectively completing a CV.
4. Know about interview skills and procedures	4.1	Identify key elements to consider when: a) Preparing for an interview b) Being interviewed
	4.2	Outline what to expect at an interview.

Supporting Unit Information

Job Seeking Skills – R/504/8573 – Level 1

Indicative Content

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

Learning Outcome 1: Know about what is involved in job searching.

1.1 Outline the skills necessary for job searching.

The Internet is a relatively quick and easy tool to use for job hunting, but more traditional search methods such as newspaper adverts, networking, forums and work experience are also good ways of finding work. In order to apply for most jobs you will need to be able to use a computer, write a professional letter and develop a CV.

1.2 Identify sources of information on job vacancies.

This may include online sources (LinkedIn, job sites, company sites, forums), newspaper adverts, radio commercials, notice boards, Job Centres and word of mouth.

Learning Outcome 2: Be able to match personal skills and abilities with different jobs.

2.1 Identify different jobs that they could apply for.

Consider qualifications, skills and work experience. Identify relevant industries and job roles which are suitable. Search for similar roles online and look at the job description and person specification.

2.2 List personal skills and abilities.

Consider individual strengths, strong attention to detail, good organisational and communication skills etc. Are you a people person? Do you have experience of using specialist software, do you have any other certification for work based training? Hobbies are also important and may suggest effective team working, fitness or associated interests.

2.3 Outline how these would be useful for each identified job.

Show how personal skills, hobbies and other interests can be useful in demonstrating your suitability for different job roles. This could include links to different job descriptions or person specifications to show how your personal skills match the criteria.

Learning Outcome 3: Know about applying for a job.

3.1 Outline the benefits of applying for a job by:

a) Letter - allows a more personal response and the opportunity to expand on relevant skills and knowledge
b) Application form – employer prompts for specific information, which all applicants have to complete
c) CV – can be used as a template and adapted for different job roles
d) Letter and CV or application form
f) Online – may allow tracking of progress, save profile option to easily apply for other job roles
g) Over the telephone – easier to demonstrate personality and attitude, opportunity for further questions or discussion

3.2 Identify the essential details that should be included when applying for a job.

This must include name, contact details, qualifications and work experience. Additional detail such as relevant skills, interests and references should also be considered.

3.3 Outline how an organisation uses CVs to select applicants for interview.

Organisations will initially focus on qualifications and work experience as an indicator of suitability for a role, however the design, structure, spelling and grammar of a CV can also indicate professionalism and personality.

3.4 Identify relevant personal details necessary for effectively completing a CV.

Consider the type of job roles and industry you are interested in; which other interests and achievements, hobbies and experiences relate to the skills and work ethic of those type of jobs.

Learning Outcome 4: Know about interview skills and procedures.

4.1 Identify key elements to consider when:

a) Preparing for an interview – company background research, job specification review, location/logistics/timings, consider questions, dress code.
b) Being interviewed - communicate appropriately and positively, ask questions, be confident, honest and polite.

4.2 Outline what to expect at an interview.

The purpose of an interview is to find out if you are a suitable candidate for a job. This can range from a short informal meeting to a more formal interview or series of interviews with several senior managers. It may also include a written or practical test, a demonstration, a presentation, a group activity or role plays. Drug tests, personality tests, criminal record checks and reference checks may also be carried out at this time for certain types of job roles.

Teaching Strategies and Learning Activities

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

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

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

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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

Additional Information

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

Making and Using Story Sacks for Family Learning

Unit Reference	R/505/8553
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has eight learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the purpose and content of story sacks.	1.1. Outline the purpose of story sacks. 1.2. Describe the main components of story sacks.
2. Be able to produce a story sack and contents.	2.1 Identify simple games and characters for inclusion in a story sack. 2.2 Produce a simple story sack and contents. 2.3 Identify the main characteristics/features of the story.
3. Be able to use a story sack.	3.1 Tell or read a story to a child using the story sack.
4. Be able to encourage reading for meaning and comprehension.	4.1 Ask a child simple questions whilst using a story sack to promote prediction skills. 4.2 Ask a child simple questions whilst using a story sack to confirm understanding. 4.3 Make a simple link between the illustrations and the written story.
5. Be able to use prompt cards to develop literacy skills.	5.1 Carry out the exercises identified on the prompt card.

6. Know about sequencing skills.	6.1 Help a child to re-tell a story in the correct sequence using the characters/props in the story sack.
7. Be able to use story sacks to identify language opportunities.	7.1 Play a game from a story sack with a child. 7.2 Identify the opportunities for language development.
8. Know how to evaluate the use of story sacks.	8.1 Describe how a child responded to a story sack. 8.2 Reflect on own experience of using a story sack.

Supporting Unit Information

Making and Using Story Sacks for Family Learning – R/505/8553 – Level 1

Indicative Content

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

Learning Outcome 1: Know the purpose and content of story sacks.

1.1 Outline the purpose of story sacks.

Be able to give and discuss at least two e.g. from - engaging with (adults and) children, engaging with stories, enjoyment and fun in relation to books and stories, increasing confidence in play and literacy, a resource for a particular play area

1.2 Describe the main components of story sacks.

Give and describe purpose of the main elements of a story sack - sack, suitable story/book and related materials to support the telling of a story - e.g. props, flashcards, puppets, a CD (etc.) of the story or songs.

Learning Outcome 2: Be able to produce a story sack and contents.

2.1 Identify simple games and characters for inclusion in a story sack.

Identify a choice of book from at least 3 possibilities (either given or self-chosen). Identify key character(s) and related games. Discuss how well known games and rhymes suitable for children can be linked to different stories chosen.

2.2 Produce a simple story sack and contents.

Using the story chosen, find a suitable sack/bag/other container. If possible, make the "sack" suitable for the story – e.g. pirate chest, robber's sack, shopping bag or by decorating with suitable words and images. Gather together and/or make suitable contents – the book, soft or wooden toys/dolls, puppets or puppet making equipment, flash cards

with words, numbers or images, CD or ideas for songs, card with activities, etc.

2.3 Identify the main characteristics/features of the story.

Key features of the story – journey (e.g. Bear Hunt), puzzle (e.g. Dear Zoo), counting, rhyme and sound features (e.g. Hairy Maclary).

Learning Outcome 3: Be able to use a story sack.

3.1 Tell or read a story to a child using the story sack.

Use the story and some elements from the sack to tell the story to a child or children. Make a record or have other evidence of this. Interaction with the child (two way process), use ideas from the story sack to enhance the telling or the story and/or engage in extension activities after the story.

Learning Outcome 4: Be able to encourage reading for meaning and comprehension.

4.1 Ask a child simple questions whilst using a story sack to promote prediction skills.

Simple questions (open questions, prediction "what happens next?" questions, question style and vocabulary appropriate to the age and stage of the child).

4.2 Ask a child simple questions whilst using a story sack to confirm understanding.

Simple questions to check understanding - closed questions, either/or questions, simple sentence construction, positive feedback and encouragement strategies if don't get the expected answer. Prompts, clues and further questions.

4.3 Make a simple link between the illustrations and the written story.

Development of one or more specific skills (e.g. numeracy, names and naming, characteristics ("Is Elmer happy?").

Learning Outcome 5: Be able to use prompt cards to develop literacy skills.

5.1 Carry out the exercises identified on the prompt card.

Basic literacy skills to read and understand the card. Carry out activities in an age appropriate way.

Learning Outcome 6: Know about sequencing skills.

6.1 Help a child to re-tell a story in the correct sequence using the characters/props in the story sack.

Clear grasp of the narrative sequence, knowledge, confidence and familiarity with the story. Use of props/images/character to (re)tell the story. Using structured and supportive language and prompts. Simple Wh questions (Where is the Little Princess? What is she doing? Who else can you see in the picture? Rather than "why" questions). Supportive questions and co-telling. Use of pattern and familiar repeated phrases, prompted by pictures or characters.

Learning Outcome 7: Be able to use story sacks to identify language opportunities.

7.1 Play a game from a story sack with a child.

Make use of at least one simple game from the sack e.g. a counting or sequencing game, a colour game. Show how the game can be adapted for different children/different ages/stages. Awareness of language and game appropriateness for babies, toddlers and pre-schoolers.

7.2 Identify the opportunities for language development.

Awareness of the different opportunities within the particular sack/story – e.g. name and character recognition, number and sequencing, phonics and letter/sound recognition, colours, sounds and songs.

Learning Outcome 8: Know how to evaluate the use of story sacks.

8.1 Describe how a child responded to a story sack.

Description of child's response (attention, engagement including questions or other interactions, activity level as appropriate to the age of the child). Behaviour/learning/attitudes – possibly skills.

8.2 Reflect on own experience of using a story sack.

Reflective skills (possibly including simple model such as Gibbs, or an adaptation of Gibbs or other given framework). Reflect on changes in own or child's behaviour/learning/attitudes.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Making Choices in Pursuit of Personal Goals

Unit Reference	J/505/4080
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand self in current situation.	1.1. Identify: a) An achievement. b) A skill c) An interest 1.2. Outline: a) How this achievement was achieved. b) How this skill was learned. c) How this interest was pursued 1.3. Outline how the following relates to their current situation: a) Achievement b) Skill c) Interest
2. Be able to make use of information resources to identify a range of opportunities.	2.1 Identify different sources of help or information. 2.2 List a range of opportunities by: a) Sector b) Other grouping

3. Be able to set personal goals.	3.1 Identify possible goals. 3.2 Select a goal. 3.3 Outline how the goal relates to own achievements, skills and interests. 3.4 State opportunities to achieve the goal.
4. Understand the practical implications of pursuing personal goals.	4.1 List factors which may affect progress in achieving own goals. 4.2 List the factors in rank order. 4.3 Identify ways of dealing with the factors listed.
5. Be able to make plans to achieve personal goals.	5.1 Identify key steps to take to achieve personal goals. 5.2 Outline actions for the achievement of personal goals. 5.3 Outline a timetable for the actions.

Supporting Unit Information

Making Choices in Pursuit of Personal Goals – J/505/4080 – Level 1

Indicative Content

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

Learning Outcome 1: Understand self in current situation.

1.1 Identify:
a) An achievement.
b) A skill
c) An interest

1.2 Outline:
a) How this achievement was achieved.
b) How this skill was learned.
c) How this interest was pursued

1.3 Outline how the following relates to their current situation:
a) Achievement
b) Skill
c) Interest

Learners are asked to review their current situation and, specifically, an achievement, a skill and an interest. Each of these should be individual to the learner and might include:

- Achievement: exam result, sponsored walk, learning a second language, moving into own accommodation
- Skill: Baking or cake decorating, carpentry or motorbike maintenance, changing a wheel on a car, crochet or knitting, playing a musical instrument
- Interest: Photographing wildlife, keeping pets, gardening. These might cross over with Skill and the teacher should encourage learners to identify a range rather than focus on only one area.
- For each of these choices, the learner will review the history – how they got to where they are – and how it relates to their current situation.

Example: Skill, Cake decorating – learned through a combination of attending a course and practising at home – reflects determination to

achieve, planning activities to improve skill, organising time and budgeting.

Learning Outcome 2: Be able to make use of information resources to identify a range of opportunities.

2.1 Identify different sources of help or information.

2.2 List a range of opportunities by:
a) Sector
b) Other grouping

This Learning Outcome is about finding sources of information and help to identify opportunities for progression.

Sources of help and information might include Careers Advice, Internet search, Community organisations or Charities, libraries, colleges, job clubs, personal contacts.

Opportunities must be grouped by sector (e.g., education, employment, personal) and another grouping (e.g., short term, medium term, long term) and might include: further education through a college or an evening class, training through a community project, apprenticeships, volunteering, employment or self-employment, independent living, a special holiday, learning to drive.

Learning Outcome 3: Be able to set personal goals.

3.1 Identify possible goals.

3.2 Select a goal.

3.3 Outline how the goal relates to own achievements, skills and interests.

3.4 State opportunities to achieve the goal.

This Learning Outcome is about choosing a goal that is relevant to the learner, explaining why it is relevant and, based on Learning Outcome 2, what options are available to work towards the goal. It will be useful to introduce SMART (Specific, Measurable, Achievable, Relevant/Realistic, Timetabled) to learners so that they know how to 'test' a goal to ensure that they know what 'success looks like' and that the goal is achievable for them.

Learners should identify a range of possible goals and choose one to work on. They should explain how what they identified in Learning Outcome 1 relates to this new goal.
Example: Goal is to move out of the parental home. Learner identifies, based on work for Learning Outcome 1, that they can manage money and time, that they have skills to maintain a household and to cook for themselves, that they are resilient when things don't go to plan and resourceful in solving problems.

The learner identifies a range of options such as shared tenancy, bedsit in a shared house, renting through private or social housing, buying own home. The learner states what each of these options would require of them, using sources of information and help from Learning Outcome 2.

Learning Outcome 4: Understand the practical implications of pursuing personal goals.

4.1 List factors which may affect progress in achieving own goals.

4.2 List the factors in rank order.

4.3 Identify ways of dealing with the factors listed.

This Learning Outcome is about understanding the practical factors and barriers that need to be addressed in order to achieve the chosen goal. These factors must be ranked (for instance, in order of difficulty, of time, of importance) and ways to deal with each factor identified.

Example: Goal is to learn to drive. Factors include the costs of driving lessons, finding a suitable teacher, how to practise skills in order to achieve a pass in the practical test, learning the theory, passing the theory test, passing the practical test, personal factors (such as dyslexia, dyspraxia, lack of confidence) that might hinder progress. The learner ranks these in order of time: saving money for tests, finding a teacher, learning theory using the Internet and books, taking the theory test, practising driving skills, taking the practical test. They consider and identify ways to achieve each of these elements, including personal factors.

Learning Outcome 5: Be able to make plans to achieve personal goals.

5.1 Identify key steps to take to achieve personal goals.

5.2 Outline actions for the achievement of personal goals.

5.3 Outline a timetable for the actions.

This Learning Outcome is about making an action plan, based on the steps identified in Learning Outcome 4, defining how each step will be achieved and setting a timetable for each action.

Teachers should introduce an Action Plan table or other ways to record steps towards the goal. A useful template is available here: [https://warwick.ac.uk/services/ldc/introcareer/action/8-step_action_plan_template.pdf] and other ideas might include visuals like step outlines on a piece of flipchart, each with an action and a timeline, for the learner to pin on their wall.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

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

- Written question and answer/test/exam
- Oral question and answer
- Group discussion

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

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

Additional Information

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

Managing Personal Relationships

Unit Reference	K/504/8627
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of power in relationships.	1.1. Identify different types of behaviour in power relationships. 1.2. Outline the difference between the positional and personal power. 1.3. Outline the contexts in which positional and personal power might be used when leading others.
2. Understand the benefits and difficulties of giving and receiving support.	2.1 Outline benefits of giving and receiving support. 2.2 Outline difficulties of giving and receiving support.
3. Understand the key behaviours that contribute to good teamwork.	3.1 Identify the characteristics of good team work. 3.2 Identify behaviours that contribute to good teamwork.
4. Understand how conflicts can develop.	4.1 Identify the different stages in the development of a conflict. 4.2 Outline points of escalation. 4.3 Outline points of possible intervention.

5. Be able to use listening skills in a conflict situation.	5.1 Listen without interrupting to a conflict situation. 5.2 Demonstrate examples of effective listening.
6. Understand the concept of impartiality.	6.1 Outline the concept of impartiality 6.2 Outline why impartiality is important when leading others

Supporting Unit Information

Managing Personal Relationships – K/504/8627 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the role of power in relationships.

1.1 Identify different types of behaviour in power relationships.

1.2 Outline the difference between the positional and personal power.

1.3 Outline the contexts in which positional and personal power might be used when leading others.

Learning Outcome 2: Understand the benefits and difficulties of giving and receiving support.

2.1 Outline benefits of giving and receiving support.

2.2 Outline difficulties of giving and receiving support.

Learning Outcome 3: Understand the key behaviours that contribute to good teamwork.

3.1 Identify the characteristics of good team work.

3.2 Identify behaviours that contribute to good teamwork.

Learning Outcome 4: Understand how conflicts can develop.

4.1 Identify the different stages in the development of a conflict.

4.2 Outline points of escalation.

4.3 Outline points of possible intervention.

Learning Outcome 5: Be able to use listening skills in a conflict situation.

5.1 Listen without interrupting to a conflict situation.

5.2 Demonstrate examples of effective listening.

Learning Outcome 6: Understand the concept of impartiality.

6.1 Outline the concept of impartiality

6.2 Outline why impartiality is important when leading others

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Oral question and answer
- Written description
- Reflective log/diary
- Role play/simulation
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Measure: Time and Temperature

Unit Reference	D/505/4022
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand times written in different formats.	1.1. Read time from a 24-hour clock. 1.2. Record time in 24-hour notation. 1.3. Match 12-hour and 24-hour times. 1.4. Convert between 12-hour and 24-hour times. 1.5. Choose devices to measure different lengths of time. 1.6. Extract simple information from timetables.
2. Understand dates written in different formats.	2.1 Identify common date formats. 2.2 Use common date formats. 2.3 Use a calendar to calculate the length of time between given dates.
3. Know the relationship between units of time.	3.1 Identify uses of different units of time for activities and events. 3.2 Estimate the time different activities and events will take.

4. Be able to calculate using time.	4.1 Identify the relationships between units of time. 4.2 Convert between units of time. 4.3 Add hours and minutes. 4.4 Subtract hours and minutes. 4.5 Calculate durations of time. 4.6 Compare durations of time.
5. Be able to read temperatures.	5.1 Read thermometers in degrees Celsius. 5.2 Read thermometer in degrees Fahrenheit. 5.3 Identify freezing point in degrees Celsius and degrees Fahrenheit.
6. Be able to compare temperatures.	6.1 Compare temperatures in degrees Celsius and degrees Fahrenheit.
7. Be able to measure temperature.	7.1 Estimate temperature in everyday situations. 7.2 Measure temperature in everyday situations.

Supporting Unit Information

Measure: Time and Temperature – D/505/4022 – Level 1

Indicative Content

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

Learning Outcome 1: Understand times written in different formats.

1.1 Read time from a 24-hour clock.

1.2 Record time in 24-hour notation.

1.3 Match 12-hour and 24-hour times.

1.4 Convert between 12-hour and 24-hour times.

1.5 Choose devices to measure different lengths of time.

1.6 Extract simple information from timetables.

Learning Outcome 2: Understand dates written in different formats.

2.1 Identify common date formats.

2.2 Use common date formats.

2.3 Use a calendar to calculate the length of time between given dates.

Learning Outcome 3: Know the relationship between units of time.

3.1 Identify uses of different units of time for activities and events.

3.2 Estimate the time different activities and events will take.

Learning Outcome 4: Be able to calculate using time.

4.1 Identify the relationships between units of time.

4.2 Convert between units of time.
4.3 Add hours and minutes.

4.4 Subtract hours and minutes.

4.5 Calculate durations of time.

4.6 Compare durations of time.

Learning Outcome 5: Be able to read temperatures.

4.1 Read thermometers in degrees Celsius.

4.2 Read thermometer in degrees Fahrenheit.

4.3 Identify freezing point in degrees Celsius and degrees Fahrenheit.

Learning Outcome 6: Be able to compare temperatures.

6.1 Compare temperatures in degrees Celsius and degrees Fahrenheit.

Learning Outcome 7: Be able to measure temperature.

7.1 Estimate temperature in everyday situations.

7.2 Measure temperature in everyday situations.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Participating in a Vocational Taster

Unit Reference	R/600/3241
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different job roles within a vocational area.	1.1. Identify three job roles within a vocational area. 1.2. Identify the skills, knowledge and personal qualities required to perform one of the job roles identified.
2. Use relevant skills, knowledge and personal qualities in a vocational context.	2.1 Carry out tasks as directed in a vocational context using relevant skills and knowledge. 2.2. Identify the ways in which own personal qualities have been applied in a vocational context.
3. Understand the health and safety requirements relevant to the vocational context.	3.1 Outline the health and safety issues relevant to the vocational context. 3.2 Identify the risks associated with own role. 3.3 Follow safe working procedures to minimise risks identified.
4. Reflect on suitability for job role in chosen vocational context.	4.1 Identify own strengths and areas for development. 4.2 Outline the positive and negative aspects of the vocational experience.

Supporting Unit Information

Participating in a Vocational Taster – R/600/3241 – Level 1

Indicative Content

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

Learning Outcome 1: Understand different job roles within a vocational area.

1.1 Identify three job roles within a vocational area.

1.2 Identify the skills, knowledge and personal qualities required to perform one of the job roles identified.

Learning Outcome 2: Use relevant skills, knowledge and personal qualities in a vocational context.

2.1 Carry out tasks as directed in a vocational context using relevant skills and knowledge.

2.2 Identify the ways in which own personal qualities have been applied in a vocational context.

Learning Outcome 3: Understand the health and safety requirements relevant to the vocational context.

3.1 Outline the health and safety issues relevant to the vocational context.

3.2 Identify the risks associated with own role.

3.3 Follow safe working procedures to minimise risks identified.

Learning Outcome 4: Reflect on suitability for job role in chosen vocational context.

4.1 Identify own strengths and areas for development.

4.2 Outline the positive and negative aspects of the vocational experience.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

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

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

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

Additional Information

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

Participating in Leisure Activities

Unit Reference	R/504/2885
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify local activities.	1.1. Identify locally based leisure activities
2. Know how to access local leisure activities.	2.1 Collect information on how to gain access to local leisure activities 2.2. Identify any specific requirements for equipment and/or clothing 2.3. Identify any costs involved in participating in the local leisure activities 2.4. Identify their personal budget for the local leisure activities
3. Be able to participate in a range of local leisure activities.	3.1 Participate in a range of local leisure activities 3.2 State which activity they liked best identifying why they liked it
4. Be able to recognise key benefits in participating in leisure activities.	4.1 Identify the benefits of participating in local leisure activities

5. Be able to identify health and safety issues related to selected leisure activities.	5.1. Identify key personal health and safety issues relating to the local leisure activities selected 5.2. Outline general health and safety issues related to the local leisure activities selected

Supporting Unit Information

Participating in Leisure Activities – R/504/2885 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to identify local activities.

1.1 Identify locally based leisure activities.

Learning Outcome 2: Know how to access local leisure activities.

2.1 Collect information on how to gain access to local leisure activities.

2.2 Identify any specific requirements for equipment and/or clothing.

2.3 Identify any costs involved in participating in the local leisure activities.

2.4 Identify their personal budget for the local leisure activities.

Learning Outcome 3: Be able to participate in a range of local leisure activities.

3.1 Participate in a range of local leisure activities.

3.2 State which activity they liked best identifying why they liked it.

Learning Outcome 4: Be able to recognise key benefits in participating in leisure activities.

4.1 Identify the benefits of participating in local leisure activities.

Learning Outcome 5: Be able to identify health and safety issues related to selected leisure activities.

5.1 Identify key personal health and safety issues relating to the local leisure activities selected.

5.2. Outline general health and safety issues related to the local

leisure activities selected.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment methods:

- Practical demonstration

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

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

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

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

Additional Information

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

Peer Mediation

Unit Reference	R/504/8816
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the purpose of peer mediation.	1.1. State the main aims of peer mediation 1.2. List the benefits of peer mediation.
2. Know about the use of peer mediation for conflict resolution.	2.1 Give examples of conflicts that would be appropriate for peer mediation. 2.2. Give examples of conflicts that would not be appropriate for peer mediation.
3. Know why neutrality, confidentiality and voluntary participation are important within peer mediation practice.	3.1 State why the mediator must remain neutral during peer mediation. 3.2 Outline why confidentiality is important to peer mediation. 3.3 Outline why voluntary participation is important to peer mediation.
4. Know about the key principles of peer mediation.	4.1 Identify key principles that underpin peer mediation. 4.2 Outline the importance of the principles that underpin peer mediation.
5. Understand the role of a peer mediator.	5.1 Outline the role of a peer mediator. 5.2 State the difference between the role of a mediator and an advisor.

6. Know about the different types of communication skills used by a peer mediator.	6.1 List key communication skills needed to become a peer mediator. 6.2 State why these skills are important during peer mediation.

Supporting Unit Information

Peer Mediation – R/504/8816 – Level 1

Indicative Content

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

Learning Outcome 1: Know about the purpose of peer mediation.

1.1 State the main aims of peer mediation.

1.2 List the benefits of peer mediation.

Learning Outcome 2: Know about the use of peer mediation for conflict resolution.

2.1 Give examples of conflicts that would be appropriate for peer mediation.

2.2 Give examples of conflicts that would not be appropriate for peer mediation.

Learning Outcome 3: Know why neutrality, confidentiality and voluntary participation are important within peer mediation practice.

3.1 State why the mediator must remain neutral during peer mediation.

3.2 Outline why confidentiality is important to peer mediation.

3.3 Outline why voluntary participation is important to peer mediation.

Learning Outcome 4: Know about the key principles of peer mediation.

4.1 Identify key principles that underpin peer mediation.

4.2 Outline the importance of the principles that underpin peer mediation.

Learning Outcome 5: Understand the role of a peer mediator.

5.1 Outline the role of a peer mediator.

5.2 State the difference between the role of a mediator and an advisor.

Learning Outcome 6: Know about the different types of communication skills used by a peer mediator.

6.1 List key communication skills needed to become a peer mediator.

6.2 State why these skills are important during peer mediation.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Personal and Interpersonal Conflict

Unit Reference	A/504/8826
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the different conflicts that may occur frequently.	1.1. Identify different conflicts that happen frequently. 1.2. State the difference between personal and interpersonal conflict.
2. Know about the possible negative and positive outcomes of conflict.	2.1 State possible negative outcomes of conflict. 2.2 State possible positive outcomes of conflict.
3. Know about the causes of conflict.	3.1. Identify possible causes of interpersonal conflict. 3.2. Identify possible triggers that may cause conflict in a given situation.
4. Understand the emotions and physical responses experienced during a conflict.	4.1. Identify emotional reactions that may be experienced during a conflict. 4.2. Identify physical changes that may be experienced during a conflict.
5. Be able to recognise the types of behaviours that	5.1. Identify behaviours that may build tension during a conflict.

may affect a conflict.	5.2. State why these behaviours may result in increasing conflict. 5.3. Identify the sorts of behaviours that are likely to decrease the levels of a conflict. 5.4. State why these behaviours may result in reducing conflict.

Supporting Unit Information

Personal and Interpersonal Conflict – A/504/8826 – Level 1

Indicative Content

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

Learning Outcome 1: Know about the different conflicts that may occur frequently.

1.1. Identify different conflicts that happen frequently

Provide specific examples of different types of individual conflict which occur frequently. Examples can be from real life or fiction (e.g. TV, film). Focus on (intra) personal negative behaviours and conflicts and interpersonal (within family and personal relationships, at work or in other formal settings). Consider ways to categorise conflicts in interpersonal relationships (personal/relational, instrumental (how things are done), conflicts of interest).

1.2 State the difference between personal and interpersonal conflict.

Clearly state the difference between personal conflict (with the self – e.g. desire to eat an unhealthy food when on a diet) and interpersonal conflict (with another person e.g. a parent or colleague). Give two or more examples for each.

Learning Outcome 2: Know about the possible negative and positive outcomes of conflict.

2.1 State possible negative outcomes of conflict.

Different contexts of conflict (home and personal relationships, work/education contexts) possible negative outcomes including but not exclusively– arguments, distress and upset, breakdowns in communication which could lead to violence and relationship breakdown, further conflict, tension and dysfunctional work relationships.

2.2 State possible positive outcomes of conflict.

Examples including: conflict to expose differences can lead to exploring and solving them, can lead to creative solutions rather than letting problems fester, can encourage growth and change.

Learning Outcome 3: Know about the causes of conflict.

3.1 Identify possible causes of interpersonal conflict.

Recognise different contexts for interpersonal conflict (personal relationships, work and wider relationships). Different types of conflict as above. Examples of causes – Misunderstandings and poor or unclear communication. Differing mindsets or underlying core values and beliefs. In work situations – resource allocation issues, frustration, failure to plan and manage. Possible wider reading of theories (e.g. on "Face"– e.g. Brown and Levison, Ting-Toomey) to include cross cultural conflicts.

3.2 Identify possible triggers that may cause conflict in a given situation.

Give examples of at least two situations where conflict can occur and for these situations identify a range of possible triggers which might cause conflict in that situation – e.g. self-perceptions, past experiences, previous learned behaviours and habitual behaviours. Provide specific detail for each example – e.g. previous criticism of attitudes to work might create over-sensitivity to criticism in this area, and result in an over sensitive (or stronger) reaction to any criticism offered, without full evaluation of the comments made.

Learning Outcome 4: Understand the emotions and physical responses experienced during a conflict.

4.1 Identify emotional reactions that may be experienced during a conflict.

Triggers to previous reactions and core beliefs, cycles of habitual behaviours. Give at least two examples of specific real or imagined situations of conflict and the linked emotional reactions. Reflect on the different emotional responses that different people might experience in a conflict situation.

4.2 Identify physical changes that may be experienced during a conflict.

Physiological reactions resulting from stress, "fight or flight" reaction e.g. tension, rapid heartbeat, increased perspiration, shallow or accelerated breathing.

Learning Outcome 5: Be able to recognise the types of behaviours that may affect a conflict.

5.1 Identify behaviours that may build tension during a conflict.

Avoidance (not recognising or pretending to not recognise that there is disagreement, not recognising or hearing the other person's point of view, fearing confrontation) competition (desire to win at all costs), disproportionate reactions (outbursts of anger, violence, aggression).

5.2 State why these behaviours may result in increasing conflict.

Give specific examples in at least two particular situations of how some or all of these behaviours could escalate or increase the conflict.

5.3 Identify the sorts of behaviours that are likely to decrease the levels of a conflict.

Models and strategies for resolving conflict – empathy, calmness, listening skills. Compromising skills- willingness to consider compromise. Assertiveness. Taking a step back or time out and reviewing the situation. Conversational strategies.

5.4 State why these behaviours may result in reducing conflict.

Give three or more examples of situations where positive behaviour such as empathy or assertiveness could results in reducing conflict.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Written description
- Oral question and answer
- Role play/simulation
- Group discussion

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

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

Additional Information

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

Personal Awareness

Unit Reference	K/504/8837
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about personal awareness.	1.1. Define personal awareness. 1.2. Outline how having personal awareness helps to improve life.
2. Know about the key aspects of personality.	2.1 Define what is meant by personality. 2.2 Outline strengths of personality. 2.3 Identify aspects of personality to develop.
3. Know how to recognise personal skills, knowledge and achievements.	3.1 Identify personal skills. 3.2 Identify personal knowledge. 3.3 Identify skills to develop. 3.4 Identify areas of knowledge to develop. 3.5 Identify personal achievements.
4. Be able to recognise personal feelings.	4.1 Identify personal feelings. 4.2 Identify how feelings are expressed. 4.3 Identify an example of behaviour which results from personal feelings.

Supporting Unit Information

Personal Awareness – K/504/8837 – Level 1

Indicative Content

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

Learning Outcome 1: Know about personal awareness.

1.1 Define personal awareness.

Personal Awareness is an element of emotional intelligence. Personal awareness means being in touch with your emotions, recognising your strengths and weaknesses and having a sense of your own self-worth.

1.2 Outline how having personal awareness helps to improve life.

Personal awareness helps to improve life by increasing your understanding of your own feelings and their impact on your thoughts and actions, and their effect on other people. This can improve mental health and wellbeing, and relationships with others.

Learning Outcome 2: Know about the key aspects of personality.

2.1 Define what is meant by personality.

Personality describes the unique combination of traits and characteristics a person has. This includes how they think, feel and behave, and what they believe. These characteristics evolve from an individual's biology and life experiences.

2.2 Outline strengths of personality.

Strengths are what you can do well or know a lot about. Strengths include communication and empathy with others, time or task management, having self-confidence and personal resilience, or may relate to having knowledge or ability in subjects such arts or sport.

2.3 Identify aspects of personality to develop.

People may wish to develop any aspect of their personality that they feel would help them to be happier or more successful. People may benefit

from developing strategies to deal with problems effectively and worry less. It can help to develop an open minded attitude towards other people and opinions, and to new experiences.

Learning Outcome 3: Know how to recognise personal skills, knowledge and achievements.

3.1 Identify personal skills.

Personal skills includes the ability to communicate with and listen to other people, practical abilities such as numeracy and literacy, being able to drive or being able to organise tasks in the time available, budgeting , perseverance and creativity.

3.2 Identify personal knowledge.

Personal knowledge is concerned with recognising your own feelings and opinions and how they interact with your thoughts, actions and relationships.

3.3 Identify skills to develop.

People may wish to develop their skills in a practical way such as learning how to decorate a room or how to dance, or speak another language, or they may identify that they are always late or unable to meet commitments they have made and to develop skill to better manage their time keeping, or to work on their confidence in order to have more open and honest conversations with other people.

3.4 Identify areas of knowledge to develop.

Areas of self-knowledge that may be identified for development include making honest assessment and best use of feedback from others by being calm and open minded and ready to learn by experience. Being aware of your previous experiences and reactions to difficult situations will help with planning strategies to cope with your feelings and with developing constructive ways to communicate them with other people.

3.5 Identify personal achievements.

Personal achievement means feeling positive about doing what you have set out to do. Personal achievement relates to doing something well regardless of the size of the task or length of time it took, it could be anything from cooking a meal to passing a course. It is important to recognise and remember your achievements to maintain a sense of wellbeing.

Learning Outcome 4: Be able to recognise personal feelings.

4.1 Identify personal feelings.

Personal feelings are the emotional responses to the world around you. Feelings can be positive such as joy, love, happiness and satisfaction or negative such as sadness, loneliness, or rejection. There is a wide range of human emotions that can be evoked such as anger, jealousy, surprise or pity and how they are recognised, communicated and employed can determine how events and relationships develop.

4.2 Identify how feelings are expressed.

People use spoken language to express their feelings, alongside a range of facial expressions such as smiling to express happiness, frowning to show upset or confusion, or scowling to show anger. Behaviours such as laughing or crying can also express when someone is amused or upset. Facial expressions and physical behaviours can be misinterpreted due to the wide range of emotions people feel and differences in how people react and how others interpret expressions and behaviours. People from different cultures may express or interpret looks and actions quite differently to someone from another background.

4.3 Identify an example of behaviour which results from personal feelings.

Conflict and confrontational behaviour such shouting and aggressive postures can result from feelings of anger and fear.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Personal Budgeting and Money Management

Unit Reference	L/508/0003
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has eight learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by income and expenditure including hire purchase and savings.	1.1. Identify items of personal income and expenditure, including hire purchase.
2. Record income and expenditure for a personal budget.	2.1 Produce a format to record weekly income and expenditure.
3. Understand problems of coping on a limited budget.	3.1 Identify the problems of a restricted budget.
4. Understand the advantages of effective shopping.	4.1 Explain what is meant by effective shopping and list the advantages.
5. Know how to complete cheques and money orders.	5.1 Fill in a simple example of a cheque and pre-formatted money order correctly.

6. Check statements, receipts and pay slips.	6.1 Identify the main items recorded on statements, receipts and pay slips. 6.2 Identify simple errors.
7. Understand 'interest' on saving schemes.	7.1 Identify three savings schemes and describe their main differences.
8. Recognise personal requirements for budgeting and planning.	8.1 Produce a basic budget plan for the future. 8.2 Produce a record of personal spending using knowledge gained. 8.3 Identify the benefits of a credit/debit/charge card.

Supporting Unit Information

Personal Budgeting and Money Management – L/508/0003 – Level 1

Indicative Content

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

Learning Outcome 1: Understand what is meant by income and expenditure including hire purchase and savings.

1.1 Identify items of personal income and expenditure, including hire purchase.

Learning Outcome 2: Record income and expenditure for a personal budget.

2.1 Produce a format to record weekly income and expenditure.

Learning Outcome 3: Understand problems of coping on a limited budget.

3.1 Identify the problems of a restricted budget.

Learning Outcome 4: Understand the advantages of effective shopping.

4.1 Explain what is meant by effective shopping and list the advantages.

Learning Outcome 5: Know how to complete cheques and money orders.

5.1 Fill in a simple example of a cheque and pre-formatted money order correctly.

Learning Outcome 6: Check statements, receipts and pay slips.

6.1 Identify the main items recorded on statements, receipts and pay slips.

6.2 Identify simple errors.

Learning Outcome 7: Understand 'interest' on saving schemes.

7.1 Identify three savings schemes and describe their main differences.

Learning Outcome 8: Recognise personal requirements for budgeting and planning.

8.1 Produce a basic budget plan for the future.

8.2 Produce a record of personal spending using knowledge gained.

8.3 Identify the benefits of a credit/debit/charge card.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

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

- Oral question and answer
- Group discussion

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

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

Additional Information

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

Personal Development

Unit Reference	J/504/7792
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify own strengths, weaknesses and skills	1.1. Identify personal strengths and weaknesses. 1.2. Identify personal skills learned in life, work and training. 1.3. State how the skills identified could be used in the future.
2. Be able to acknowledge own current life situation and relationships	2.1 Describe own current life and home situation. 2.2 Describe own current relationships.
3. Be able to make positive decisions	3.1 Make considered choices in a positive manner.
4. Be able to set personal objectives	4.1 Identify personal short–term goals. 4.2 Record personal short–term goals. 4.3 Produce an action plan which supports the achievement of these goals.

Supporting Unit Information

Personal Development – J/504/7792 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to identify own strengths, weaknesses and skills.

1.1 Identify personal strengths and weaknesses.

'Strengths and weaknesses' will be anything that the learner identifies for themselves and may include:

- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

1.2 Identify personal skills learned in life, work and training.

'Skills' may include:

- Practical skills (baking, carpentry, bicycle maintenance, gardening)
- Academic skills (literacy and numeracy, organising notes, researching topics)
- Personal skills (supporting other learners in training, assertiveness, time management, seeking feedback and guidance)
- Independent living skills (cooking, cleaning, managing money)

Note: there is a crossover between 'strengths' and 'skills' and many examples will fit into either category.

1.3 State how the skills identified could be used in the future.

This is asking the learner to identify the transferability of the skills they identified and it will be useful (but not imperative) to focus on the three areas from AC1.2: life, work and training.
For instance, good 'time management' will enable the learner to take on more challenging work roles and responsibilities, using the skill of 'seeking feedback and guidance' to clarify what is demanded and improve competence.

Learning Outcome 2: Be able to acknowledge own current life situation and relationships.

2.1 Describe own current life and home situation.

This is a review of the learner's own situation and should include a reflection on how satisfactory this is for them and for others.
This will include where they live, with whom and agreements or arrangements around budgeting and household tasks; employment, training and studying; mental wellbeing and health.

2.2 Describe own current relationships.

'Relationships' will mean family, significant others, friends.

Learning Outcome 3: Be able to make positive decisions.

3.1 Make considered choices in a positive manner.

'Considered choices' may include identifying areas for development and change, based on LO1 and LO2. To demonstrate a 'positive manner', the learner might use the work from AC1.3 to explain how their choices will benefit them in the future.

Learning Outcome 4: Be able to set personal objectives.

This LO is about choosing short-term goals that are relevant to the learner, explaining why it is relevant and producing an action plan.
'Short-term' means less than three months.

It will be useful to introduce SMART (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) to learners so that they know how to 'test' a goal to ensure that they know what 'success looks like' and that the goal is achievable for them.

4.1 Identify personal short–term goals.

Learners should identify a range of at least two short-term goals and (AC4.2) record them. They should explain how what they identified in

LO1, LO2 and LO3 relates to these goals.

4.2 Record personal short–term goals.

Learners should identify a range of at least two short-term goals and (AC4.2) record them. They should explain how what they identified in LO1, LO2 and LO3 relates to these goals.

4.3 Produce an action plan which supports the achievement of these goals.

Choose a small selection of goals to work on if the learner identifies many. There is no inference in this Unit that the learner must actually carry out any of the actions, though this is a desirable result of the learning.

Example: Goal is to move out of the parental home. Learner identifies, based on work for LO1, that they can manage money and time, that they have skills to maintain a household and to cook for themselves, that they are resilient when things don't go to plan and resourceful in solving problems.
The learner identifies a range of options such as shared tenancy, bedsit in a shared house, renting through private or social housing, buying own home. The learner states what each of these options would require of them and uses this to inform their action plan.

Set goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, and timetabled) and create an action plan with steps to achieve improvement, using a straightforward action plan model like the one below.

Goal	How will I know when the goal is achieved?	What I need to do	What help, support or resources do I need?	Date for review

Teaching Strategies and Learning Activities

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

Note: AC2.1 and AC2.2 may include very sensitive information that the learner is not happy to share with others and this should be respected. Teachers should guide the learner to record only information and ideas that can be shared with others.

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Personal Development Skills

Unit Reference	K/505/4069
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know own strengths and weaknesses.	1.1. Identify: a) Personal strengths b) Personal weaknesses
2. Know own skills and investigate ways of self-improvement.	2.1 Identify personal skills learned in: a) Life b) Work c) Training 2.2 State ways for self-improvement.
3. Understand their current life situation and relationships.	3.1 State their current life situation including: a) Home situation b) Relationships
4. Be able to set personal objectives and make action plans for self-improvement.	4.1 Identify personal short-term goals. 4.2 Record personal short-term goals. 4.3 Produce an action plan for achieving the short-term goals.

Supporting Unit Information

Personal Development Skills – K/505/4069 – Level 1

Indicative Content

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

Learning Outcome 1: Know own strengths and weaknesses.

1.1 Identify:
a) Personal strengths
b) Personal weaknesses

'Strengths and weaknesses' will be anything that the learner identifies for themselves and may include:

- Time management
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening

Learning Outcome 2: Know own skills and investigate ways of self-improvement.

2.1 Identify personal skills learned in:
a) Life
b) Work
c) Training

'Skills' may include:

- Practical skills (baking, carpentry, bicycle maintenance, gardening)
- Academic skills (literacy and numeracy, organising notes, researching topics)
- Personal skills (supporting other learners in training, assertiveness)
- Independent living skills (cooking, cleaning, managing money)

The learner should organise their choice of skills into the three categories, life, work, and training.

2.2 State ways for self-improvement.

'Ways for self-improvement' include:

- Seeking and using feedback from others;
- Setting goals and working towards them;
- Participating in learning opportunities;
- Developing new skills through self-study and practice;
- Setting priorities for tasks – what needs to be done quickly and what is more important

Practice and intention is often the key to success. For instance, a weakness in 'supporting family and friends', once brought to mind, raises awareness of the needs of others and the motivation to respond to them.

Learning Outcome 3: Understand their current life situation and relationships.

3.1 State their current life situation including:
a) Home situation
b) Relationships

This is a review of the learner's own situation and should include a reflection on how satisfactory this is for them and for others.

This will include where they live, with whom and agreements or arrangements around budgeting and household tasks.

'Relationships' will mean family, significant others, friends.

Learning Outcome 4: Be able to set personal objectives and make action plans for self-improvement.

This LO is about choosing short-term goals that are relevant to the learner, explaining why it is relevant and, based on AC2.1, what options are available to work towards the goal.
'Short-term' means less than three months.

It will be useful to introduce SMART (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) to learners so that they know how to 'test' a goal to ensure that they know what 'success looks like' and that the goal is achievable for them.

4.1 Identify personal short-term goals.

Learners should identify a range of at least two short-term goals and (AC4.2) record them. They should explain how what they identified in LO1, LO2 and LO3 relates to these goals.

4.2 Record personal short-term goals.

Learners should identify a range of at least two short-term goals and (AC4.2) record them. They should explain how what they identified in LO1, LO2 and LO3 relates to these goals.

4.3 Produce an action plan for achieving the short-term goals.

Choose a selection of goals to work on if the learner identifies several. Example: Goal is to move out of the parental home. Learner identifies, based on work for LO1, that they can manage money and time, that they have skills to maintain a household and to cook for themselves, that they are resilient when things don't go to plan and resourceful in solving problems.
The learner identifies a range of options such as shared tenancy, bedsit in a shared house, renting through private or social housing, buying own home. The learner states what each of these options would require of them.

Set goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, and timetabled) and create an action plan with steps to achieve improvement, using a straightforward action plan model like the one below.

Goal	How will I know when the goal is achieved?	What I need to do	What help, support or resources do I need?	Date for review

Teaching Strategies and Learning Activities

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

Note: AC3.1 may include very sensitive information that the learner is not happy to share with others and this should be respected. Teachers should guide the learner to record only information and ideas that can be shared with others.

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

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

- Written question and answer/test/exam
- Oral question and answer
- Group discussion

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

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

Additional Information

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

Personal Learning Skills

Unit Reference	D/504/7796
Level	1
Credit Value	6
Guided Learning	54
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know facts about the brain	1.1. List important facts about the brain. 1.2. State how these facts are relevant to own learning.
2. Know how own learning takes place	2.1 Outline how they have learnt something. 2.2 Identify the best ways for them to learn.
3. Know about own learning profile	3.1 List different learning styles. 3.2 Outline own preferred learning style. 3.3 List strategies for learning more effectively.
4. Be able to make plans to use 'learning to learn' skills	4.1 Identify learning tasks. 4.2 Plan learning tasks. 4.3 Set targets to achieve in each learning task. 4.4 State how the targets are being met. 4.5 Complete learning tasks. 4.6 Record own learning. 4.7 Outline how the learning took place.

Supporting Unit Information

Personal Learning Skills – D/504/7796 – Level 1

Indicative Content

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

Learning Outcome 1: Know facts about the brain.

1.1 List important facts about the brain.

Simple facts about the brain - Left brain/right brain features, annotated diagram of key parts and functions. Memory and processing functions. Short and long term memory. Brain health, nutrition, diet, and hydration.

1.2 State how these facts are relevant to own learning.

Self-awareness, maintaining general health for brain health, memory strategies for long and short term memory.

Learning Outcome 2: Know how own learning takes place.

2.1 Outline how they have learnt something.

Describing process of learning, key experiences, types of learning. For one skill or piece of knowledge, show what was involved in learning and what helped to reinforce learning. For example, a physical skill such as a dance or an aspect of a sport might be learned through copying and repetition. Learning a script for a play might involve listening, reading, recording, reading, along with others, and repetition.

2.2 Identify the best ways for them to learn.

Learning styles questionnaire or assessment e.g. but not necessarily Visual, Auditory, and Kinaesthetic/Tactile (VAKT) model. Self-awareness, self-reflection.

Learning Outcome 3: Know about own learning profile.

3.1 List different learning styles.

Learning styles as above or alternatives as used within the organisation.

3.2 Outline own preferred learning style.

Learning styles as above, relation to self, awareness of balanced and mixed models. Provide detail of own learning style and how this can be used in relation to the subjects being studied. Ways to improve learning. Filling in gaps and identifying areas for improvement and development.

3.3 List strategies for learning more effectively.

General strategies e.g. planning and organisation, more focused personalised strategies relating to learning style (e.g. making learning more visual/auditory).

Learning Outcome 4: Be able to make plans to use 'learning to learn' skills.

4.1 Identify learning tasks.

Breaking down tasks into smaller chunks. Rephrasing and reframing tasks. Using own words to clarify learning tasks.

4.2 Plan learning tasks.

Planning and time management, using time management skills such as scheduling tasks, setting short and longer term deadlines, managing and learning, seeking support in a timely way.

4.3 Set targets to achieve in each learning task.

Setting SMART targets for each learning task.

4.4 State how the targets are being met.

Tracking and self-reflection, using SMART targets effectively. Assess the extent to which targets are met in an ongoing way, and action plan to address any shortfalls if necessary.

4.5 Complete learning tasks.

Submission practice appropriate to the organisation and course. Evidence of successful and timely submission.

4.6 Record own learning.

Log books, tracking, and diaries.

4.7 Outline how the learning took place.
Self-reflection possibly using model or framework e.g. Gibbs.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

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

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

Additional Information

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

Prejudice and Discrimination

Unit Reference	T/504/8842
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the meaning of the terms 'prejudice' and 'discrimination'.	1.1. Identify the difference between 'prejudice' and 'discrimination'.
2. Be able to demonstrate an awareness of stereotypical attitudes.	2.1 Identify different stereotypes. 2.2 Identify a positive or negative factor associated with different stereotypes identified. 2.3 Identify ways in which attitudes are formed.
3. Know the consequences of prejudice and discrimination.	3.1 Identify how discrimination may be positive or negative. 3.2 Identify how discrimination may lead to disadvantage. 3.3 Identify how prejudice may be positive or negative. 3.4 Identify how prejudice may lead to disadvantage.

4. Know the importance of Equal Opportunities Policies.	4.1 Identify why Equal Opportunities Policies are important. 4.2 Identify an Equal Opportunities Policy.

Supporting Unit Information

Prejudice and Discrimination – T/504/8842 – Level 1

Indicative Content

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

Learning Outcome 1: Know the meaning of the terms 'prejudice' and 'discrimination'.

1.1 Identify the difference between 'prejudice' and 'discrimination'.

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

Discrimination is the behaviour that exemplifies that attitude or idea.

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

Learning Outcome 2: Be able to demonstrate an awareness of stereotypical attitudes.

2.1 Identify different stereotypes.

A stereotype is way of grouping people together by one or more of their common characteristics. In AC1.2, 'black people' and 'poor people' are stereotypes.

2.2 Identify a positive or negative factor associated with different stereotypes identified.

More complex stereotypes associate a range of characteristics. For instance: Asian people and doctors; tall people and powerful people. These are positive stereotypes. Working class people and low educational attainment; working mothers and neglected children. These are negative

stereotypes.
Stereotypes are neutral and do not, in themselves, imply praise or blame, good or bad.

The main advantage is that it enables a rapid response to new situations based on similar situations in the past.

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

2.3 Identify ways in which attitudes are formed.

Attitudes are formed early in life as a result of the culture, beliefs and behaviours in our family or community. As we develop, other attitudes are formed that are based on our experiences. Much of our cultural heritage is embedded as 'attitudes', including religious and ethical principles, the style in which we expect to live, the education we consider acceptable.

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

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

Learning Outcome 3: Know the consequences of prejudice and discrimination.

3.1 Identify how discrimination may be positive or negative.

If the prejudice is positive or favourable, then positive discrimination results. The best known of these is the 'halo effect', a cognitive bias

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

3.2 Identify how discrimination may lead to disadvantage.

Discrimination always leads to disadvantage because it is unfair: when one group is treated more favourably than another, the other group is disadvantaged.

3.3 Identify how prejudice may be positive or negative.

For examples, see AC3.1.

3.4 Identify how prejudice may lead to disadvantage.

See the process described in AC3.1.

Learning Outcome 4: Know the importance of Equal Opportunities Policies.

4.1 Identify why Equal Opportunities Policies are important.

Equal Opportunities is the term used to express the belief that discrimination is always wrong and that we should put in place as many measures as are necessary to eliminate it. If we cannot change people's attitudes, we can make sure that these are not manifested as behaviours. Equal Opportunities policies express the values of organisations in respect of fairness of treatment. The policy sets out what will be done, how and when, to ensure fairness of treatment and what the consequences will be of non-compliance.

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

4.2 Identify an Equal Opportunities Policy.

Examples of Equal Opportunities policies are freely available on various websites, including ACAS.org.uk.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Preparing for Work

Unit Reference	K/505/4444
Level	1
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify career or work options.	1.1. Using two information sources, record career or job options 1.2. Choose one career or job that matches own requirements and skills.
2. Be able to complete applications for work or training.	2.1 Complete two application forms legibly, providing the information requested. 2.2 Check application forms for accurate spelling and grammar, making amendments as required. 2.3 Produce a simple CV which includes essential information.
3. Be able to present self at an interview.	3.1 Arrive in good time for an interview. 3.2 Dress appropriately for an interview. 3.3 Communicate clearly in an interview situation.
4. Be able to plan for future work or training.	4.1 Produce an action plan for future work or training, listing necessary short term actions.

Supporting Unit Information

Preparing for Work – K/505/4444 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to identify career or work options.

1.1 Using two information sources, record career or job options.

Consider different industries, types of work and different job roles. Conduct research in to a specific role and source information about the general requirements associated for this type of work. Sources may include the Internet, books, newspapers or leaflets.

1.2 Choose one career or job that matches own requirements and skills.

Identify a job that would be appropriate for your skills, knowledge or interests. Consider practical requirements such as the location, pay, and type of organisation and working hours. A job search may be useful here to discover job availability and see if any roles meet personal requirements.

Learning Outcome 2: Be able to complete applications for work or training.

2.1 Complete two application forms legibly, providing the information requested.

These may be applications for a job, training, education or work experience. All application forms should be completed in full, signed and dated. If additional information such as equality and diversity forms are required, make sure these are also included. Hand writing is acceptable but must be legible.

2.2 Check application forms for accurate spelling and grammar, making amendments as required.

A computer may be used for spelling, grammar and punctuation checks but language settings must be set to English (UK). Track changes are also

a good way of demonstrating amendments.
2.3 Produce a simple CV which includes essential information.

This must include name, contact details, qualifications and work experience. A suitable layout and headings should also be included. Additional details such as relevant skills, interests and references could also be considered.

Learning Outcome 3: Be able to present self at an interview.

3.1 Arrive in good time for an interview.

Consider the time and location of the interview. Plan how you would get to the interview and how long this would take, also consider delays, breakdowns or other potential problems that may arise.

3.2 Dress appropriately for an interview.

This should be appropriate for the role and organisation, but should be smart. A construction worker may not attend an interview in a suit, but may still wear trousers and a shirt/blouse to make a good first impression. Jewellery, piercings, tattoos, hair styles, clothing design and colour could also be considered.

3.3 Communicate clearly in an interview situation.

Communicate verbally using appropriate language, address and terminology. Speak clearly and confidently with regular eye contact. Also consider appropriate posture and gestures when in an interview.

Learning Outcome 4: Be able to plan for future work or training.

4.1 Produce an action plan for future work or training, listing necessary short term actions.

Consider short term and long term goals in terms of skills, knowledge, training or career aspirations. What can be done in the short term to make some progress in achieving the long term objectives? SMART (Specific, Measurable, Attainable, Relevant and Timely) targets are a useful tool for developing specific targets to achieve short term and long term goals.

Teaching Strategies and Learning Activities

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

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

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

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

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

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

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

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

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

Additional Information

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

Punctuation and Grammar Skills

Unit Reference	L/503/3392
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use punctuation to aid understanding.	1.1 Use commas correctly to punctuate sentences in different contexts. 1.2 Use punctuation so that meaning is clear.
2. Be able to use grammar to aid understanding.	2.1 Identify complete sentences, including some with clauses. 2.2 Use correct subject/verb agreement. 2.3 Use correct tense to meet the purpose of the text.

Supporting Unit Information

Punctuation and Grammar Skills – L/503/3392 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to use punctuation to aid understanding.

1.1 Use commas correctly to punctuate sentences in different contexts.

Learners should be able to use commas to separate items in a list.

Learners should be able to use commas to indicate the inclusion of additional information in a sentence. For example, 'The use of mobile phones, which can be viewed as a blessing or a curse, is widespread.'

Learners should be able to use commas after an introductory word or phrase. This can often be an adverb such as finally, unusually, but commas should also be used after phrases such as 'on the other hand', 'despite this'.

Learners should be able aware of the difference between a dependent and independent clause and use a comma after a dependent clause that starts a sentence. For example, 'When I went on holiday, I saw many unusual sights.'

Learners should be aware that joining two independent clauses using a comma creates a 'comma splice' and is an incorrect use of a comma. Learners should be aware of the alternative ways to punctuate a sentence in order to avoid this. For example, the statement 'I bought food, I needed to eat.' includes a comma splice. It can be corrected in the following ways:

- Using two separate sentences: I bought food. I needed to eat.
- Using a semi-colon: I bought food; I needed to eat.
- Using a conjunction: I bought food because I needed to eat.

Learners should be aware that there is a difference between spoken and written language and that for this reason, following the advice to place a comma wherever a pause is needed, can be misleading and result in

punctuation errors.
1.2 Use punctuation so that meaning is clear.

Learners should be aware that the choice of punctuation can affect the meaning of text and in some cases, make a critical difference. The pairs of sentences below demonstrate how punctuation can alter meaning:

A) Employees will work twenty-four-hour shifts.
B) Employees will work twenty, four-hour shifts.

A) I'm so happy that you are here. For such a short time, but even so, it's wonderful that you could make it.
B) I'm so happy that you are here for such a short time.

Learners should be able to use punctuation to guide readers through their writing. This includes the correct use of not only capital letters, end-of-sentence punctuation (full stops, question marks and exclamation marks) and commas, but also more complex punctuation, such as colons to mark the start of a list and dashes to mark off additional information in a sentence in informal texts.

Learning Outcome 2: Be able to use grammar to aid understanding.

2.1 Identify complete sentences, including some with clauses.

Learners should be able to recognise simple, compound and complex sentences.

Learners should demonstrate a developing awareness of dependent and independent clauses, which includes the understanding that:

- Dependent (subordinate) clauses have a subject and verb but do not make sense on their own.
- Dependent clauses can be used to extend and amplify sentences.

Learners should be able to draw on this knowledge to assist in the identification of compound and complex sentences.

2.2 Use correct subject/verb agreement.

Learners should be able to identify the subjects and verbs in sentences, recognising whether they are singular or plural.

Learners should be aware that each subject and verb pair must be either singular or plural. For example:

Singular subject and *verb*: The consignment of goods *was destroyed*.
Plural subject and *verb:* The goods *were destroyed*.

Learners could demonstrate their understanding of the correct use of subject-verb agreement by rewriting passages using a single subject to using a plural subject or vice versa, making the necessary adjustments for subject-verb agreement.

2.3 Use correct tense to meet the purpose of the text.

Learners should be aware that the context and type of text determines the appropriate tense to be used. For example, a recount of a childhood memory would require the use of the past tense; writing a script for an online video demonstration would require the use of the present continuous tense, e.g. I am going to show you how to make this decoration.

Learners could demonstrate their understanding of the correct use of tense by rewriting passages from one tense to another, making the necessary adjustments to keep the text in the correct tense.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Essay
- Report
- Written description
- Practical demonstration

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

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

Additional Information

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

Recognising Employment Opportunities

Unit Reference	R/504/8685
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different forms of employment.	1.1. List the key characteristics of different forms of employment. 1.2. Identify the advantages of different forms of employment. 1.3. Identify the disadvantages of different forms of employment.
2. Know about the labour market.	2.1 State a meaning of the term 'labour market'. 2.2 List the key characteristics of the following labour markets: (a) Local (b) National (c) European (d) Global. 2.3 Identify the main employment opportunities in the local labour market.

Supporting Unit Information

Recognising Employment Opportunities – R/504/8685 – Level 1

Indicative Content

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

Learning Outcome 1: Know about different forms of employment.

1.1 List the key characteristics of different forms of employment.

1.2 Identify the advantages of different forms of employment.

1.3 Identify the disadvantages of different forms of employment.

Learning Outcome 2: Know about the labour market.

2.1 State a meaning of the term 'labour market'.

2.2 List the key characteristics of the following labour markets:
- (a) Local
- (b) National
- (c) European
- (d) Global.

2.3 Identify the main employment opportunities in the local labour market.

Teaching Strategies and Learning Activities

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

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

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

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

Additional Information

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

Rights and Responsibilities of Citizenship

Unit Reference	J/504/8845
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about human rights	1.1. Identify basic human rights.
2. Know the law in society	2.1 State why society needs rules. 2.2 For a specific situation state: a) Why we need laws b) How laws are made c) How laws are enforced
3. Know about the democratic and electoral process	3.1 Outline how an election is carried out. 3.2 Outline the main roles of an elected representative.
4. Know about rights and responsibilities	4.1 Identify rights and responsibilities as a: a) Consumer b) Member of a community 4.2 Identify the main functions of: a) Citizens Advice Bureau b) Neighbourhood watch

Supporting Unit Information

Rights and Responsibilities of Citizenship – J/504/8845 – Level 1

Indicative Content

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

Learning Outcome 1: Know about human rights.

1.1 Identify basic human rights.

These are the basic human rights and freedoms that belong to everyone. They are based on shared values which are defined and protected by law. In Britain they are protected by The Human Rights Act 1998. There are 5 recognised basic human rights which apply regardless of your beliefs and how you choose to live your life.

Learning Outcome 2: Know the law in society.

2.1 State why society needs rules.

Rules serve many purposes and functions. There are four principals and purposes in general society which act as a guidepost for individuals, communities and workplaces.

2.2 For a specific situation state:
a) Why we need laws
b) How laws are made
c) How laws are enforced

Learning Outcome 3: Know about the democratic and electoral process.

Democratic: The Collins English Dictionary describes democratic as

"A **democratic** country, government, or political system is governed by representatives who are elected by the people".

"Something that is **democratic** is based on the idea that everyone should have equal rights and should be involved in making important decisions".

Electoral: The Collins English Dictionary describes democratic as "Electoral is used to describe things that are connected with elections".

3.1 Outline how an election is carried out.

There two main types of elections:

Local Elections
General Elections

There is a set procedure for carrying out elections. When there is a need for a general election the following will need to take place:

- Political Party Campaigns
- Voter Registration
- Polling Day
- Results and forming a government

3.2 Outline the main roles of an elected representative.

There are different types of elected representatives, each with different roles and responsibilities:

The Prime Minister
MPs (Member of Parliament)
Councillors

You need to cover one of these as a minimum.

Learning Outcome 4: Know about rights and responsibilities.

4.1 Identify rights and responsibilities as a:

a) Consumer
The Consumer Rights Act 2015 replaced three major pieces of legislation – The Sales of Goods Act, Unfair Terms in Consumer Contracts Regulations and The Supply of Goods and Services Act.
The Act clearly states the rights and responsibilities of consumers.

b) Member of a community
Individuals have duties and obligations to their communities which include:

- Co-operation
- Respect
- Participation

Community rights are a set of powers that give you a say in how the community develops. There are four community rights, these are the

right to:

- Bid
- Build
- Challenge
- Reclaim Land

4.2 Identify the main functions of:

a) Citizens Advice Bureau
The Citizens Advice Bureau is a charity set up to help consumers and has offices around the UK. It is a place where people can get advice about many different areas of life. You can find out more about their work using the url below.

https://www.citizensadvice.org.uk/about-us/how-citizens-advice-works/citizens-advice-consumer-work/

b) Neighbourhood watch
Neighbourhood Watch is a voluntary crime prevention movement which aims to "bring neighbours together to create strong, friendly, active, communities" https://www.ourwatch.org.uk/about-us/

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Sex and Relationship Education

Unit Reference	K/504/8692
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different types of relationship.	1.1. Outline examples of different types of relationships. 1.2. State how they are different. 1.3. Identify how cultural differences may impact upon relationships.
2. Know about creating positive relationships.	2.1 Outline the qualities and attributes required to form positive consensual relationships. 2.2 Give examples of different rights and responsibilities within a relationship.
3. Know about legal issues relating to adult relationships.	3.1 State the legal issues that relate to: a) Marriage/civil partnership b) Consent to sexual activity c) Cohabitation d) Abuse.
4. Know how the body works in relation to sexual activity.	4.1 Identify body parts related to sexual activity. 4.2 Outline how the body functions during sexual activity.

5. Know about methods of contraception.	5.1 Outline methods of contraception. 5.2 Identify which methods protect against sexually transmitted infections. 5.3 Put a condom on a dummy.
6. Know about sources of support relating to sexual health.	6.1 Identify organisations that provide support about sexual heath. 6.2 State the type of support they provide.

Supporting Unit Information

Sex and Relationship Education – K/504/8692 – Level 1

Indicative Content

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

Learning Outcome 1: Know about different types of relationship.

1.1 Outline examples of different types of relationships.

1.2 State how they are different.

1.3 Identify how cultural differences may impact upon relationships.

Learning Outcome 2: Know about creating positive relationships.

2.1 Outline the qualities and attributes required to form positive consensual relationships.

2.2 Give examples of different rights and responsibilities within a relationship.

Learning Outcome 3: Know about legal issues relating to adult relationships.

3.1 State the legal issues that relate to:
a) Marriage/civil partnership
b) Consent to sexual activity
c) Cohabitation
d) Abuse.

Learning Outcome 4: Know how the body works in relation to sexual activity.

4.1 Identify body parts related to sexual activity.

4.2 Outline how the body functions during sexual activity.

Learning Outcome 5: Know about methods of contraception.

5.1 Outline methods of contraception.
5.2 Identify which methods protect against sexually transmitted infections.

5.3 Put a condom on a dummy.

Learning Outcome 6: Know about sources of support relating to sexual health.

6.1 Identify organisations that provide support about sexual heath.

6.2 State the type of support they provide.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Skills for Independent Life

Unit Reference	M/505/4073
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by independent living.	1.1. State what living independently means to themselves.
2. Be able to record positive and negative aspects of own experience of the transition to independence.	2.1 Identify positive aspects of the transition to independence. 2.2 Identify negative aspects of the transition to independence. 2.3 Identify difficulties which people from different cultural backgrounds may experience.
3. Understand the responsibilities for both tenant and landlord incorporated in a tenancy agreement.	3.1 Identify key responsibilities of the tenant in a tenancy agreement. 3.2 Identify key responsibilities of the landlord in a tenancy agreement.
4. Know the skills needed for successful independent living.	4.1 Identify the skills needed to live independently.

5. Know about skills for coping in difficult situations.	5.1 Identify different, difficult situations. 5.2 State ways of dealing with these situations.

Supporting Unit Information

Skills for Independent Life – M/505/4073 – Level 1

Indicative Content

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

Learning Outcome 1: Understand what is meant by independent living.

1.1 State what living independently means to themselves.

Examples of this could be:

- Having freedom of choice and control of where to live.
- Being able to make informed decisions and direct own life, including, finances, activities, schedules, routines.

Learning Outcome 2: Be able to record positive and negative aspects of own experience of the transition to independence.

2.1 Identify positive aspects of the transition to independence.

The transition to independence can be both:

- Emotional
- Practical

2.2 Identify negative aspects of the transition to independence.

The transition to independence can be both:

- Emotional
- Practical

2.3 Identify difficulties which people from different cultural backgrounds may experience.

It is important to understand the cultural backgrounds within your immediate and wider communities. Cultural backgrounds can have a huge effect on individuals wishing to have an independent life.
Different cultures have different values, beliefs and expectations. These can bring additional difficulties when trying to attain independence.

Learning Outcome 3: Understand the responsibilities for both tenant and landlord incorporated in a tenancy agreement.

3.1 Identify key responsibilities of the tenant in a tenancy agreement.

There are general, basic responsibilities that tenants have when renting property from a landlord. These should be set out in a tenancy agreement and cover:

- Tenant behaviour
- Payment
- Looking after the property on a day-to-day basis

3.2 Identify key responsibilities of the landlord in a tenancy agreement.

Landlords have responsibilities for:

- The physical building
- Health and Safety

Learning Outcome 4: Know the skills needed for successful independent living.

4.1 Identify the skills needed to live independently.

Living independently means having the ability to look after yourself in every aspect of daily life. This includes the skills needed for:

- Personal hygiene
- Health care
- Dressing and Clothing care
- Cooking, Eating, Nutrition
- General home management and care
- Financial management

Learning Outcome 5: Know about skills for coping in difficult situations.

5.1 Identify different, difficult situations.

Independent living can bring with it difficult situations that need to be recognised and dealt with. These can occur in many different situations and include:

- Disagreements
- Lack of confidence
- Fear
- Anxiety
- Lack of money
- Grief

5.2 State ways of dealing with these situations.

Difficult situations become easier when they are discussed with people who have experience of the same or similar situations, or professionals who know how to help you resolve the situation.

A range of emotions can be experienced including, anger, shock, pain, guilt and denial. The problem may also seem a lot bigger than it actually is.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Group discussion

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

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

Additional Information

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

Skills Used in Reading for Meaning

Unit Reference	T/503/3158
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand written words.	1.1. Use reference material to find the meaning of unfamiliar words.
2. Be able to use imagery to aid understanding.	2.1 Give examples of where meaning can be inferred from images.
3. Be able to identify the purpose of texts from their format.	3.1 Give examples of where organisational and structural features can be used to locate information. 3.2 Identify how language and other textual features are used to achieve different purposes in a variety of texts.
4. Be able to read for meaning.	4.1 Summarise the main events of short texts including: a) Descriptive texts b) Explanatory texts c) Persuasive texts 4.2 Read and follow written instructions to complete an activity. 4.3 Use different reading strategies to obtain information.

5. Be able to find information for a specific purpose.	5.1 Select key points from a text to answer questions, recognising relevant and irrelevant information. 5.2 Use a range of reference materials to find straightforward information. 5.3 Distinguish fact from opinion.

Supporting Unit Information

Skills Used in Reading for Meaning – T/503/3158 – Level 1

Indicative Content

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

Learning Outcome 1: Understand written words.

1.1 Use reference material to find the meaning of unfamiliar words.

Provide at least 2 examples of reference materials, e.g. online dictionary. Use 2 different types of reference materials to find the meanings of at least 10 unfamiliar words.

Learning Outcome 2: Be able to use imagery to aid understanding.

2.1 Give examples of where meaning can be inferred from images.

Investigate the use of images in a range of leaflets, articles, brochures and adverts to demonstrate that the images can be used to anticipate the purpose and meaning of texts before reading in detail. For example, a picture of a suffering child used in a campaign to raise money for a charity; a picture of people enjoying themselves on a beach to advertise a holiday.

Learning Outcome 3: Be able to identify the purpose of texts from their format.

3.1 Give examples of where organisational and structural features can be used to locate information.

Learners should demonstrate an understanding that different texts and formats make use of different organisational and structural features. Examples for printed materials could include contents and index pages; examples for online materials could include tabs and hyperlinks; examples for documents on a computer include files and folders.

3.2 Identify how language and other textual features are used to achieve different purposes in a variety of texts.

Using language and structural features, sort a range of texts into persuasive, descriptive, informative and instructive types. Select a feature from each text type and explain why this has been used. Examples of language features used in persuasive texts could include superlatives to exaggerate advantages or disadvantages; examples of language features used in descriptive texts could include adjectives to facilitate the reader's ability to picture what is being described. Examples of structural features used in instructive texts could include a numbered list to show the order in which task should be followed; examples of structural features used in informative texts could include subheadings to locate specific information more easily.

Learning Outcome 4: Be able to read for meaning.

4.1 Summarise the main events of short texts including:

a) Descriptive texts - accounts of life events, holidays and places.
b) Explanatory texts - an account of how something is made or an account of a natural process, such as, photosynthesis.
c) Persuasive texts - adverts or a covering letter for a job application.

Produce a bullet point list or mind map to summarise descriptive, explanatory and persuasive texts.

4.2 Read and follow written instructions to complete an activity.

Follow a recipe to make a dish; use DIY instructions to assemble furniture, or use the Help function on a computer programme to complete a task.

4.3 Use different reading strategies to obtain information.

Skim a leaflet, brochure or article and summarise the contents.

Learning Outcome 5: Be able to find information for a specific purpose.

5.1 Select key points from a text to answer questions, recognising relevant and irrelevant information.

Scan a leaflet, brochure or article to answer questions on specific details, e.g. who is the author? Who should be contacted for further information? What is the date of the event?

5.2 Use a range of reference materials to find straightforward information.

Identify 3 facts and 3 opinions presented in the text. Use books or online sources to cross-reference the facts identified.

5.3 Distinguish fact from opinion.

Learners should be able to explain in their own words the difference between fact and opinion. For example, a fact can be proven whereas an opinion is simply what someone thinks or believes.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Essay
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Spelling Rules and Strategies in Practical Use

Unit Reference	F/503/3163
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the language of spelling.	1.1. Give examples of roots, prefixes and suffixes. 1.2. Spell regular verb endings. 1.3. Use two syllable words containing double consonants.
2. Be able to match sounds to written symbols.	2.1 Identify the difference in spelling between nouns and verbs. 2.2 Give examples of digraphs. 2.3 Give examples of the difference between the spelling and meaning of common homophones. 2.4 Identify words with common letter strings but different pronunciations. 2.5 Use common suffixes.
3. Be able to use methods to learn how to spell words.	3.1 Use reference materials to check unknown spelling. 3.2 Pronounce words as they are spelt to aid spelling. 3.3 Demonstrate the application of spelling rules.

4. Understand the importance of developing memory skills in learning spellings.	4.1 Demonstrate the division of words to aid memory. 4.2 Use mnemonics to aid memory.

Supporting Unit Information

Spelling Rules and Strategies in Practical Use – F/503/3163 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the language of spelling.

1.1 Give examples of roots, prefixes and suffixes.

Learners should be aware that English vocabulary consists of root words that can be altered in meaning, tense or word class by the addition of prefixes and suffixes. For example, the addition of the prefix un- to a root word usually changes the word into its opposite meaning. The addition of the suffix -ly to a root word usually creates an adverb.

Common prefixes that learners should be aware of include dis-; ir-; mis-; pre-; re-; trans-; un-.

Common suffixes that learners should be aware of include –able; -ed; -er; -est; -ful; -ious; -ing; -less; -ly; -s; -tion.

1.2 Spell regular verb endings.

Learners should be aware that verb tense is altered by verb endings. They should be able to spell regular verb endings such as –ing and –ed and be familiar with the rules associated with forming these verb endings. For example, regular verbs with an infinitive verb form ending in a consonant + y, e.g. to hurry, becomes –ied in the past tense. Regular verbs with an infinitive verb form ending in an 'e', e.g. to shake, only add a 'd' in the past tense.

1.3 Use two syllable words containing double consonants.

Learners should be aware of the rules where consonants are doubled. These include:

- If using a vowel suffix, a word of one syllable ending in a single vowel + a single consonant, the final consonant should be doubled. For example, run => running.

- If using a vowel suffix with words of more than one syllable ending in a single vowel + a single consonant where the last syllable is stressed, the final consonant should be doubled. For example, admit [ad/mit] => admitted.
- If using a vowel suffix, words ending in l usually double the final letter. For example, travel => travelled, travelling.

Learning Outcome 2: Be able to match sounds to written symbols.

2.1 Identify the difference in spelling between nouns and verbs.

Learners should be aware that a –ce ending indicates a noun whereas an -se ending indicates a verb. For instance:
I knew I would pass because I had had plenty of practice (noun).
She needed to practise (verb) some more before she could do it successfully.

2.2 Give examples of digraphs.

Learners should know that, if used individually, the 26 letters of the English alphabet cannot represent all sounds used in the English language. They are therefore combined to create common sounds. Digraphs are combinations of 2 letters to create one sound. Common digraphs that learners should be aware of are bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr.

2.3 Give examples of the difference between the spelling and meaning of common homophones.

Learners should be aware that there are a number of words in the English language that are spelt differently but sound the same, known as homophones.

Common homophones that learners should be aware of include:
by/buy; for/four; hear/here; no/know; there/their/they’re; to/too/two; where/wear; write/right.

Learners should develop an awareness of specific homophones that pose a difficulty for them and attempt to implement strategies to ensure the correct word is used.

2.4 Identify words with common letter strings but different pronunciations.

Learners should be aware of common letter patterns such as –eigh, –ight, -ough, and the different possible pronunciations for each pattern. For example:

- 'augh' in taught compared to 'augh' in laugh
- 'eigh' in weigh compared to 'eigh' in height
- 'ough' in cough compared to 'ough' in through

2.5 Use common suffixes.

Learners should be able to use the common suffixes such as those listed in LO1.1 to facilitate accurate spelling.

Learners should be aware that a root word can have more than one suffix added to it, e.g. hope-ful-ness.

Learning Outcome 3: Be able to use methods to learn how to spell words.

3.1 Use reference materials to check unknown spelling.

Learners should be able to use some, or all, of the following reference materials to check the spellings of words:

- Dictionary
- Online dictionary
- Spelling dictionary
- Adult learners' dictionary
- Specialist subject-specific dictionary
- Glossary

3.2 Pronounce words as they are spelt to aid spelling.

Learners should be aware that it is helpful to break longer words into smaller chunks to work out how to spell them. Learners should be aware that words can be broken down in different ways, e.g. into syllables, or into the separate parts of a compound word.

Learners should be aware that words can be broken down in any way which helps them to spell the word correctly. For example, the word disrespectful could be broken down in each of the following ways: dis/re/spect/ful; dis/respect/ful; dis/resp/ect/ful.

3.3 Demonstrate the application of spelling rules.

Learners should be able to demonstrate that they are able to apply common spelling rules, such as those described in LO1.2 and LO1.3 to facilitate accurate spelling.

Learning Outcome 4: Understand the importance of developing memory skills in learning spellings.

4.1 Demonstrate the division of words to aid memory.
Learners should be aware that it is helpful to break longer words into smaller chunks to aid memorisation of the correct spelling.

Learners should be aware that a word can be broken down in any way which helps them to remember the correct spelling.

4.2 Use mnemonics to aid memory.

Learners should be aware that mnemonics can be used to aid memorisation of spellings.

Learners may make use of commonly used mnemonics such as, necessary has one cup and two sugars; rhythm helps your two hips move, and develop mnemonics of personal significance.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Essay

- Written description
- Practical demonstration

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

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

Additional Information

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

Spelling Skills

Unit Reference	F/503/3390
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to locate correct spellings.	1.1. Select and use paper based resources to find correct spellings. 1.2. Use a spell-check on a computer to check spellings. 1.3. Demonstrate an awareness of when to ask for help to work out unknown spellings.
2. Understand own spelling strengths and weaknesses.	2.1 Identify own most common spelling errors. 2.2. Locate patterns of errors in own writing. 2.3. Give examples of different strategies that can be used to aid spelling.
3. Be able to maintain a personal spelling programme.	3.1 Plan a spelling programme. 3.2 Practice spellings in private study time. 3.3 Demonstrate the need to review learning regularly. 3.4 Demonstrate progress in own writing.

Supporting Unit Information

Spelling Skills – F/503/3390 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to locate correct spellings.

1.1 Select and use paper based resources to find correct spellings.

1.2 Use a spell-check on a computer to check spellings.

1.3 Demonstrate an awareness of when to ask for help to work out unknown spellings.

Learning Outcome 2: Understand own spelling strengths and weaknesses.

2.1 Identify own most common spelling errors.

2.2 Locate patterns of errors in own writing.

2.3 Give examples of different strategies that can be used to aid spelling.

Learning Outcome 3: Be able to maintain a personal spelling programme.

3.1 Plan a spelling programme.

3.2 Practice spellings in private study time.

3.3 Demonstrate the need to review learning regularly.

3.4 Demonstrate progress in own writing.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Practical demonstration

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

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

Additional Information

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

Stress and Stress Management Techniques

Unit Reference	Y/504/8817
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to recognise the symptoms of stress.	1.1. State what is meant by stress. 1.2. List the symptoms of stress. 1.3. Record the effect of stress on the body. 1.4. Comment on different types of stress.
2. Know about the possible causes of stress.	2.1 Outline possible causes of stress. 2.2 Give examples of own stressors.
3. Know about the benefits of using relaxation as a strategy.	3.1 Identify different strategies for relaxing during times of stress. 3.2 State how these strategies help to reduce stress.
4. Know about coping strategies.	4.1 Identify a range of strategies for reducing and managing stress. 4.2 Describe how to use at least one of these strategies. 4.3 Outline the benefits of these strategies.

5. Be able to practice a number of relaxation techniques.	5.1 Identify areas of possible tension in the body when stressed. 5.2 Demonstrate different techniques for relieving tension and stress. 5.3 Comment on their effectiveness.

Supporting Unit Information

Stress and Stress Management Techniques – Y/504/8817 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to recognise the symptoms of stress.

1.1 State what is meant by stress.

Answers will broadly state that: 'stress is an individual's adverse response to excessive pressure/expectations/workload or significant life event'

1.2 List the symptoms of stress.

Answers may include: sweating, raised blood pressure, raised heart rate, headaches, aches and pains, low energy levels, feeling irritable, light-headedness, over or under eating, problems resting or sleeping, feelings of anxiety, feeling that cannot cope, feelings of depression, any other valid physical or emotional or psychological symptom.

1.3 Record the effect of stress on the body.

Answers may include mention of the physical symptoms stated in 1.2 but can also refer to specific health conditions that impact the body e.g.: obesity/ severely low BMI, Angina, acid reflux, irritable bowel, linked to some cancers, Chronic Fatigue Syndrome etc.

1.4 Comment on different types of stress.

Answers can comment on 'types' related to: timespan – acute, episodic acute, chronic; how stress impacts the individual – physical, psychological, emotional, nutritional, etc; the circumstances under which stress is experienced – Time stress, Anticipatory stress, Situational stress, Encounter stress (Albrecht); any other valid 'type'. Some detail should be provided on what the definition and symptoms of each type (at least three) are mentioned.

Learning Outcome 2: Know about the possible causes of stress.

2.1 Outline possible causes of stress.
Answers may include – causes related to work/employment/finances (loss of job, overloaded, not progressing, bullying or harassment, financial difficulties etc), relationships (divorce, issues with parents, breakdown in relationships, concerns about the welfare of partner/parents/children etc), life events (moving house, weddings, having a baby, changing jobs, bereavement, ill health, exams etc), any other valid cause of stress.

2.2 Give examples of own stressors.

Answers can include any of those listed in 2.1 or other personal causes of stress.

Learning Outcome 3: Know about the benefits of using relaxation as a strategy.

3.1 Identify different strategies for relaxing during times of stress.

Answers might include: Mindfulness, meditation, assigning appropriate 'rest' times, listening to music, going for a walk, lying down in a quiet room, any other valid response.

3.2 State how these strategies help to reduce stress.

Answers should consider the specific benefits of the strategy – for example they may comment that going for a brisk walk removes the individual from the stress causing environment, provides a way to release tension/frustration, provides time to reflect etc.

Learning Outcome 4: Know about coping strategies.

4.1 Identify a range of strategies for reducing and managing stress.

Answers might include: Mindfulness, meditation, positive visualisation activities, time management/ task prioritisation techniques, any other valid strategy.

4.2 Describe how to use at least one of these strategies.

Answers should describe at least one specific type of stress and the techniques that will enable effective stress management – for example: An individual who suffers from 'time stress' could set short/mid/term priorities/goals, create timetables, create to-do lists to enable them to manage their time more effectively. Someone prone to feeling anxiety as a result of stress (emotional stress/psychological stress) could practice

Mindfulness, meditation, or use a reflective tool (e.g. Driscoll's What, So, What, Now What) to help them rationally consider the outcomes of a stress-inducing event etc.

4.3 Outline the benefits of these strategies.

Answers may include: a reduction in the physical/emotional / psychological impact of stress, increased self-esteem, increased feeling of being in control, etc.

Learning Outcome 5: Be able to practice a number of relaxation techniques.

5.1 Identify areas of possible tension in the body when stressed.

Answers may include: head tension (head-aches), tensed muscles in neck and shoulders, clenched stomach muscles, etc.

5.2 Demonstrate different techniques for relieving tension and stress.

Answers may focus on techniques for alleviating physical effects such as massage, rubbing temples, using cool or heat packs etc. Responses may also consider how using stress management techniques can also relieve tension – for example practicing mindfulness can result in less physical tension.

5.3 Comment on their effectiveness.

Answers are likely to describe why and how the techniques alleviate tension and stress in the short and long term. For example, massaging the temples of the head can reduce tension and pain in the short term while practicing meditation a couple of times of week can help to alleviate ongoing causes of stress.

Teaching Strategies and Learning Activities

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

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Take Part in an Activity

Unit Reference	A/504/8714
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan an activity.	1.1. Identify an activity in which to participate. 1.2. Outline a plan for the activity. 1.3. Demonstrate participation in planning the activity.
2. Be able to participate in an activity.	2.2 Demonstrate participation in the activity.
3. Understand how to review an activity.	3.1. Outline what worked well. 3.2. Outline what could be improved in the activity. 3.3. Identify what has been gained from participation in the activity.

Supporting Unit Information

Take Part in an Activity – A/504/8714 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to plan an activity.

1.1 Identify an activity in which to participate.

You will need to take part in a practical demonstration to achieve this unit. It can be a physical activity or any other form of practical activity:

- Showing how something works to a group
- Showing a group how to do something
- Carrying out a physical activity

For example:

- Cooking
- Producing art work
- Taking part in an exercise class
- Gardening / horticulture
- Demonstrating a science project

1.2 Outline a plan for the activity.

Know what you want to achieve when you have completed the activity.
What will you need, tools, equipment, clothing?
Know the steps you need to take in the right order to complete the activity.
What health and safety issues need to be considered?

1.3 Demonstrate participation in planning the activity.

Show how you have taken part in planning your activity. If group work is undertaken, then the input of each individual learner needs to be identified (this will be different for each learner)

Learning Outcome 2: Be able to participate in an activity.

2.1 Demonstrate participation in the activity.

Select and set up any equipment properly.

You can write about how you took part in the activity, what you did, when you did it, where you did it. Your peers can also comment about how you completed the activity and your Assessor can also watch you and write their observation of what you did and how well you did it.

Learning Outcome 3: Understand how to review an activity.

3.1 Outline what worked well.

- Did the planning go well?
- Did the demonstration go to plan?
- Did everyone understand what you did?

3.2 Outline what could be improved in the activity.

- Was the equipment suitable?
- Did you need more, or less time to complete the activity?
- Did you achieve what you set out to?

3.3 Identify what has been gained from participation in the activity.

- Do you have more confidence?
- Do you feel proud?
- Have you worked as a team?
- Do you know how to plan better?

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

- Written questions and answers
- Oral question and answer
- Written description
- Tutor testimony
- Role play/simulation
- Group discussion

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

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

Additional Information

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

Teamwork Skills

Unit Reference	J/504/8876
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to contribute to the setting of team and individual goals.	1.1. List goals identified by the team. 1.2. Contribute to team discussions which detail the team's goals. 1.3. Describe ways of coming to a decision in a team.
2. Know about own role responsibility within the team.	2.1 Describe own role in terms of the purpose of the team.
3. Be able to plan and undertake team activities.	3.1 Identify activities requiring individual and collective action. 3.2 Plan activities requiring individual and collective action. 3.3 Carry out the tasks identified for own role in the activity.
4. Be able to review team activities.	4.1 State whether or not they successfully completed the tasks for which they were responsible. 4.2 List elements that were successful. 4.3 List elements that were not successful.

Supporting Unit Information

Teamwork Skills – J/504/8876 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to contribute to the setting of team and individual goals.

1.1 List goals identified by the team.

'Goals' means the outcome of tasks undertaken by the team. Depending on the organisation, these may be expressed as KPIs (Key Performance Indicators) or as Targets.

Each team will have objectives set by the organisation, to which the team members may have contributed during the Business Planning process. Team goals will have a close relationship to Business objectives and that relationship should be identifiable. For instance: the team may be targeted to produce a particular number of items, contributing to the overall target set during Business Planning; the team may be targeted to achieve or exceed a particular level of customer satisfaction, based on customer feedback, and this will be the level identified, during Business Planning, as acceptable to the Business; the team may be targeted to undertake a certain number of events that have been determined, during Business Planning, to be the level of activity that will produce a target income or level of customer interaction.

1.2 Contribute to team discussions which detail the team's goals.

Teams will have some input into their goals and the activities required to achieve them. At the minimum, team members, with the team leader, will review what needs to be done, how and when. Discussions may take place during the Business Planning process or in a less formal, and more frequent, team meeting. The learner must contribute to these discussions and be able to link the discussions to the achievement of team goals.

1.3 Describe ways of coming to a decision in a team.

'Ways of coming to a decision' are likely to start with a discussion of the

work to be done, challenges (e.g., absence of a team member), priorities and deadlines. Decisions may be made solely by the team leader, though the learner must be able to describe other ways of reaching decisions.

The more experienced, or senior, members of the team may advise on the decision and others are guided by them; each member of the team may offer to complete a particular element of the work, dividing it up between them. Decisions will be shaped by availability, priorities, competence and willingness.

Learning Outcome 2: Know about own role responsibility within the team.

2.1 Describe own role in terms of the purpose of the team.

Individuals within the team will have their own responsibilities in respect of team goals and may also have their own targets (KPIs). Individual targets may be based on activity (deadlines, for instance) or on outputs (numbers of product, number of sales, income). It will be the individual's responsibility, usually with the direction or support of a team leader, supervisor or line manager, to achieve the targets set for them. Team members often have considerable freedom to organise their own activity. This AC asks learners to describe their own role, with reference to the team's goals or purpose (which may, for instance, be to support other teams within the organisation). Descriptions might include the actual work done by the learner; how they approach planning their work; deadlines, and how their role relates to the activities of other team members.

Learning Outcome 3: Be able to plan and undertake team activities.

Note: This learning outcome is best achieved in respect of a short-term plan and activities: for instance, a single event or a short period of time.

3.1 Identify activities requiring individual and collective action.

'Identify activities' will be a list of tasks to be done to achieve a goal. Both the learner's own activities and those requiring more than one person (collective) are required.

3.2 Plan activities requiring individual and collective action.

'Plan activities' will be based on participation in a team planning process and planning of both individual and collective action is required. At Level 1, the plan may be a breakdown of activities describing who will do each part, by when and how.

3.3 Carry out the tasks identified for own role in the activity.

'Carry out' requires the learner to actually do the activities identified in AC3.2. Evidence may come from their own report and/or witness statements from team members or their line manager.

Learning Outcome 4: Be able to review team activities.

4.1 State whether or not they successfully completed the tasks for which they were responsible.

The learner will list the activities (tasks) for which they were responsible and identify those that were completed successfully and any that were not.

4.2 List elements that were successful.

'Elements' is a breakdown of the activities in AC4.1: for instance, activity 'create and print a leaflet' may include gathering facts and content, the creation of the leaflet, probably using a computer program, and printing. Any of these elements may have been successful or not successful. The learner should list what went well and what went less well.

4.3 List elements that were not successful.

'Elements' is a breakdown of the activities in AC4.1: for instance, activity 'create and print a leaflet' may include gathering facts and content, the creation of the leaflet, probably using a computer program, and printing. Any of these elements may have been successful or not successful. The learner should list what went well and what went less well.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

- Report
- Oral question and answer
- Written description
- Group discussion

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

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

Additional Information

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

The Angling Environment

Unit Reference	D/506/4713
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know reasons why people go fishing.	1.1. Outline the reasons why people go fishing.
2. Know how to respect the environment when angling.	2.1 Outline the Countryside Code and how it relates to angling. 2.2. Identify ways in which anglers could possibly harm the environment. 2.3. Outline measures that can be taken to protect and enhance the angling environment.
3. Know about the influence of the water cycle and weather on angling.	3.1 Outline the water cycle. 3.2 Indicate how weather patterns and conditions can affect fishing.
4. Know about the anatomy of fish.	4.1 Identify internal parts of a fish. 4.2 Identify external features of a fish.

5. Know about the habitat and food source of different species of fish.	5.1 Identify five species of fish and their preferred habitat. 5.2 Outline the preferred food source for each species identified. 5.3 Outline the effects of pollution on food sources.

Supporting Unit Information

The Angling Environment – D/506/4713 – Level 1

Indicative Content

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

Learning Outcome 1: Know reasons why people go fishing.

1.1 Outline the reasons why people go fishing.

Learning Outcome 2: Know how to respect the environment when angling.

2.1 Outline the Countryside Code and how it relates to angling.

2.2 Identify ways in which anglers could possibly harm the environment.

2.3 Outline measures that can be taken to protect and enhance the angling environment.

Learning Outcome 3: Know about the influence of the water cycle and weather on angling.

3.1 Outline the water cycle.

3.2 Indicate how weather patterns and conditions can affect fishing.

Learning Outcome 4: Know about the anatomy of fish.

4.1 Identify internal parts of a fish.

4.2 Identify external features of a fish.

Learning Outcome 5: Know about the habitat and food source of different species of fish.

5.1 Identify five species of fish and their preferred habitat.

5.2. Outline the preferred food source for each species identified.

5.3. Outline the effects of pollution on food sources.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

The Peer Mediation Process

Unit Reference	T/504/8856
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the key stages of the mediation process.	1.1. Identify the key stages of the mediation process. 1.2. Outline why each stage is important to the process.
2. Know about the function of a pre-meeting.	2.1 Identify the main activities of a pre-meeting. 2.2 State the possible outcome/s of a pre-meeting.
3. Know about ground rules for peer mediation situations.	3.1 Identify the importance of using ground rules in peer mediation. 3.2 Identify possible needs of the mediation participants.
4. Know about the key aspects of a joint mediation meeting.	4.1 Outline the key steps of a joint mediation meeting. 4.2 List possible outcomes of a joint meeting. 4.3 List points that may be included in a verbal agreement. 4.4 List points that may be included in a written agreement.

Supporting Unit Information

The Peer Mediation Process – T/504/8856 – Level 1

Indicative Content

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

Learning Outcome 1: Know about the key stages of the mediation process.

1.1 Identify the key stages of the mediation process.

1.2 Outline why each stage is important to the process.

Learning Outcome 2: Know about the function of a pre-meeting.

2.1 Identify the main activities of a pre-meeting.

2.2 State the possible outcome/s of a pre-meeting.

Learning Outcome 3: Know about ground rules for peer mediation situations.

3.1 Identify the importance of using ground rules in peer mediation.

3.2 Identify possible needs of the mediation participants.

Learning Outcome 4:

4.1 Outline the key steps of a joint mediation meeting.

4.2 List possible outcomes of a joint meeting.

4.3 List points that may be included in a verbal agreement.

4.4 List points that may be included in a written agreement.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Oral question and answer
- Written description
- Reflective log/diary
- Role play/simulation
- Group discussion

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

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

Additional Information

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

Time Management

Unit Reference	L/504/8717
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how time is spent	1.1. Record number of hours spent over a three-day period on the following activities: a) Sleeping b) Eating c) Working d) Studying e) Socialising 1.2. Identify activities for each of the following uses of time: a) Productive time b) Maintenance time c) Leisure time
2. Know about time management skills	2.1 Outline what is meant by time management. 2.2 Identify time management skills for use of time for priorities in daily life.

3. Know how to use time management as a way of reducing stress	3.1 Identify physical symptoms of stress. 3.2 Identify emotional reactions to stress. 3.3 Identify ways people suffering from stress might behave. 3.4 Identify how time management can help reduce stress. 3.5 Outline a time plan that will avoid stressful schedules.

Supporting Unit Information

Time Management – L/504/8717 – Level 1

Indicative Content

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

Learning Outcome 1: Know how time is spent.

1.1 Record number of hours spent over a three-day period on the following activities:

a) Sleeping
b) Eating
c) Working
d) Studying
e) Socialising

This requires the learner to keep a log of how their time is spent over three days in five categories: sleeping, eating, working, studying, socialising. Where learners are not in employment, the teacher might define 'working' as housework, cleaning, repair work etc., in the home. 'Socialising' includes social media. A pre-prepared log will facilitate this, though the teacher might also opt for learners to devise their own. Use AC1.2 in preparing learners to log their time.

1.2 Identify activities for each of the following uses of time:

a) Productive time
b) Maintenance time
c) Leisure time

Learners need to put activities into three categories: productive time, maintenance time and leisure time. 'Productive time' means employment, studying, volunteering, household chores, helping neighbours etc. 'Maintenance time' means sleeping, eating bathing and other personal care, 'Leisure time' means watching TV, reading, socialising.
It is a good idea to do this activity before learners log their time in order to avoid confusion during the AC1.1 task.

Learning Outcome 2: Know about time management skills.

2.1 Outline what is meant by time management.

Some definitions of Time Management: Time management is noticing how much time is used and when in order to maximise productivity and minimise stress. Time management is about using time effectively and efficiently. Time management can include the order in which you do tasks, how long you spend on them, when you start activities in order to complete them on schedule. Effective Time Management means that you can achieve more without working harder.

2.2 Identify time management skills for use of time for priorities in daily life.

Teaching behind this AC needs to focus on 'priorities' and on 'daily life' rather than on employment tasks, though these might be included where all or most learners are in employment or aiming to achieve employment. Here are three useful techniques. Other ideas are easily found on the Internet.

Time management skills include doing the least enjoyable task first (known as 'eating the frog'). This means that the unpleasant task isn't causing stress through anticipation and dread.

'Time blocking' means setting aside a chunk of time to do a task and this should be slightly longer than you think is required. This means the task should be finished sooner than expected, in turn allowing for 'down time'. It also allows you to communicate positively with people who might make unwelcome interruptions ('I'm sorry, I can't do that until 11am') and means you know how time was spent, which has a positive effect on stress management.

'Chunking tasks' means dividing up big tasks so that they can be achieved in small 'bites'. Starting on big tasks well in advance of the deadline avoids stress through approaching deadlines.

Learning Outcome 3: Know how to use time management as a way of reducing stress.

When teaching this LO, teachers will wish to give learners time and privacy to disclose their own anxieties and behaviours arising from stress.

3.1 Identify physical symptoms of stress.

Physical symptoms may include: low energy, headaches, upset digestion, chest pain and rapid heartbeat, insomnia or inability to wake up, colds and infections.

3.2 Identify emotional reactions to stress.

Emotional reactions may include: irritability, anger and moodiness, anxiety, weeping or low mood/depression, feeling overwhelmed or losing control.

3.3 Identify ways people suffering from stress might behave.

Behaviours resulting from stress may include: increased use of drugs, alcohol and tobacco, overeating or undereating, social withdrawal, spending time inactively, self-harm.

3.4 Identify how time management can help reduce stress.

Time management can help to reduce stress by improving feelings of being in control (the most common cause of stress is feelings of lack of control), avoiding doing tasks at the last moment and under pressure, getting unwelcome tasks out of the way to avoid feelings of dread, managing or reducing stress caused by the demands of other people.

3.5 Outline a time plan that will avoid stressful schedules.

Outline a time plan that will avoid stressful schedules. This requires the learner to consider deadlines and how to manage tasks so that they are spread over a period of time, rather than being at the last minute. Teaching might also cover how to anticipate unplanned activities intervening in the plan and re-scheduling as and when these occur. The plan might be in the form of a diary/calendar (paper or electronic, though a sample will be required for evidence) or a pictogram approach. What is important is that the learner finds this a helpful strategy to manage time and stress beyond the course.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Understanding and Using Decimals

Unit Reference	R/503/3278
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has eleven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to read numbers with up to three decimal places.	1.1. Read numbers with up to three decimal places.
2. Be able to write numbers with up to three decimal places.	2.1 Write numbers with up to three decimal places.
3. Be able to order numbers with up to three decimal places.	3.1 Arrange numbers with up to three decimal places.
4. Understand that the position of a digit signifies its value.	4.1 Identify place value in numbers with up to three decimal places. 4.2 Identify that the decimal point separates whole numbers from decimal fractions.
5. Be able to approximate decimals by rounding to a whole number or 2 decimal places.	5.1 Round numbers with up to three decimal places to the nearest whole numbers. 5.2 Round numbers with up to three decimal places to one decimal place. 5.3 Round numbers with up to three decimal places to two decimal places.

6. Be able to add decimals up to 2 decimal places.	6.1 Add decimals up to 2 decimal places.
7. Be able to subtract decimals up to 2 decimal places.	7.1 Subtract decimals up to 2 decimal places.
8. Be able to multiply decimals up to 2 decimal places.	8.1 Multiply decimal numbers by 10 and 100. 8.2 Multiply decimals up to 2 decimal places by whole numbers.
9. Be able to divide decimals up to 2 decimal places.	9.1 Divide decimal numbers by 10 and 100. 9.2 Divide decimals up to 2 decimal places by whole numbers.
10. Know how to use strategies to check answers.	10.1 Use different strategies to check answers.
11. Be able to use a calculator to calculate decimals.	11.1 Use a calculator to solve everyday problems using decimals.

Supporting Unit Information

Understanding and Using Decimals – R/503/3278 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to read numbers with up to three decimal places.

1.1 Read numbers with up to three decimal places.

Learners should be able to read, write and order decimal numbers up to 3 decimal places. Practical examples of decimal numbers include money, interest rates, race times, and currency rates.

Learning Outcome 2: Be able to write numbers with up to three decimal places.

2.1 Write numbers with up to three decimal places.

Learners should be able to read, write and order decimal numbers up to 3 decimal places. Practical examples of decimal numbers include money, interest rates, race times, and currency rates.

Learning Outcome 3: Be able to order numbers with up to three decimal places.

3.1 Arrange numbers with up to three decimal places.

Learners should be able to read, write and order decimal numbers up to 3 decimal places. Practical examples of decimal numbers include money, interest rates, race times, and currency rates.

Learning Outcome 4: Understand that the position of a digit signifies its value.

4.1 Identify place value in numbers with up to three decimal places.

Learners should be aware that the value of a digit is determined by its place (position) in a number.

Learners should be aware that the decimal point separates whole numbers from (decimal) fractions, i.e. any amount to the left of the decimal point is less than one. Learners should be aware that the decimal point does not move.

Learners should be able to name the value for each decimal place up to 3 digits as shown below:

Thousandths	Hundredths	Tenths	Decimal point .	Units

Learners should be aware that moving a number one column to the left represents dividing by 10 whilst moving a number one column to the right represents multiplying by 10.

Learners should be aware that 0 acts as a place holder to separate digits to ensure their correct value is represented. For example, 0 is used in the number 4.03 to indicate that the 3 represents 3 hundredths. Without the 0, 4.03 would be the same as 4.3, and it would appear that the 3 represented 3 tenths.

4.2 Identify that the decimal point separates whole numbers from decimal fractions.

Learners should be aware that the value of a digit is determined by its place (position) in a number.

Learners should be aware that the decimal point separates whole numbers from (decimal) fractions, i.e. any amount to the left of the decimal point is less than one. Learners should be aware that the decimal point does not move.

Learners should be able to name the value for each decimal place up to 3 digits as shown below:

Thousandths	Hundredths	Tenths	Decimal point .	Units

Learners should be aware that moving a number one column to the left represents dividing by 10 whilst moving a number one column to the right represents multiplying by 10.

Learners should be aware that 0 acts as a place holder to separate digits to ensure their correct value is represented. For example, 0 is used in the number 4.03 to indicate that the 3 represents 3 hundredths. Without the 0, 4.03 would be the same as 4.3, and it would appear that the 3 represented 3 tenths.

Learning Outcome 5: Be able to approximate decimals by rounding to a whole number or 2 decimal places.

5.1 Round numbers with up to three decimal places to the nearest whole numbers.

Learners should be aware that decimal numbers can be rounded for purposes of estimation and approximation.

Learners should be aware that decimal numbers can be rounded to different degrees of accuracy, depending on the context. For example, a shopping bill may be rounded to the nearest pound for estimating the total cost; an answer to a sum involving money which comes to more than 2 decimal places may be rounded to the nearest pence.

Learners should be aware of the rules relating to rounding numbers, e.g. numbers ending in digits 1-4 are rounded down, numbers ending in digits 5-9 are rounded up.

Learners should be able to apply these rules to round decimal numbers with up to 3 decimal places as follows:

- To the nearest whole number
- To one decimal place
- To two decimal places

5.2 Round numbers with up to three decimal places to one decimal place.

Learners should be aware that decimal numbers can be rounded for purposes of estimation and approximation.

Learners should be aware that decimal numbers can be rounded to different degrees of accuracy, depending on the context. For example, a shopping bill may be rounded to the nearest pound for estimating the total cost; an answer to a sum involving money which comes to more than 2 decimal places may be rounded to the nearest pence.

Learners should be aware of the rules relating to rounding numbers, e.g. numbers ending in digits 1-4 are rounded down, numbers ending in digits 5-9 are rounded up.

Learners should be able to apply these rules to round decimal numbers with up to 3 decimal places as follows:

- To the nearest whole number
- To one decimal place
- To two decimal places

5.3 Round numbers with up to three decimal places to two decimal places.

Learners should be aware that decimal numbers can be rounded for purposes of estimation and approximation.

Learners should be aware that decimal numbers can be rounded to different degrees of accuracy, depending on the context. For example, a shopping bill may be rounded to the nearest pound for estimating the total cost; an answer to a sum involving money which comes to more than 2 decimal places may be rounded to the nearest pence.

Learners should be aware of the rules relating to rounding numbers, e.g. numbers ending in digits 1-4 are rounded down, numbers ending in digits 5-9 are rounded up.

Learners should be able to apply these rules to round decimal numbers with up to 3 decimal places as follows:

- To the nearest whole number
- To one decimal place
- To two decimal places

Learning Outcome 6: Be able to add decimals up to 2 decimal places.

6.1 Add decimals up to 2 decimal places.

Learners should be able to add and subtract decimal numbers with up to 2 decimal places. Practical examples include totalling a shopping bill, subtracting outgoings from a bank balance, and adding measurements to calculate the perimeter of a room or garden.

Learning Outcome 7: Be able to subtract decimals up to 2 decimal places.

7.1 Subtract decimals up to 2 decimal places.

Learners should be able to add and subtract decimal numbers with up to 2 decimal places. Practical examples include totalling a shopping bill, subtracting outgoings from a bank balance, and adding measurements to calculate the perimeter of a room or garden.

Learning Outcome 8: Be able to multiply decimals up to 2 decimal places.

8.1 Multiply decimal numbers by 10 and 100.

Learners should be able to multiply and divide decimal numbers with up to 2 decimal places by 10 and 100. Practical examples include converting pounds to pence or vice versa, and converting centimetres to metres or vice versa.

8.2 Multiply decimals up to 2 decimal places by whole numbers.

Learners should be able to multiply and divide decimal numbers with up to 2 decimal places by whole numbers. Practical examples include calculating the cost of a single item if given the total cost for 2 or more items, and calculating wages due based on pay per hour.

Learning Outcome 9: Be able to divide decimals up to 2 decimal places.

9.1 Divide decimal numbers by 10 and 100.

Learners should be able to multiply and divide decimal numbers with up to 2 decimal places by 10 and 100. Practical examples include converting pounds to pence or vice versa, and converting centimetres to metres or vice versa.

9.2 Divide decimals up to 2 decimal places by whole numbers.

Learners should be able to multiply and divide decimal numbers with up to 2 decimal places by whole numbers. Practical examples include calculating the cost of a single item if given the total cost for 2 or more items, and calculating wages due based on pay per hour.

Learning Outcome 10: Know how to use strategies to check answers.

10.1 Use different strategies to check answers.

Learners should be able to use different strategies to check their answers. These include:

- Estimation through rounding
- Reverse calculations
- Use of a calculator

Learning Outcome 11: Be able to use a calculator to calculate decimals.

11.1 Use a calculator to solve everyday problems using decimals.

Learners should be able to accurately use a calculator to find or check the answers to the types of calculations described above.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Understanding and Using Fractions

Unit Reference	Y/503/3170
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to read common fractions and mixed numbers.	1.1. Read common mixed number names. 1.2. Read common mixed numbers in digit form. 1.3. Read common non-unit fractions.
2. Be able to write common fractions and mixed numbers.	2.1 Write common mixed number names. 2.2 Write common mixed numbers in digit form. 2.3 Write common non-unit fractions.
3. Be able to order common fractions and mixed numbers.	3.1 Arrange in order of size a set of common unit, non-unit fractions and mixed numbers.
4. Know common equivalent fractions.	4.1 Identify and write common equivalent Fractions.
5. Be able to find fractions of whole number quantities and measurements.	5.1 Find a unit fraction by division. 5.2 Find a non-unit fraction as a multiple of a unit fraction. 5.3 Find a non-unit fraction by a combination of unit fractions.

	5.4	Use fractions in everyday situations.
6. Be able to use a calculator to solve problems involving fractions.	6.1	Use a calculator to solve everyday problems involving fractions.
7. Understand ratio and direct proportion.	7.1	Calculate quantities involved in mixtures using simple ratio.
	7.2	Use direct proportion to scale quantities up or down.

Supporting Unit Information

Understanding and Using Fractions – Y/503/3170 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to read common fractions and mixed numbers.

1.1 Read common mixed number names.

Learners should be aware that a mixed number is a combination of a whole number and a fraction, e.g.1½.

Learners should be able to read and write common mixed numbers in words and figures. Fractions that commonly occur in mixed numbers are halves, quarters, fifths, tenths.

1.2 Read common mixed numbers in digit form.

Learners should be aware that a mixed number is a combination of a whole number and a fraction, e.g.1½.

Learners should be able to read and write common mixed numbers in words and figures. Fractions that commonly occur in mixed numbers are halves, quarters, fifths, tenths.

1.3 Read common non-unit fractions.

Learners should be aware that the bottom number of a fraction (denominator) is the number of parts the whole has been divided into.

Learners should be aware that the top number of a fraction (numerator) indicates how many parts are available.

Learners should be able to read and write non-unit fractions (where the numerator is greater than 1). Examples of common non-unit fractions include ¾; 2/5; 5/8; 7/10.

Learning Outcome 2: Be able to write common fractions and mixed numbers.

2.1 Write common mixed number names.

Learners should be aware that a mixed number is a combination of a whole number and a fraction, e.g.1½.

Learners should be able to read and write common mixed numbers in words and figures. Fractions that commonly occur in mixed numbers are halves, quarters, fifths, tenths.

2.2 Write common mixed numbers in digit form.

Learners should be aware that a mixed number is a combination of a whole number and a fraction, e.g.1½.

Learners should be able to read and write common mixed numbers in words and figures. Fractions that commonly occur in mixed numbers are halves, quarters, fifths, tenths.

2.3 Write common non-unit fractions.

Learners should be aware that the bottom number of a fraction (denominator) is the number of parts the whole has been divided into.

Learners should be aware that the top number of a fraction (numerator) indicates how many parts are available.

Learners should be able to read and write non-unit fractions (where the numerator is greater than 1). Examples of common non-unit fractions include ¾; 2/5; 5/8; 7/10.

Learning Outcome 3: Be able to order common fractions and mixed numbers.

3.1 Arrange in order of size a set of common unit, non-unit fractions and mixed numbers.

Learners should be able to order fractions presented in a variety of ways, e.g. unit fractions (where the numerator is 1), non-unit fractions and mixed numbers.

Learners should be aware that ordering fractions may require converting them to a common denominator. For example, if asked to order 1/8; 2 3/8; 5/16 and ¾, ordering them would be facilitated by converting them all to fractions with the denominator 16. The correct order would then be

1/8 [2/16]; 5/16; ¾ [12/16]; 2 3/8 [38/16].

Learning Outcome 4: Know common equivalent fractions.

4.1 Identify and write common equivalent Fractions.

Learners should be aware that the same value can be represented in a variety of ways, which are known as equivalent fractions.

Learners should be able to recognise that any fraction with a denominator that is double the numerator represents a ½ [2/4; 3/6; 4/8; 5/10 and so on].

Learners should be able to be able to recognise that an equivalent fraction can be calculated by multiplying the numerator and the denominator by the same number.

Learners should be able to draw on this knowledge to identify and calculate equivalent fractions for common fractions such as half, quarters, thirds, fifths and tenths.

Learning Outcome 5: Be able to find fractions of whole number quantities and measurements.

5.1 Find a unit fraction by division.

Learners should be aware that the line in a fraction represents ÷. For example, 1/3 means one divided by three e.g. one whole divided into three equal parts.

Learners should be able to draw on this knowledge to find a unit fraction of a given amount. For example, learners should be able to find a 1/5 of 350 by dividing it by 5 [350 ÷ 5 = 70].

Learners should be able to extend this knowledge to recognise that it is possible to find a non-unit fraction by first dividing by the denominator then multiplying by the numerator. For example, to find 3/5 of 350, first divide it by 5, then multiply the result by 3 [350 ÷ 5 = 70, 70 x 3 = 210].

5.2 Find a non-unit fraction as a multiple of a unit fraction.

Learners should be aware that the line in a fraction represents ÷. For example, 1/3 means one divided by three e.g. one whole divided into three equal parts.

Learners should be able to draw on this knowledge to find a unit fraction

of a given amount. For example, learners should be able to find a 1/5 of 350 by dividing it by 5 [350 ÷ 5 = 70].

Learners should be able to extend this knowledge to recognise that it is possible to find a non-unit fraction by first dividing by the denominator then multiplying by the numerator. For example, to find 3/5 of 350, first divide it by 5, then multiply the result by 3 [350 ÷ 5 = 70, 70 x 3 = 210].

5.3 Find a non-unit fraction by a combination of unit fractions.

Learners should recognise that non-unit fractions may also be calculated by using combinations of unit fractions. For example, ¾ of 420 can be calculated by finding a half [210] then by finding a quarter [105] then adding these totals together [210 + 105 = 315].

5.4 Use fractions in everyday situations.

Learners should be able to apply their knowledge and understanding of fractions to everyday situations such as scaling recipes up or down, dividing food or restaurant bills equally, calculating pay when working fractions of an hour, or interpreting the meaning of fractions used in reporting data.

Learners should be able to accurately use a calculator, where appropriate, to find or check the answers to the types of calculations described above.

Learning Outcome 6: Be able to use a calculator to solve problems involving fractions.

6.1 Use a calculator to solve everyday problems involving fractions.

Learners should be able to apply their knowledge and understanding of fractions to everyday situations such as scaling recipes up or down, dividing food or restaurant bills equally, calculating pay when working fractions of an hour, or interpreting the meaning of fractions used in reporting data.

Learners should be able to accurately use a calculator, where appropriate, to find or check the answers to the types of calculations described above.

Learning Outcome 7: Understand ratio and direct proportion.

7.1 Calculate quantities involved in mixtures using simple ratio.

Learners should be aware that a ratio describes the proportion of each part of a total.

Learners should be aware that a ratio is written n : n
Learners should be aware that the order of the parts in a ratio is significant, e.g. 1: 10 is different to 10: 1.

Learners should be able to calculate the quantity of each part represented by simple ratios. Examples include working out the number of males to females in a group from a given ratio; dividing prize money; calculating the amount of water to weed killer; calculating the amount of developer to colour required for hair dye.

7.2 Use direct proportion to scale quantities up or down

Learners should be aware that quantities are in direct proportion to each other when they increase or decrease in the same ratio. For example, if a tube of toothpaste costs £1.50, three tubes will cost £4.50.

Examples of where direct proportion is commonly applied include scaling recipes up or down, calculating the cost of items where no discount is applied for buying a greater quantity, and calculating the time taken to complete a task in relation to the number of people allocated to it.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Understanding and Using Percentages

Unit Reference	D/503/3252
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand whole number percentages.	1.1. Read the percentage symbol. 1.2. Write the percentage symbol. 1.3. Identify 100% as the whole. 1.4. Identify 1% as one part in 100.
2. Be able to calculate percentage parts of whole number quantities.	2.1 Find 1% of a quantity. 2.2 Find 10% of a quantity, dividing by 10. 2.3 Find 5%, 20% of a quantity by different methods. 2.4 Find 50%, 25%, 75% of a quantity using combinations of division, multiplication, addition and subtraction.
3. Understand how to calculate percentage increase.	3.1 Find percentage increase. 3.2 Apply percentage increase to everyday examples.
4. Understand how to calculate percentage decrease.	4.1 Find percentage decrease. 4.2 Apply percentage decrease to everyday examples.

5. Be able to use a calculator to calculate percentages.	5.1 Calculate percentages using the % key on the calculator 5.2 Use a calculator to solve everyday problems involving percentages.

Supporting Unit Information

Understanding and Using Percentages – D/503/3252 – Level 1

Indicative Content

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

Learning Outcome 1: Understand whole number percentages.

1.1 Read the percentage symbol.

Learners should be aware that percentages are represented by the % symbol.

1.2 Write the percentage symbol.

Learners should be able to use the % symbol to indicate percentages in their own written work.

1.3 Identify 100% as the whole.

Learners should be aware that 100% represents the total amount.

1.4 Identify 1% as one part in 100.

Learners should be aware that per cent means 'out of each hundred'.

Learners should be able to draw on this knowledge to recognise that 1% equals one out of each hundred.

Learning Outcome 2: Be able to calculate percentage parts of whole number quantities.

2.1 Find 1% of a quantity.

Learners should be able to calculate 1% either by dividing by 100 or by dividing by 10 then dividing by 10 again.

2.2 Find 10% of a quantity, dividing by 10.

Learners should be able to calculate 10% by dividing by 10.

2.3 Find 5%, 20% of a quantity by different methods.

Learners should be able to use different methods to find 5% and 20% of a total. These include finding:

- 5% by calculating 1% (by dividing by 100) then multiplying the result by 5.
- 5% by calculating 10% (by dividing by 10) then halving the result.
- 20% by calculating 10% then doubling the result.
- 20% by dividing by 5.

2.4 Find 50%, 25%, 75% of a quantity using combinations of division, multiplication, addition and subtraction.

Learners should be able to use a number of strategies to calculate common percentages. These include finding:

- 50% by halving.
- 25% by dividing by 4.
- 25% by halving then halving again.
- 75% by calculating 50% and 25% and adding the totals together.
- 75% by dividing by 4 then multiplying the result by 3.
- 75% by calculating 25% then subtracting this from the total amount.

Learning Outcome 3: Understand how to calculate percentage increase.

3.1 Find percentage increase.

Learners should be able to use efficient methods to calculate percentage increase. These include:

- Calculating the amount of the percentage increase then adding it to the total. For example, to find a 20% increase of 140: 140 ÷ 5 = 28; 140 + 28 = 168.
- Adding the percentage increase to 100%, converting this to a decimal then multiplying the total amount by the result. For example, to find a 20% increase of 140: 120% = 1.2; 140 x 1.2 = 168.

3.2 Apply percentage increase to everyday examples.

Practical examples of percentage increase include pay increases, interest on savings, and adding VAT to the cost of an item.

Learning Outcome 4: Understand how to calculate percentage decrease.

4.1 Find percentage decrease.

Learners should be able to use efficient methods to calculate percentage decrease. These include:

- Calculating the amount of the percentage decrease then subtracting it from the total. For example, to find a 40% decrease of 320: 320 ÷ 10 = 32 [to give 10%]; 32 x 4 = 128; 320 – 128 =192.
- Subtracting the percentage decrease from 100%, converting the result to a decimal then multiplying the total amount by the result. For example, to find a 40% decrease of 320: 100% - 40% = 60%; 60% = 0.6; 320 x 0.6 = 192.

4.2 Apply percentage decrease to everyday examples

Practical examples of percentage decrease include discounts, loss of body weight as a percentage of total body weight, and decreases in customer numbers measured as percentages.

Learning Outcome 5: Be able to use a calculator to calculate percentages.

5.1 Calculate percentages using the % key on the calculator.

Learners should be able to use the % key on a calculator.

Learners should be aware that the process for using the % key can alter depending on the calculator used. For example, on some calculators it is not necessary to press the = key to generate the answer.

5.2 Use a calculator to solve everyday problems involving percentages.

Learners should be able to accurately use a calculator to find or check the answers to the types of calculations described above.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Understanding Diversity within Society

Unit Reference	M/504/8483
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by 'Diversity in Society'.	1.1. Outline what is meant by the term 'diversity'.
2. Know about diverse social groups and their practices.	2.1 Identify at least three diverse social groups. 2.2 Outline different practices in relation to their food, drink, clothes, festivals and relationships. 2.3 Outline the underlying values/beliefs/history of at least one of the groups identified.
3. Be able to identify similarities between diverse groups.	3.1 Identify similarities across a range of different groups.
4. Understand the importance of respecting diversity in a tolerant society.	4.1 Outline, based on two examples, a lack of tolerance of diverse groups within society. 4.2 State why it is important to respect diversity in terms of tolerance.

5. Be able to recognise the contributions of diverse groups to society.	5.1 Identify the contributions of different groups/individuals to society. 5.2 Outline the advantages of living in a diverse society.

Supporting Unit Information

Understanding Diversity within Society – M/504/8483 – Level 1

Indicative Content

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

Learning Outcome 1: Understand what is meant by 'Diversity in Society'.

1.1 Outline what is meant by the term 'diversity'.

'Diversity' is a group with variety or significant difference among its members. In Equal Opportunities, this might include differences like culture, race and religion but a diverse society implies that groups have different identifiable cultural and social norms.

Learning Outcome 2: Know about diverse social groups and their practices.

2.1 Identify at least three diverse social groups.

The learner should know a range of different groups within society (see AC1.1 for a definition of groups within a diverse society) and they should choose at least three (see AC2.2 for guidance on how to choose their selection).

2.2 Outline different practices in relation to their food, drink, clothes, festivals and relationships.

For each of the identified social groups from AC2.1, outline different practices of food and drink, clothes, festivals and relationships.
Note: see Teaching Strategies and Learning Activities for guidance.

2.3 Outline the underlying values/beliefs/history of at least one of the groups identified.

Choose at least one of the groups from AC2.2 and outline their 1) values and/or 2) beliefs and/or 3) history. A combination of two out of the three will be sufficient.

Learning Outcome 3: Be able to identify similarities between diverse groups.

3.1 Identify similarities across a range of different groups.

There are as many similarities across diverse groups as there are differences. Some of the most common similarities are: respect for parents, schooling and education, marriage norms (usually one spouse at a time).

Learning Outcome 4: Understand the importance of respecting diversity in a tolerant society.

4.1 Outline, based on two examples, a lack of tolerance of diverse groups within society.

'Tolerance' means allowing others to do and say what they like, even if you don't agree with them. The learner should choose at least two examples of groups that don't have a tolerance for each other's customs or beliefs or way of life.
Note: see Teaching Strategies and Learning Activities for guidance.

4.2 State why it is important to respect diversity in terms of tolerance.

Learners might outline what happens when a society is not tolerant of its members, compared to a tolerant society and summarise their own feelings about respecting diversity.

Learning Outcome 5: Be able to recognise the contributions of diverse groups to society.

5.1 Identify the contributions of different groups/individuals to society.

'Contributions' might be contemporary or historical.
Note: see Teaching Strategies and Learning Activities for guidance.

5.2 Outline the advantages of living in a diverse society.

A diverse society is one that has richness of talent, ideas and heritage. Learners will be able to select 'advantages' that they experience in their own lives.

Teaching Strategies and Learning Activities

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

Teachers must ensure that learners do not stereotype different groups. They should be able to qualify the extent to which the different practices, attitudes and contributions in AC2.2, AC4.1 and AC5.1 apply to individuals within groups, for example.

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Understanding Equal Opportunities

Unit Reference	M/506/0634
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand discrimination with regard to ethnicity, gender, disability and sexuality.	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. Understand equal opportunities.	2.1 Give examples of instances where there is equal opportunity.
3. Understand ways of challenging discrimination.	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. Know about support agencies in his/her area.	4.1 Identify two support agencies in their area and identify how these can help with issues related to equality of opportunity and discrimination.

Supporting Unit Information

Understanding Equal Opportunities – M/506/0634 – Level 1

Indicative Content

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

Learning Outcome 1: Understand discrimination with regard to ethnicity, gender, disability and sexuality.

1.1 Give examples of oppression highlighted by the national or international media.

'Oppression' means discrimination that has official sanction or that is ignored by the law. At the time of writing, President Trump is trying to prevent certain nationalities from entering the US because he believes they are more likely to be terrorists; asylum seekers have fled to the UK from Sudan and Iran (among other countries) because they are persecuted for being LGBTI (known as SOGI – Sexual Orientation and Gender Identity); Pussy Riot are a feminist, anarchist punk rock group in Russia who have been arrested and assaulted on numerous occasions.

1.2 Give examples of discrimination which may be occurring in own community.

'Discrimination' means less favourable treatment than others. Discrimination can be positive (preferential) or negative (disadvantaging) but is always unfair.

Examples of discrimination that might occur in own community could include; discouraging women from joining a group or club; excluding men who are not wearing a tie from a restaurant; not welcoming cross-dressers into public spaces. In addition, any community might include examples of racism, disadvantaging people with disabilities or mental illness.

Learning Outcome 2: Understand equal opportunities.

2.1 Give examples of instances where there is equal opportunity.

Equal Opportunities is the term used to express the belief that

discrimination is always wrong and that we should put in place as many measures as are necessary to eliminate it. If we cannot change people's attitudes, we can make sure that these are not manifested as behaviours.

Learning Outcome 3: Understand ways of challenging discrimination.

3.1 Give examples of unacceptable language.

'Unacceptable language' will include terms of abuse commonly known as the 'n' word and the 'c' word but may also be more commonly accepted language, such as referring to the corner shop as the 'Paki shop', referring to people as 'spastics' (a medical description of the muscle spasms associated with cerebral palsy) or using 'gay' as a term of abuse.

3.2 Consider own language and identify ways to ensure it is non-discriminatory.

This requires the learner to reflect on their own use of language.

3.3 Give examples of unacceptable behaviour.

'Unacceptable behaviour' will include acts of petty (or real) violence directed at a person as a result of prejudicial attitudes; the exclusion of a neighbour from street parties because they are thought to be 'weird'; bullying people over social media.

3.4 Consider own behaviour and identify ways to ensure it is non-discriminatory.

This requires the learner to reflect on their own behaviour.

Learning Outcome 4: Know about support agencies in his/her area.

4.1 Identify two support agencies in their area and identify how these can help with issues related to equality of opportunity and discrimination.

These might include community forums, TARAs, CAB, local libraries.

Teaching Strategies and Learning Activities

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

For this Unit, it is important that teachers are familiar with the communities in which learners live or work. If two support agencies cannot be identified in the learner's 'area', the teacher will need to re-define 'area' to include the nearest large town that includes a CAB or legal advice service.

Methods of Assessment

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

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

Evidence of Achievement

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

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

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

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

Additional Information

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

Understanding Length, Weight and Capacity

Unit Reference	L/503/3277
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand metric units of measurement.	1.1. Identify metric units of length, weight and capacity including their abbreviations. 1.2. Convert measurements of length, weight and capacity from one metric unit to another. 1.3. Add units of measure within the same system in practical situations. 1.4. Subtract units of measure within the same system in practical situations.
2. Be able to use units for measurement.	2.1 Choose units of measurement for different measuring tasks.
3. Be able to use instruments for measurement.	3.1 Choose measuring instruments for different measuring tasks.
4. Be able to read scales.	4.1 Read scales to the nearest labeled or unlabeled division.

Supporting Unit Information

Understanding Length, Weight and Capacity – L/503/3277 – Level 1

Indicative Content

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

Learning Outcome 1: Understand metric units of measurement.

1.1 Identify metric units of length, weight and capacity including their abbreviations.

1.2 Convert measurements of length, weight and capacity from one metric unit to another.

1.3 Add units of measure within the same system in practical situations.

1.4 Subtract units of measure within the same system in practical situations.

Learning Outcome 2: Be able to use units for measurement.

2.1 Choose units of measurement for different measuring tasks.

Learning Outcome 3: Be able to use instruments for measurement.

3.1 Choose measuring instruments for different measuring tasks.

Learning Outcome 4: Be able to read scales.

4.1 Read scales to the nearest labeled or unlabeled division.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Understanding Numbers

Unit Reference	R/503/3166
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to read whole numbers.	1.1. Read whole numbers with up to seven digits in digit form. 1.2. Read names of whole numbers with up to seven digits.
2. Be able to write whole numbers.	2.1 Write whole numbers with up to seven digits in digit form. 2.2 Write names of whole numbers with up to seven digits.
3. Be able to order whole numbers.	3.1 Identify place value in whole numbers with up to seven digits. 3.2 Order whole numbers with up to seven digits in order of size.
4. Understand the symbols for greater than and less than	4.1 Identify the symbols for greater than and less than. 4.2 Record the symbols for greater than and less than.
5. Be able to round whole numbers.	5.1 Round whole numbers with up to seven digits.

6. Be able to recognise negative numbers in practical contexts.	6.1 Identify the temperature at which water freezes. 6.2 Identify negative temperatures.

Supporting Unit Information

Understanding Numbers – R/503/3166 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to read whole numbers.

1.1 Read whole numbers with up to seven digits in digit form.

Learners should be able to read and write whole numbers from units up to millions, both in figures and in words. Practical examples of whole numbers include house numbers, viewing figures for television programmes, and attendance figures at sporting events.

Learners should be aware that reading large numbers can be facilitated by grouping numbers in sets of three, moving from the units upwards. For example, 2 502 313, is read as two million, five hundred and two, three hundred and thirteen.

1.2 Read names of whole numbers with up to seven digits.

Learners should be able to read and write whole numbers from units up to millions, both in figures and in words. Practical examples of whole numbers include house numbers, viewing figures for television programmes, and attendance figures at sporting events.

Learners should be aware that reading large numbers can be facilitated by grouping numbers in sets of three, moving from the units upwards. For example, 2 502 313, is read as two million, five hundred and two, three hundred and thirteen.

Learning Outcome 2: Be able to write whole numbers.

2.1 Write whole numbers with up to seven digits in digit form.

Learners should be able to read and write whole numbers from units up to millions, both in figures and in words. Practical examples of whole numbers include house numbers, viewing figures for television programmes, and attendance figures at sporting events.

Learners should be aware that reading large numbers can be facilitated by grouping numbers in sets of three, moving from the units upwards. For example, 2 502 313, is read as two million, five hundred and two, three hundred and thirteen.

2.2 Write names of whole numbers with up to seven digits.

Learners should be able to read and write whole numbers from units up to millions, both in figures and in words. Practical examples of whole numbers include house numbers, viewing figures for television programmes, and attendance figures at sporting events.

Learners should be aware that reading large numbers can be facilitated by grouping numbers in sets of three, moving from the units upwards. For example, 2 502 313, is read as two million, five hundred and two, three hundred and thirteen.

Learning Outcome 3: Be able to order whole numbers.

3.1 Identify place value in whole numbers with up to seven digits.

Learners should be aware that the value of a digit is determined by its place (position) in a number.

Learners should be able to name the value for each place up to 7 digits as shown below:

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Units

Learners should be aware that 0 acts as a place holder to separate digits to ensure their correct value is represented. For example, 0 is used in the whole number 403 to indicate that the 4 represents 4 hundreds whilst the 3 represents 3 units. Without the 0, 403 would be the same as 43, and it would appear that the 4 represented 4 tens.

3.2 Order whole numbers with up to seven digits in order of size.

Learners should be aware that ascending order means from smallest to largest.
Learners should be aware that descending order means from largest to smallest.

Learners should be able to order numbers from units up to millions in ascending and descending order. Practical examples of whole numbers

include house numbers, viewing figures for television programmes, and attendance figures at sporting events.

Learning Outcome 4: Understand the symbols for greater than and less than.

4.1 Identify the symbols for greater than and less than.

Learners should be aware that < is the mathematical symbol for less than and > is the mathematical symbol for greater than.

Learners should be able to order pairs of numbers using the symbols <, >.

4.2 Record the symbols for greater than and less than.

Learners should be aware that < is the mathematical symbol for less than and > is the mathematical symbol for greater than.

Learners should be able to order pairs of numbers using the symbols <, >.

Learning Outcome 5: Be able to round whole numbers.

5.1 Round whole numbers with up to seven digits.

Learners should be aware that whole numbers can be rounded for purposes of estimation and approximation.

Learners should be aware that whole numbers can be rounded to different degrees of accuracy, depending on the context. For example, an attendance figure for a concert may be rounded to the nearest thousand; the number of items sold by a shop in one week may be rounded to the nearest ten.

Learners should be aware of the rules relating to rounding numbers, e.g. numbers ending in digits 1-4 are rounded down, numbers ending in digits 5-9 are rounded up.

Learners should be able to apply these rules to round whole numbers up to seven digits to the nearest 10, 100, 1000, 10 000 or 1 000 000 as appropriate. Examples of whole numbers that may need to be rounded include population figures, voter numbers, distances, number of passengers on different forms of transport, number of followers on social media.

Learning Outcome 6: Be able to recognise negative numbers in practical contexts.

6.1 Identify the temperature at which water freezes.
Learners should be aware that water freezes at 0°C.

Learners should be aware that the C indicates the use of the Centigrade scale and that other temperature scales may be used.

6.2 Identify negative temperatures.

Learners should be aware that the symbol – in front of a number indicates a minus value.

Learners should be aware that all minus values are below 0.

Learners should be aware that minus values are usually referred to as negative numbers.

Learners should be aware that the more digits there are in a negative number, the further away it is from 0. For example, learners should be able to recognise that -5 is greater than -17.
Learners should be able to draw on this knowledge to recognise that temperatures below 0 are indicated by the – symbol.

Learners should be able to apply this knowledge to recognise whether negative temperatures are lower or higher than each other. For example, -3°C is warmer than -13°C.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Understanding Self in Conflict

Unit Reference	Y/504/8851
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know own reactions to conflict.	1.1. Identify an initial response to conflict. 1.2. Identify significant life events that may have had a major influence on own behaviour.
2. Know how others can influence behaviour towards conflict.	2.1 Identify situations where others can: (a) influence behaviour towards conflict (b) influence behaviour away from conflict
3. Know about the concept of triggers for conflict.	3.1 Outline the concept of triggers for conflict. 3.2 Identify thoughts that get a person hooked into conflict. 3.3 Identify thoughts that could support a person in getting unhooked from a conflict.
4. Know about the concept of getting locked into behaviour cycles.	4.1 Outline feelings and thoughts associated with a key event in the past. 4.2 Identify what these may mean. 4.3 Outline actions taken as a result of the key event. 4.4 Outline the costs and gains of those actions.

5. Know about the concept of choice in terms of choosing alternative actions which will take someone out of the vicious cycle.	5.1 Outline other possible choices of action which will get someone out of a 'vicious cycle'. 5.2 Outline the possible outcomes of those other choices of action. 5.3 Outline thinking that might allow other possible choices of actions.

Supporting Unit Information

Understanding Self in Conflict – Y/504/8851 – Level 1

Indicative Content

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

Learning Outcome 1: Know own reactions to conflict.

1.1 Identify an initial response to conflict.

1.2 Identify significant life events that may have had a major influence on own behaviour.

Learning Outcome 2: Know how others can influence behaviour towards conflict.

2.1 Identify situations where others can:
(a) Influence behaviour towards conflict
(b) Influence behaviour away from conflict.

Learning Outcome 3: Know about the concept of triggers for conflict.

3.1 Outline the concept of triggers for conflict.

3.2 Identify thoughts that get a person hooked into conflict.

3.3 Identify thoughts that could support a person in getting unhooked from a conflict.

Learning Outcome 4: Know about the concept of getting locked into behaviour cycles.

4.1 Outline feelings and thoughts associated with a key event in the past.

4.2 Identify what these may mean.

4.3 Outline actions taken as a result of the key event.

4.4 Outline the costs and gains of those actions.

Learning Outcome 5: Know about the concept of choice in terms of choosing alternative actions which will take someone out of the vicious cycle.

5.1 Outline other possible choices of action which will get someone out of a 'vicious cycle'.

5.2 Outline the possible outcomes of those other choices of action.

5.3 Outline thinking that might allow other possible choices of actions.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Understanding the Importance of a Balanced Diet and Regular Exercise

Unit Reference	Y/506/0613
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. Identify the food groups which are essential for a balanced diet. 1.2. State how much of an average person's daily intake of food should come from each food group. 1.3. Indicate how a balanced diet contributes to a healthy lifestyle.
2. Understand the importance of regular exercise to a healthy lifestyle.	2.1 Identify different types of exercise. 2.2 State how much exercise it is recommended an average person should take in a week. 2.3 Indicate how regular exercise contributes to a healthy lifestyle.

Supporting Unit Information

Understanding the Importance of a Balanced Diet and Regular Exercise – Y/506/0613 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the importance of a balanced diet to a healthy lifestyle.

1.1 Identify the food groups which are essential for a balanced diet.

1.2 State how much of an average person's daily intake of food should come from each food group.

1.3 Indicate how a balanced diet contributes to a healthy lifestyle.

Learning Outcome 2: Understand the importance of regular exercise to a healthy lifestyle.

2.1 Identify different types of exercise.

2.2 State how much exercise it is recommended an average person should take in a week.

2.3 Indicate how regular exercise contributes to a healthy lifestyle.

Teaching Strategies and Learning Activities

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

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration

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

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

Additional Information

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

Understanding Young People, Law and Order

Unit Reference	R/505/4101
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why young people become involved in crime.	1.1. Outline reasons why young people become involved in crime.
2. Understand the consequences of crime on different people.	2.1 Identify the consequences of a crime for: a) The victim b) The offender c) Others
3. Know about the justice system for young offenders.	3.1 Identify each stage of the justice system for young offenders from reporting through to sentencing. 3.2 List the people involved at each stage.
4. Know about custodial and alternative forms of sentences.	4.1 State arguments for custodial sentences. 4.2 State arguments against custodial sentences. 4.3 List alternative forms of sentence.
5. Know about support available.	5.1 Outline the support offered to young offenders or their victims by a local agency. 5.2 State where to find support in a given situation.

Supporting Unit Information

Understanding Young People, Law and Order – R/505/4101 – Level 1

Indicative Content

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

Learning Outcome 1: Understand why young people become involved in crime.

1.1 Outline reasons why young people become involved in crime.

There is no one reason but there are risk factors including: Peer group pressure, Poor or a lack of parental discipline or supervision, low family income, social isolation, drug or alcohol misuse, mental illness, troubled home life, school exclusion, the opportunity for crime.

Learning Outcome 2: Understand the consequences of crime on different people.

2.1 Identify the consequences of a crime for:

a) The victim.
Consequences involve: Physical effects from violent crime, damage to property or personal items, psychological effects such as fear, depression, anger, being unable to sleep, PTSD. Social life becoming limited due to fear, direct costs and having to deal with insurance claims.

b) The offender.
Consequences involve: Shame, guilt, embarrassment, family may distance themselves from the individual, criminal conviction can lead to further problems including struggling with employment and housing. This can all then lead to alcohol or drug dependency problems.

c) Others.
Consequences involve: The effects of crime may also be felt by the victim's family and those close to them. Crimes against businesses may mean that managers and staff are affected. A whole neighbourhood can also be affected, especially due to fear and shock. Community members may feel less safe, property prices are affected and homeowners may find it more difficult to sell their properties.

Learning Outcome 3: Know about the justice system for young offenders.

3.1 Identify each stage of the justice system for young offenders from reporting through to sentencing.

- Arrest takes place on the basis that an individual has committed an offence.
- Police can ask individuals to accompany them voluntarily or they can arrest them, explaining why they are under arrest.
- Usually be released on bail, sometimes with conditions
- As explained on bail notice, court attendance will be required. At least one parent or guardian must also attend.
- At the hearing, the suspect will plead 'guilty' or 'not guilty'. If this is 'guilty' the sentence may be passed straight away, if 'not guilty' it will be suspended for another day.
- A pre-sentence review will take place from youth offending team.
- Decision will be made after evidence given.

3.2 List the people involved at each stage.

People the individual will meet will depend on the stage they are at, they may include: Police officer, youth offending team, Judge, Magistrates / district judge, social workers, doctor, psychiatrist, healthcare staff, education officer, Chaplain, Independent district Judge, liaison staff, offender manager, personal officer, custody officer, governor.

Learning Outcome 4: Know about custodial and alternative forms of sentences.

4.1 State arguments for custodial sentences.

Arguments include: Protects the public, Provides individuals with the opportunity for rehabilitation, punishing offender for breaking the law, provides the victim and family with some justice.

4.2 State arguments against custodial sentences.

Arguments include: Many offenders re-offend after leaving prison, opportunities after prison are often limited**,** time spent in prison costs money, suicide rates in prison are high, once released, ex-offenders often don't get the rehabilitation they need.

4.3 List alternative forms of sentence.

- Discharge – absolute or conditional – magistrate chooses not to sentence but to discharge on the condition you do not re-offend for a set period.
- Fine – This will reflect the offence committed and their ability to pay. For offenders under 16 it is the responsibility of the parent / guardian.
- Referral order – When an offender is required to attend a youth offender panel, agreeing a contract, including certain conditions. This will last between 3 months and a year.
- Youth rehabilitation order – A community sentence that can include one or more of 18 different requirements that the offender must comply with for up to three years.
- Action plan order – offender focused work, such as attending school, reparation etc.
- Parent Bindover – Requires parents to agree to exercise control over their children for a fixed time.
- Curfew order – also known as a 'tag', electronic monitoring.

Learning Outcome 5: Know about support available.

5.1 Outline the support offered to young offenders or their victims by a local agency.

Support for offenders includes: all procedures must take place in front of an appropriate adult, youth offending teams help young people at court, after arrest and if they are sentenced, interpreters are available for anyone whose first language is not English, any children with special educational needs will be supported to understand the process. Support is provided after custody, ensuring individuals have accommodation, feel safe and have a smooth transition to prevent them re-offending.

Support for Victims includes: Victim support helpline and website, Victim contact scheme where a victim liaison officer is provided, opportunity to use the restorative justice system.

5.2 State where to find support in a given situation.

Support includes: Victim support website and helpline, Gov.com, the police, probation services, court, prison staff, victim information service, victim contact scheme, youth offending teams through government website.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Undertaking an Enterprise Project

Unit Reference	L/500/5317
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select an appropriate enterprise project for a particular target market.	1.1. State two ways in which s/he could undertake market research and identify the most suitable for his/her enterprise project. 1.2. State, giving reasons for choice, the selected product or service. 1.3. Identify and list their target market and main competitors.
2. Appreciate the unit cost of, and how to set the price for, their product or service.	2.1 Identify and list all the costs involved in producing the product or service. 2.2. Using a given simple arithmetic formula calculate the total cost of producing the product or service. 2.3. State the price s/he will charge the customer for their product or service.
3. Demonstrate an understanding of the significance of effective marketing.	3.1 Identify and list the key personal skills/qualities required to effectively market and sell their product or service. 3.2 Identify and list the most appropriate methods for marketing this product or service. 3.3 Create a resource for marketing their product or service to their target market

	giving two reasons for their choice of resource.
4. Plan, monitor and review the enterprise project.	4.1 Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion. 4.2 Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion. 4.3 State what worked well and what could be improved.

Supporting Unit Information

Undertaking an Enterprise Project – L/500/5317 – Level 1

Indicative Content

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

Learning Outcome 1: Select an appropriate enterprise project for a particular target market.

1.1 State two ways in which s/he could undertake market research and identify the most suitable for his/her enterprise project.

1.2 State, giving reasons for choice, the selected product or service.

1.3 Identify and list their target market and main competitors.

Learning Outcome 2: Appreciate the unit cost of, and how to set the price for, their product or service.

2.1 Identify and list all the costs involved in producing the product or service.

2.2 Using a given simple arithmetic formula calculate the total cost of producing the product or service.

2.3 State the price s/he will charge the customer for their product or service.

Learning Outcome 3: Demonstrate an understanding of the significance of effective marketing.

3.1 Identify and list the key personal skills/qualities required to effectively market and sell their product or service.

3.2 Identify and list the most appropriate methods for marketing this product or service.

3.3 Create a resource for marketing their product or service to their target market giving two reasons for their choice of resource.

Learning Outcome 4: Plan, monitor and review the enterprise project.

4.1 Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion.

4.2 Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion.

4.3 State what worked well and what could be improved.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Project

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

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

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

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

Additional Information

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

Using an Ordnance Survey Map

Unit Reference	M/504/8869
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the features of an Ordnance Survey map.	1.1. Identify the scale on an Ordnance Survey map. 1.2. State why different scales are useful for different purposes. 1.3. Identify the key on an Ordnance Survey map. 1.4. Locate signs from the key on the map. 1.5. State the meaning of the signs. 1.6. State the purpose of contour lines on an Ordnance Survey map.
2. Be able to use the grid referencing system to find a location.	2.1 Outline the use of the grid referencing system on an Ordnance Survey map. 2.2 Locate a point on an Ordnance Survey map using the grid referencing system. 2.3 State the distance between two points on an Ordnance Survey map.

3. Be able to use an Ordnance Survey map for navigation.	3.1 Identify features of the landscape on an Ordnance Survey map. 3.2 Demonstrate how to use a map to identify North without a compass. 3.3 State the estimated time to complete a given route.

Supporting Unit Information

Using an Ordnance Survey Map – M/504/8869 – Level 1

Indicative Content

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

This unit is about how to use an Ordnance Survey map. It is useful to have access to maps with at least two different scales: the most useful for this purpose are probably the OS land Ranger (pink) series (1:50,000 scale, 2 cm to 1 km) and the OS Explorer (orange) series (1:25,000 scale, 4 cm to 1 km).

Learning Outcome 1: Know about the features of an Ordnance Survey map.

This learning is about the main features of an ordnance survey map.

1.1 Identify the scale on an Ordnance Survey map.

- Knowledge of what a scale does on a map.
- How to tell the scale of the map for example from information on the cover.
- Using the scale line on the map.
- Comparing metric and imperial information for example if looking at older maps.

1.2 State why different scales are useful for different purposes.

Relationship of scale to amount of detail – for example comparing a known location on two different scales of OS map and perhaps including comparison for example with a large-scale roadmap or national map. Examples of occasions when different scales are more or less useful (for example walking or cycling versus driving).

1.3 Identify the key on an Ordnance Survey map.

Locate the key on an OS map – including where the key is less accessible (for example on a two-sided map).

Types of information given on the key – for example scale and date.

Standard formats of key including subheadings and what they include – communications (with examples such as roads, footpaths and access information), general information including land features, boundaries, water features, historical information and heights, tourist information (such as information centre, campsite et cetera) and technical information.

1.4 Locate signs from the key on the map.

Matching signs and symbols from the key to their location or locations on the map – for example major communication features such as motorways and main roads or major landscape features such as lakes and rivers; other features such as general or tourist features. Recognise signs on the map and be able to match back to the key (for example less common signs such as battlefield, youth hostel, canal lock).

1.5 State the meaning of the signs.

Be able to identify the meaning of signs and symbols located on the map – according to the different sections of the key (communications, general information, tourist information).

Be able to distinguish between similar features for example sand/shingle/mud in a coastal area, or between different types of woodland and different kinds of footpath.

Have confidence in using the key to decode the map.

1.6 State the purpose of contour lines on an Ordnance Survey map.

Recognising contour lines.

10 m interval.

Understanding that the contour lines give information about the landscape - using the distance between contour lines to show the steepness of a slope.

Examples of different landscape features identifiable on the map through contour lines for example steep and shallow slopes on a footpath, valleys. How to use contour lines to picture the landscape when planning a route to an unknown area.

Contour lines used in conjunction with heights for example triangulation points.

Learning Outcome 2: Be able to use the grid referencing system to find a location.

This learning outcome is about how to use grid referencing on an OS map.

2.1 Outline the use of the grid referencing system on an Ordnance Survey map.

- What is a grid referencing system?
- Ground rules for navigating a map using a grid reference.
- Cover what references are for and how to use them.
- Identify the 100,000 metre square (blue outline letters) e.g. NZ
- Start with Eastings (lines going vertically) – use the number before the point to identify. This will give a two-digit number. E.g. NZ 31 Then estimate the number of tenths to the required point to add another number e.g. NZ 318
- Then work out Northings – use the horizontal grid line below the point for example NZ 318 88. Then estimate the number of tenths from the grid line to the point. For example NZ 318 880.
- For information, this reference is for the Heritage centre at Newbiggin- by-the-Sea.
- Reference: technical information on the OS map.

2.2 Locate a point on an Ordnance Survey map using the grid referencing system.

Ensure that learners can locate a point from its grid reference, and also identify the grid reference for a named point.

Use the correct referencing format to locate a point.

2.3 State the distance between two points on an Ordnance Survey map.

Understanding of the scale.

Measure the (direct) distance between two points on the map and convert this from centimetres to kilometres.

For comparison, learners might want to compare "as the crow flies" distances to routes using footpaths and/or roads.

Learning Outcome 3: Be able to use an Ordnance Survey map for navigation.

This learning outcome is about using an OS map to find and follow a route in a practical situation.

3.1 Identify features of the landscape on an Ordnance Survey map.

Identify a range of natural and constructed features of the landscape as relevant to the particular area for example a mountainous area, a coastal area, inland waterways et cetera.

Key features for navigation and direction finding for example – hills, rivers, churches, trig points, mile posts and milestones.

Matching the landscape to the map in order to establish location and direction.

3.2 Demonstrate how to use a map to identify North without a compass.

The three Norths (magnetic, grid, true).

How north is shown on an OS map (top of the map, further information in the technical information section).

In a real-life situation, be able to locate own position on the map and orientate the map so that North is visible. Use visible landmarks in order to set an approximate bearing north.

3.3 State the estimated time to complete a given route.

How fast do people walk? Average speed is approximately 5 km/h. Does this need to be adjusted to reflect the group? (Age, mobility, fitness, (dis)ability, natural speed, experience et cetera). Speed of a walk dictated by the slowest person in the group. Other factors which can affect the time include the terrain (e.g. Naismith's rule: allow one hour for every 5 km forward, plus an additional hour for every 600 m of ascent), the weather and the overall length of the walk (for example the need to factor in breaks on a longer walk).

Awareness of the map scale, including the scale line at the bottom. Using a measuring wheel or alternative (for example piece of string) to measure the actual distance in centimetres of a route. This can be done as a whole route, or section by section. Conversion of the measured distance into kilometres, for example through the scale line on the map.

Adjust the estimated time, given the factors above.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony

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

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

Additional Information

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

Using Calculations: Addition and Subtraction of Whole Numbers

Unit Reference	J/503/3259
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to add whole numbers.	1.1. Add whole numbers up to 7 digits, using written methods. 1.2. Add whole numbers up to 7 digits, using a calculator. 1.3. Select and use the correct operation for the context using a calculator.
2. Be able to subtract whole numbers.	2.1 Subtract whole numbers up to 7 digits, using written methods. 2.2. Subtract whole numbers up to 7 digits, using a calculator. 2.3. Select and use the correct operation for the context using a calculator.
3. Be able to check answers.	3.1 Check answers using a different method. 3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.

Supporting Unit Information

Using Calculations: Addition and Subtraction of Whole Numbers – J/503/3259 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to add whole numbers.

1.1 Add whole numbers up to 7 digits, using written methods.

1.2 Add whole numbers up to 7 digits, using a calculator.

1.3 Select and use the correct operation for the context using a calculator.

Learning Outcome 2: Be able to subtract whole numbers.

2.1 Subtract whole numbers up to 7 digits, using written methods.

2.2 Subtract whole numbers up to 7 digits, using a calculator.

2.3 Select and use the correct operation for the context using a calculator.

Learning Outcome 3: Be able to check answers.

3.1 Check answers using a different method.

3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Using Calculations: Multiplication and Division of Whole Numbers

Unit Reference	F/503/3356
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to multiply whole numbers.	1.1. Multiply whole numbers up to 4 digits by numbers up to 2 digits using written methods. 1.2. Multiply whole numbers up to 4 digits by numbers up to 2 digits using a calculator. 1.3. Select and use correct operation in context using a calculator.
2. Be able to divide whole numbers.	2.1 Divide whole numbers up to 4 digits by numbers up to 2 digits using written methods and interpret remainders. 2.2 Divide whole numbers up to 7 digits by numbers up to 2 digits using a calculator and interpret remainders. 2.3 Identify division written in more than one format. 2.4 Select and use correct operation for the context using a calculator.

3. Be able to check answers.	3.1 Check answers using a different method. 3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.
4. Understand the effect of multiplying whole numbers by 10 and 100.	4.1 Multiply whole numbers by 10. 4.2 Multiply whole numbers by 100.
5. Understand the effect of dividing whole numbers by 10 and 100.	5.1 Divide whole numbers by 10. 5.2 Divide whole numbers by 100.
6. Be able to recognise numerical relationships.	6.1 Recall multiplication facts up to 10 x 10. 6.2 Recall multiples of 10, 50, 100 and 1000. 6.3 Make connections between multiplication and division facts. 6.4 Use strategies for dealing with larger numbers.

Supporting Unit Information

Using Calculations: Multiplication and Division of Whole Numbers – F/503/3356 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to multiply whole numbers.

1.1 Multiply whole numbers up to 4 digits by numbers up to 2 digits using written methods.

1.2 Multiply whole numbers up to 4 digits by numbers up to 2 digits using a calculator.

1.3 Select and use correct operation in context using a calculator.

Learning Outcome 2: Be able to divide whole numbers.

2.1 Divide whole numbers up to 4 digits by numbers up to 2 digits using written methods and interpret remainders.

2.2 Divide whole numbers up to 7 digits by numbers up to 2 digits using a calculator and interpret remainders.

2.3 Identify division written in more than one format.

2.4 Select and use correct operation for the context using a calculator.

Learning Outcome 3: Be able to check answers.

3.1 Check answers using a different method.

3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.

Learning Outcome 4: Understand the effect of multiplying whole numbers by 10 and 100.

4.1 Multiply whole numbers by 10.

4.2 Multiply whole numbers by 100.

Learning Outcome 5: Understand the effect of dividing whole numbers by 10 and 100.

5.1 Divide whole numbers by 10.

5.2 Divide whole numbers by 100.

Learning Outcome 6: Be able to recognise numerical relationships.

6.1 Recall multiplication facts up to 10 x 10.

6.2 Recall multiples of 10, 50, 100 and 1000.

6.3 Make connections between multiplication and division facts.

6.4 Use strategies for dealing with larger numbers.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

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

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

Additional Information

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

Using Cooking Skills in the Domestic Kitchen

Unit Reference	F/505/4336
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to plan and cost nutritionally balanced meals.	1.1. Plan a two-course meal, taking into account basic nutritional value and costs. 1.2. Give reasons for choice of meal.
2. Be able to use fresh ingredients and convenience foods.	2.1 Cook a meal using: a) Fresh ingredients b) Convenience foods
3. Be able to use and maintain a range of domestic kitchen equipment.	3.1 Identify examples of domestic kitchen equipment used to produce a meal. 3.2 Use domestic kitchen equipment to produce a meal. 3.3 Clean and store the equipment used.
4. Be able to use a variety of food preparation methods.	4.1 Identify different food preparation methods. 4.2 Produce a dish using a range of food preparation methods.
5. Understand the importance of health and safety in a domestic kitchen.	5.1 Identify the main health and safety risks in a domestic kitchen. 5.2 Outline how to respond to health and safety risks in a domestic kitchen.

Supporting Unit Information

Using Cooking Skills in the Domestic Kitchen – F/505/4336 – Level 1

Indicative Content

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

Learning Outcome 1: Understand how to plan and cost nutritionally balanced meals.

1.1 Plan a two-course meal, taking into account basic nutritional value and costs.

A two course meal can consist of two of the following: starter, main, dessert/cheese or follow a regional/country menu choice. At least one course needs to be cooked.

Basic nutritional values cover range of proteins, carbohydrates, fats, fruits and vegetables plus vitamin content.

Basic costs to include an estimate of ingredient costs or the total meal cost.

1.2 Give reasons for choice of meal.

Reasons to include: costs/affordability, what is already available, personal preferences of those who will eat meal (which may include such matters as vegetarian, vegan), what is suitable/expected as a meal.

Learning Outcome 2: Be able to use fresh ingredients and convenience foods.

2.1 Cook a meal using:

Cooking the meal to include appropriate, preparation of ingredients, selecting and using cooking equipment; seasoning; tasting, timing; making sure food is cooked through, choosing the most appropriate cooking method.

a) Fresh ingredients:

Using fresh ingredients may include using unprepared vegetables, fruits, dried or fresh herbs and pulses, meat or fish sections. Filleting or deboning is not expected.

b) Convenience foods:
Using convenience foods can include tinned or frozen products, long-life pouch or packaged meal solutions, refrigerated products. An example convenience meal might consist of tinned soup followed by a microwaveable meal with tinned vegetables.

Learning Outcome 3: **Be able to use and maintain a range of domestic kitchen equipment.**

3.1 Identify examples of domestic kitchen equipment used to produce a meal.

Large kitchen equipment: ovens, microwave; grills; refrigerator/freezer
Small kitchen equipment: knives, chopping boards, weighing scales
Hand tools: potato peeler, lemon zester, garlic crusher, kitchen scissors, whisk, rolling pin, wooden spoon, measuring spoons, tin opener.

3.2 Use domestic kitchen equipment to produce a meal.

Use a variety of equipment appropriately throughout preparation and cooking of meal. For example using chopping board in conjunction with sharp knife, wooden spoons to stir heating ingredients in a saucepan, using a refrigerator to cool ingredients to serving temperature e.g. cold custard.

3.3 Clean and store the equipment used.

Cleaning equipment: correct and appropriate cleaning procedures, cleaning chemicals and materials. Checking for cleanliness and good hygiene; correct storage.

Learning Outcome 4: **Be able to use a variety of food preparation methods.**

4.1 Identify different food preparation methods.

Food preparation methods can include: chopping, peeling, scrubbing, stirring, soaking, grating, beating, boiling, grilling, simmering, steaming, baking, frying, microwaving.

4.2 Produce a dish using a range of food preparation methods.

One dish from the meal is expected to be produced using at least three food preparation methods. For example baked potatoes with a cheese topping and side salad would use washing, scrubbing, grating, chopping, microwaving/baking.

Learning Outcome 5: Understand the importance of health and safety in a domestic kitchen.

5.1 Identify the main health and safety risks in a domestic kitchen.

Main health and safety risks to include: spreading of harmful bacteria from skin to food contact or unclean surfaces, using same surface to prepare raw and cooked foods, use of sharp knives, burns from hot oil splashes and heating elements.

5.2 Outline how to respond to health and safety risks in a domestic kitchen.

Safety responses include: using correct procedures; identify hazards; personal concentration; prevention of accidents; clean and sanitise chopping boards to prevent cross-contamination and possible food poisoning. Turning equipment off at the end of use.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

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

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

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

Additional Information

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

Volunteering

Unit Reference	A/504/8860
Level	1
Credit Value	1
Guided Learning	10
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about a range of volunteering opportunities	1.1. Identify a range of needs that different organisations that involve volunteers try to meet 1.2. Name voluntary organisations that are set up to address these needs. 1.3. Identify several different skills that could be useful to organisations that involve volunteers.
2. Know about the benefits of volunteering	2.1 Identify benefits that could be gained from volunteering. 2.2 Describe a personal benefit they hope to gain (or have gained) through volunteering.
3. Know that volunteers have rights and responsibilities	3.1. Give examples of rights that volunteers can expect when volunteering. 3.2. List responsibilities that volunteers have towards their organisation or project.

Supporting Unit Information

Volunteering – A/504/8860 – Level 1

Indicative Content

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

Learning Outcome 1: Know about a range of volunteering opportunities.

1.1. Identify a range of needs that different organisations that involve volunteers try to meet

'Needs' means the mission of the organisation and not the role volunteers might have within it. 'Needs' might include supporting people who are in difficulty (e.g., homeless, using illegal substances, in distress or in danger), animals who are abused or homeless, political or social causes (such as environmental charities). Learners should know that only voluntary and statutory organisations are permitted to work with volunteers (Profit-making organisations are expected to pay the minimum wage to everyone working for them with the single exception of DWP-approved work trials etc.)

1.2 Name voluntary organisations that are set up to address these needs.

Learners should be introduced to voluntary organisations that are within their geographical reach and that have volunteering programmes. To find a list of local VIOs (Volunteer Involving Organisations), go to your local Volunteer Centre. National VIOs include Oxfam (mission – ending poverty at home and abroad) NSPCC (preventing child abuse) Greenpeace (defending the natural world and promoting peace) Crisis (ending homelessness) Addaction (supporting people to stop using illegal substances).

1.3 Identify several different skills that could be useful to organisations that involve volunteers.

Learners should identify each skill and know how an organisation might find it useful. 'Several' means more than 5 examples but they might be grouped together.

Example:

- Administrative skills, such as word processing and filing for keeping records up to date.
- Word processing and Filing are two separate skills and count as two examples.
- Record-keeping is identified as the use to which as organisation might put the skills.

Other skills might include: Writing letters and answering emails; Communication skills, such as listening and questioning; Logistics and organising skills; Research skills; 'People' skills (Emotional Intelligence).

Learning Outcome 2: Know about the benefits of volunteering.

2.1 Identify benefits that could be gained from volunteering.

Benefits will be non-pecuniary, as volunteers are only permitted to claim 'out-of-pocket' expenses. It is also illegal for an organisation to promise employment to someone if they become a volunteer. Benefits might include: experience to support a search for employment; a reference to present to future potential employers; social contact with other volunteers and staff members; a feeling of being valued and needed; satisfaction gained from being responsible for the successful completion of tasks; contributing to a cause that is important to the volunteer.

2.2 Describe a personal benefit they hope to gain (or have gained) through volunteering.

Learners should identify the particular benefit/s they hope to gain, which might include some from the list in 2.1 or other benefits that are individual to them (for instance, they might want to get 'out of the house', be proud of something they are doing, make new friends). To help avoid plagiarism, ensure that the learner is able to explain why the 'benefit' is relevant to their particular needs.

Learning Outcome 3: Know that volunteers have rights and responsibilities.

3.1 Give examples of rights that volunteers can expect when volunteering.

Volunteers' rights include: to be treated with respect; to choose when and whether they work for an organisation (acknowledging that an organisation may not be able to accommodate their preferences); to work in a safe and healthy environment; to claim 'out-of-pocket' expenses such as travel and subsistence (please note: an organisation is not legally required to pay expenses but it is generally regarded as minimum good

practice); to have opportunities for development or training that enables them to do the tasks they agreed to do as a volunteer; to have support within the volunteering role; to be treated fairly and equally with others (please note: the Equality Act 2010 does not apply specifically to volunteering but it is regarded as minimum good practice).

3.2 List responsibilities that volunteers have towards their organisation or project.

Volunteers should consider: what they should do if they cannot attend on the day or time they are expected; how to behave towards staff members, service users and other volunteers; confidentiality; attending training or development; the quality of the work they agree to do; what to do if they are unclear about something; general honesty and probity.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

All evidence must be clearly signposted and made available for the external moderator upon request.
All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

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

Volunteering Opportunities

Unit Reference	D/506/0726
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different volunteering opportunities.	1.1. Identify different organisations that take on volunteers. 1.2. Outline different ways in which an individual can volunteer (e.g. work regularly in a charity shop, take part in a one-off community clear-up).
2. Know what they can offer as a volunteer.	2.1 Outline the strengths, skills, knowledge and experience they have which may be useful in a volunteering role.
3. Be able to select and apply for a volunteering position.	3.1 Select a volunteering position consistent with own interests and abilities. 3.2 Record key information about own interests, strengths, skills, knowledge and experience, as relevant to an application for a volunteering position. 3.3 Follow the process required to apply for a specific volunteering position, drawing on appropriate sources of guidance when needed.

Supporting Unit Information

Volunteering Opportunities – D/506/0726 – Level 1

Indicative Content

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

Learning Outcome 1: Know about different volunteering opportunities.

1.1 Identify different organisations that take on volunteers.

1.2 Outline different ways in which an individual can volunteer (e.g. work regularly in a charity shop, take part in a one-off community clear-up).

Learning Outcome 2: Know what they can offer as a volunteer.

2.1 Outline the strengths, skills, knowledge and experience they have which may be useful in a volunteering role.

Learning Outcome 3: Be able to select and apply for a volunteering position.

3.1 Select a volunteering position consistent with own interests and abilities.

3.2 Record key information about own interests, strengths, skills, knowledge and experience, as relevant to an application for a volunteering position.

3.3 Follow the process required to apply for a specific volunteering position, drawing on appropriate sources of guidance when needed.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Work Experience

Unit Reference	K/500/5423
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the structure and purpose of the organisation.	1.1. State the main purpose and activities of the organisation. 1.2. Identify and list the other most important activities undertaken by the organisation. 1.3. Outline the main aspects of the management.
2. Understand own role within organisation.	2.1 State his/her occupation and role in the workplace. 2.2 List agreed limitations of his/her responsibilities.
3. Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1 List the reasons for agreed dress conventions. 3.2 Sustain punctuality throughout the placement. 3.3 Behave within agreed standards without direction.
4. Comply with safe working practices demanded by the work environment.	4.1 Identify a range of safety hazards and list the precautions they require. 4.2 Select and use appropriate safety equipment for given tasks.

	4.3 Locate First Aid Box and list its contents. 4.4 State the organisations procedures in the event of a specific accident or emergency. 4.5 Identify and name the member(s) of staff and their post with responsibility for health and safety and first aid in the organisation. 4.6 Give two examples of how to carry out work tasks that does not endanger self or others.
5. Carry out tasks as requested using appropriate work related skills.	5.1 Carry out given tasks following instructions and/or demonstrations. 5.2 Request guidance as necessary. 5.3 List the work related skills utilised in carrying out tasks. 5.4 Ensure that relevant information is passed on to appropriate others.

Supporting Unit Information

Work Experience – K/500/5423 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the structure and purpose of the organisation.

1.1 State the main purpose and activities of the organisation.

'Main purpose and activities' will be what the organisation does: produces or sells, depending on the nature of the organisation and, for a voluntary organisation, this might include their Mission statement. The learner should know whether this is a profit-making company or a non-profit-making company (charity or Social Enterprise).

Example: Henry Boot is a profit-making construction company. Its main activities are building commercial and domestic properties.

1.2 Identify and list the other most important activities undertaken by the organisation.

'Other most important activities' might include advertising; sponsoring sports or charities; training staff members (including apprenticeships) or delivering training to others; other products or services offered by the organisation; customer services or helpline; spares supplies; delivery of products; advice or support to individuals or organisations; fundraising.
Example: In addition to construction, Henry Boot carries out

- Civil engineering projects
- Property Investment
- Hiring out plant machinery
- Apprenticeships for young people in the construction trade
- Charitable projects like Queens Road Academy disabled access

1.3 Outline the main aspects of the management.

The learner should know what an organisation chart represents and briefly outline (describe) the management structure of the organisation
Example: Henry Boot's management team is headed up by a Board of

Directors, who represent shareholders. Then there is a group of senior managers who work across all the different subsidiaries of the company. Each part of the organisation has a separate management team. The managers in the section I worked in were…'

Learning Outcome 2: Understand own role within organisation.

2.1 State his/her occupation and role in the workplace.

'His/her role and occupation' will include the job title and a brief description of day-to-day responsibilities.

2.2 List agreed limitations of his/her responsibilities.

'Agreed limitations' will be the extent to which the learner has/had autonomy within their role. For instance, someone in a work placement will usually have constant guidance from a supervisor, so the 'agreed limitations' may be to do what they are instructed by that person. If the work experience is a longer placement, they will usually have limited control over their work role. For instance, they may have autonomy over when they do certain tasks, in what order. They may also have responsibility for carrying out a range of tasks without immediate supervision. For a receptionist, this might include taking and passing messages, dealing with visitors, answering queries over the phone and in person. The 'agreed limitations' of their role may be that any problems or complaints are passed to a supervisor, along with any complex queries. 'Agreed limitations' might also include working hours, flexi-time and so on.

Learning Outcome 3: Maintain acceptable conventions for personal presentation and behaviour in the workplace.

3.1 List the reasons for agreed dress conventions.

'Reasons' might include health and safety, organisational 'culture' (how the organisation wishes the public to perceive them), practicalities like standing all day (shoes) or needing to bend or reach for tall items, hygiene.

3.2 Sustain punctuality throughout the placement.

'Sustain punctuality' means that the learner has arrived and left work and taken breaks at the agreed times. There should be a record of attendance to support this AC.

3.3 Behave within agreed standards without direction.

'Behave within agreed standards' means that the learner has behaved in a professional manner – that is, they have been courteous and respectful of others, asked for direction and clarification when needed, maintained confidentiality about company matters, etc. This might extend to washing up their own coffee cup, keeping their desk tidy, observing health and safety rules, not smoking on company premises, not swearing.

'Without direction' means they have observed the standards without requiring frequent reminders or correction from others.

Learning Outcome 4: Comply with safe working practices demanded by the work environment.

4.1 Identify a range of safety hazards and list the precautions they require.

'Safety hazards' might be:

- Chemical hazards, such as photocopier toner, cleaning products, cement, dust
- Electrical hazards, such as damaged wires, generators, appliances, poor lighting
- Ergonomic hazards, such as correct positioning to use computers, lifting and handling
- Slip, trip and fall hazards, such as trailing wires, damp floors, items left in the corridors or by desks, working at height
- Illness hazards, such as coming into work when suffering from a contagious illness, unclean food surfaces and fridges
- Fire hazards, such as uncovered flames, explosive fumes from chemicals or petrol
- Stress hazards, such as poor time management, overwork, not clarifying tasks

'Precautions' will include:

- Safe handling (or not handling) chemicals, wearing gloves and protective clothing when using hazardous substances; avoiding mixing cleaning products.
- Electrical equipment should be PAC tested and equipment with damaged wires unplugged and put out of use. Outdoor electrical equipment requires an isolator and/or waterproof fittings
- Positioning when using a computer should be checked by the company health and safety officer or designated other. Training must be given in lifting and handling when required to move heavy objects.
- Slips, trips and falls may be avoided by checking that wires and other objects are not left where people are moving about and damp floors should be marked with a yellow warning

board and cleaned up as soon as possible. Working at height must only be done using the correct equipment and after training.
- Staff members should not come to work when they have symptoms of contagious illness, including stomach upsets. Food surfaces should be regularly cleaned and equipment to do this should be supplied. There are specific requirements for people who work with food.
- Fire hazards should be reported to the Fire Marshall or a manager, who will put appropriate safety measures into place.

There are many causes of stress. The learner should know what symptoms to look out for and discuss this with their immediate supervisor.

4.2 Select and use appropriate safety equipment for given tasks.

See AC 4.1 for 'appropriate equipment'. This might include Fire Extinguishers, which are usually part of health and safety induction; protective clothing, such as gloves, overalls, aprons, face masks; cleaning products.

To achieve this AC, the learner must select and use the correct equipment. This will be done through Practical Demonstration.

4.3 Locate First Aid Box and list its contents.

The learner should know where the First Aid box is kept, along with the First Aid log or report. First Aid kits for the workplace fall under BS8599-1 It is not expected that the learner will know exactly what a specific First Aid box contains, but they should know that a basic workplace kit contains:

- Plasters: Used for small cuts and grazes
- Dressings: Used to apply pressure to larger wounds and help to stop bleeding
- Bandages: Used to support joints, hold dressings in place, put pressure on wounds and to stop swelling
- Disposable gloves: Used to reduce the risk of infection
- Face shields or pocket masks: Used to prevent infection when you give rescue breaths
- Cleansing wipes, alcohol free wipes: Used to clean the skin around the wound
- Adhesive tape: Used to hold dressings or the loose end of bandages in place
- Pins and clips: Used to fasten the loose end of bandages
- Scissors or tweezers: Used to cut bandages or sticky tape or someone's clothing if you need to get to a wound

4.4 State the organisations procedures in the event of a specific accident or emergency.

'Specific accident or emergency' might include: cuts, falls, water leaks, spilt liquids and fire. 'Procedures' may include calling the First Aider, sounding the Fire Alarm and evacuating to the Assembly Point, putting out a yellow Hazard sign for damp floors and cleaning up spills.

4.5 Identify and name the member(s) of staff and their post with responsibility for health and safety and first aid in the organisation.

State the names and job title of members of staff who have specific responsibility for Health and Safety and for First Aid.

4.6 Give two examples of how to carry out work tasks that does not endanger self or others.

'Specific tasks' might include: replenishing photocopier toner, moving files or boxes, connecting power to equipment, working at height, cleaning spills, fridges, food surfaces. Review AC4.2 for precautions.

Learning Outcome 5: Carry out tasks as requested using appropriate work related skills.

5.1 Carry out given tasks following instructions and/or demonstrations.

'Tasks' will include anything that the learner has done on a day-to-day basis but note that they must have received instructions or a demonstration of how the task should be done. Tasks might include photocopying documents, loading a van, filing paperwork, writing emails, laying bricks.

5.2 Request guidance as necessary.

'As necessary' means that the learner, as a minimum, must know whom to ask for clarification or additional instruction. Ideally, there will be evidence that the learner has sought such guidance or an explanation of why this was not required.

5.3 List the work related skills utilised in carrying out tasks.

'Skills' might include typing, use of email or other computer-based skills, mixing mortar for bricklaying, using knives or other utensils to prepare food, communication skills to talk to colleagues and customers.

5.4 Ensure that relevant information is passed on to appropriate others.

This AC is about passing on messages, reporting on the progress or completion of a task, warning that a product is running low, etc. 'Appropriate' may be the immediate supervisor or someone who is directly responsible for the task or product. Messages must be passed to the intended recipient.

Teaching Strategies and Learning Activities

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

As always, learning activities do not have to be limited to the knowledge required to achieve the Unit and might include role play, group discussion, projects and presentations. However, it is important to remember that the Unit is 3 Credits (27 Guided Learning) and gather evidence during the learning activities or during the work placement where possible, remembering to ensure evidence is authentic.

Methods of Assessment

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

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

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

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

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

- Reflective log/diary
- Role play/simulation
- Practice file

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

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

Additional Information

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

Work, Review and Plan

Unit Reference	L/505/8616
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the need for goal setting in relation to learning objectives.	1.1. Identify and record short and long term objectives and aims. 1.2. Identify areas of learning they wish to improve.
2. Be able to create simple action plans.	2.1 Identify a range of specific improvements they wish to make. 2.2 Outline strategies appropriate to the development of specific skills and abilities. 2.3 Create a simple action plan.
3. Be able to review own progress.	3.1 Record work completed. 3.2 Carry out a simple self-assessment. 3.3 Describe on-going progress.
4. Understand the need for self-evaluation and summative review.	4.1 Comment on personal performance and achievement against self-identified aims and objectives. 4.2 Revise personal action plan in accordance with information derived from self-evaluation. 4.3 State the importance of self-evaluation.

Supporting Unit Information

Work, Review and Plan – L/505/8616 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the need for goal setting in relation to learning objectives.

1.1 Identify and record short and long term objectives and aims.

1.2 Identify areas of learning they wish to improve.

Learning Outcome 2: Be able to create simple action plans.

2.1 Identify a range of specific improvements they wish to make.

2.2 Outline strategies appropriate to the development of specific skills and abilities.

2.3 Create a simple action plan.

Learning Outcome 3: Be able to review own progress.

3.1 Record work completed.

3.2 Carry out a simple self-assessment.

3.3 Describe on-going progress.

Learning Outcome 4: Understand the need for self-evaluation and summative review.

4.1 Comment on personal performance and achievement against self-identified aims and objectives.

4.2 Revise personal action plan in accordance with information derived from self-evaluation.

4.3 State the importance of self-evaluation.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

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

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

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

Additional Information

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

Work-Based Placement

Unit Reference	H/504/3541
Level	1
Credit Value	3
Guided Learning	25
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose of a work-based placement.	1.1. Identify two possible choices for a work-based placement. 1.2. State which he/she would prefer and why. 1.3. Complete an Action Plan for own work-based placement.
2. Understand the need for health and safety in the workplace.	2.1 List Health and Safety requirements for a particular vocational/occupational area. 2.2 State why the identified Health and Safety requirements are important. 2.3 State why accident procedures must be followed.
3. Understand what has been learnt from a work-based placement.	3.1 State what has been learnt from a work-based placement. 3.2 State which Action Plan targets were met through the work-based placement. 3.3 State which Action Plan targets were not met through the work-based placement.

4. Know about the value of a work-based placement in career planning.	4.1 Give an example of how the work-based placement has contributed to own personal development. 4.2 State how the work-based placement has influenced own career plan.

Supporting Unit Information

Work-Based Placement – H/504/3541 – Level 1

Indicative Content

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

Learning Outcome 1: Understand the purpose of a work-based placement.

1.1 Identify two possible choices for a work-based placement.

1.2 State which he/she would prefer and why.

1.3 Complete an Action Plan for own work-based placement.

Learning Outcome 2: Understand the need for health and safety in the workplace.

2.1 List Health and Safety requirements for a particular vocational/occupational area.

2.2 State why the identified Health and Safety requirements are important.

2.3 State why accident procedures must be followed.

Learning Outcome 3: Understand what has been learnt from a work-based placement.

3.1 State what has been learnt from a work-based placement.

3.2 State which Action Plan targets were met through the work-based placement.

3.3 State which Action Plan targets were not met through the work-based placement.

Learning Outcome 4: Know about the value of a work-based placement in career planning.

4.1 Give an example of how the work-based placement has contributed to own personal development.

4.2 State how the work-based placement has influenced own career plan.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion
- Practice file

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

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

Additional Information

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

Writing for Meaning Skills

Unit Reference	D/503/3302
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use writing to communicate clearly and effectively	1.1. Present information in a logical sequence to give instructions and directions 1.2. Sequence ideas in own short piece of writing, using paragraphs where appropriate 1.3. Use vocabulary and detail appropriate for purpose and audience
2. Be able to use different writing formats	2.1 Adjust own writing style to suit purpose of writing. 2.2 Use appropriate layouts and structure for different purposes
3. Understand the need to plan written work	3.1 Outline a plan for writing indicating key points. 3.2 Make a rough draft from plan.
4. Be able to revise written work	4.1 Proof read written work identifying changes to be made to improve accuracy and meaning. 4.2 Revise writing.

5. Be able to present writing appropriately	5.1 Produce legible final text, with the accuracy required for the purpose. 5.2 Use tools appropriate to the presentation.

Supporting Unit Information

Writing for Meaning Skills – D/503/3302 – Level 1

Indicative Content

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

Learning Outcome 1: Be able to use writing to communicate clearly and effectively.

1.1 Present information in a logical sequence to give instructions and directions.

This AC specifies 'instructions and directions'. Instructions might include: the use of a piece of equipment; how to prepare for an interview. Directions might include: how to travel to a specific venue. 'Logical sequence' will depend on the piece of writing but will include: a brief introduction explaining the purpose of the piece of writing, and body text with specific instructions or directions in the correct order.

1.2 Sequence ideas in own short piece of writing, using paragraphs where appropriate.

This will be a different piece of writing from AC1.1. Most non-fiction pieces will include a brief introduction, the content divided up into paragraphs, and a summary. Fiction pieces may be stories or creative ideas (newspaper articles, for instance) and the learner should be able to correctly use Introduction, Body Text and Conclusion.

1.3 Use vocabulary and detail appropriate for purpose and audience

'Vocabulary' will be the use of technical terms, descriptive narrative or plain language. 'Detail' is largely driven by the nature of the written piece. Instructions and directions will be concise, with little detail, but may include charts or illustrations. Creative writing will have more detail, including the use of adjectives and adverbs.

Learning Outcome 2: Be able to use different writing formats.

2.1 Adjust own writing style to suit purpose of writing.

This AC is about the learner's choice of a formal or informal style or a technical style, depending on the purpose of the written piece. For instance, the use of contractions (two words put together with an apostrophe marking the omitted letter/s – 'do not' and 'don't', for instance) should be limited to informal writing. Though the boundaries are blurred in modern writing, instructions will never include contractions. Formal writing is often in the third person ('the reader will note the importance of…' rather than the informal 'you may note the importance of…'). The learner should also know where to use imperatives ('Take the bus to the station' rather than 'You can take the bus to the station'). Slang, figures of speech, broken syntax (e.g., dangling participles and prepositions, split infinitives 'to boldly go…') are all used in informal writing, provided that the meaning is clear, but seldom in formal writing.

2.2 Use appropriate layouts and structure for different purposes.

'Layouts and structures' includes the different conventions for handwriting and word-processing, formal and informal writing, narrative, descriptive, informative, persuasive, instructive. The layout of a letter will include: placement of the recipient's and the sender's addresses, salutation, any indents (indented first line of paragraph on a handwritten letter but not on word-processed), subject header, sign off and signature.

Creative writing may include stories, plays or poems or a short newspaper article. The conventions for each can be explained to learners, bearing in mind the level of this qualification (see Teaching Strategies and Learning Activities, below).

A report will include a heading, a short introduction, the body of the report and a summary. Reports may also include tables or charts.

Instructions may be illustrated and will be concise and in a logical order.

Learning Outcome 3: Understand the need to plan written work.

3.1 Outline a plan for writing indicating key points.

'Plan' will be a scaffold for the learner's writing.
Example: A guide to Sheffield

- Introduction – around 20 words to say what the writing is about
- Body – two paragraphs. The first paragraph gives some brief details about the history of the city. The second paragraph lists some places of interest, with an overview of each
- Summary – how to get to Sheffield, events at different times of the year, where to stay

3.2 Make a rough draft from plan.

'Rough draft' will be notes to guide the final piece.
Example: A guide to Sheffield

- Introduction: Sheffield is a city. Two universities, lots of students. Interesting history. Many places of interest.
- First paragraph: History shaped by rivers and hills. Pre-historic iron working, Tudor times, industrial legacy, cutlery, modern times – universities, music and theatre, green city.
- Second paragraph: Museums (Kelham Island, Millenium Gallery, Graves, Weston Park, Bishop's House). Places to visit (Winter Garden, Peak District, Cathedral, Chatsworth, Botanical Gardens, Tropical Butterfly House). Things to do (theatres, dance and music venues, Norfolk Park)
- Summary: Transport (Train network, coaches, buses, car) Events (summer festivals, Tramlines, Fright night, Christmas Fayres) Where to stay (range of hotels and guesthouses, Air B and B, http://www.welcometosheffield.co.uk)

Learning Outcome 4: Be able to revise written work.

Note: The learner will produce a written work of their own before demonstrating this LO.
ACs 4.1 and 4.2 will be done together.

4.1 Proof read written work identifying changes to be made to improve accuracy and meaning.

'Proofread' will include: spelling, grammar and punctuation as well as clarity of meaning.

4.2 Revise writing.

'Revise writing' means that the learner will mark up their original piece of work, based on AC4.1. This might include different choices of layout or vocabulary (e.g., different adjectives).

Learning Outcome 5: Be able to present writing appropriately.

5.1 Produce legible final text, with the accuracy required for the purpose.

'Legible final text' means that the learner will write up the completed work. 'Accuracy required for the purpose' indicates that the learner must be precise in formal writing, especially directions, instructions and formal letters. Informal and creative writing might be less precise.

5.2 Use tools appropriate to the presentation.

'Tools' might include word-processing, illustrations, paper and binding. For instance: the work might be created using a DTP package, as a poster or as a leaflet.

Teaching Strategies and Learning Activities

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

Methods of Assessment

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

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

Evidence of Achievement

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

- Essay
- Report
- Written description

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

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

Additional Information

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

Young Parenthood

Unit Reference	K/504/8904
Level	1
Credit Value	2
Guided Learning	20
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the young parent.	1.1. Outline the key responsibilities of being a parent. 1.2. Give examples of the difficulties and/or pressures that a young parent might experience. 1.3. Identify the benefits of being a young parent.
2. Understand the limitations and opportunities that young parenthood presents.	2.1 Identify how being a young parent can change lifestyle and plans. 2.2 Give examples of the opportunities that parenthood can present. 2.3 Outline the information and advice provided for new parents by voluntary and statutory services. 2.4 Identify local facilities which support parents with young children.

3. Know how to make an action plan for being a young parent.	3.1 Give examples of the possible needs of a young parent. 3.2 Identify short term goals and longer term goals to prepare for parenthood. 3.3 Give examples of the support that family and friends could offer a young parent.

Supporting Unit Information

Young Parenthood – K/504/8904 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the role of the young parent.

1.1 Outline the key responsibilities of being a parent.

Key responsibilities of parenthood include providing the baby or child with a home, appropriate food and clothing. Parents are also responsible for registering their child's birth and naming them, accessing appropriate medical care and education. Emotional warmth, play, socialisation and protection from harm are also the responsibilities of a baby or child's parents.

1.2 Give examples of the difficulties and/or pressures that a young parent might experience.

Like any new parent young parents may have difficulties in adjusting to the lifestyle changes and financial challenges that parenthood brings. Young parents may face additional difficulties in finishing their own education or accessing employment while caring for their baby. Young parents may also be vulnerable to criticism or feel judged by others because of their young parent status.

1.3 Identify the benefits of being a young parent.

Young parents may have plenty of energy and imagination to play with and stimulate their child, and cope more easily with changes to their own sleep patterns and daily routines. Young parents may have more flexible attitudes and expectations around parenthood. Young people can learn new skills from parenthood and become more responsible at a young age. Young parenthood can provide the opportunity to gain a new friendship group and support network.

Learning Outcome 2: Understand the limitations and opportunities that young parenthood presents.

2.1 Identify how being a young parent can change lifestyle and plans.

Young parenthood may change the parent's lifestyle by limiting the time and money they have available to spend with their own friends or on their own activities. Young parenthood may mean a young person needs to consider alternative ways to access education or training and may need to adjust career plans.

2.2 Give examples of the opportunities that parenthood can present.

Parenthood provides the opportunity to develop a lifelong attachment and relationship with your child, a unique joy and pleasure. Parenthood can help to strengthen the relationship between parents, between parents and grandparents and other family member or supportive friends. Parenthood can provide the opportunity to take part in fun activities and play and to meet other parents and develop new friendships.

2.3 Outline the information and advice provided for new parents by voluntary and statutory services.

There is a lot of advice for new parents. Key information about infant feeding by breast or bottle is available from the NHS as is information about the immunisation programme. Parents are also advised on safer sleep such as placing baby 'feet to foot' in their cot, safer bedding and room temperature. Information on checking toys for safety and safe home conditions such as not smoking in the home is also given to parents.

2.4 Identify local facilities which support parents with young children.

Health visitors are able to offer information and support to parents. Local children's/ family centres provide information, advice, activities and signposting to local charities and organisations. Places of worship and community centres may also provide informal social groups or networks for parents. Parents of older children may gain support from nurseries and schools.

Learning Outcome 3: Know how to make an action plan for being a young parent.

3.1 Give examples of the possible needs of a young parent.

Young parents may need support around housing and finances, appropriate self-care, including for their mental health, and care of their child. Young parents may need support to build their confidence, practical skills and support networks. Young parents may need support as their baby grows to develop parenting strategies and routines.

3.2 Identify short term goals and longer term goals to prepare for

parenthood.

Short term goals to prepare for parenthood include accessing maternity and other health appointments such as dental care for mothers to be, and taking recommended supplements such as folic acid in the first 12 weeks of pregnancy. Depending on the parents' circumstances, they may need help with accessing housing or benefits. Longer term goals include developing a birth plan, acquiring essential items such as a cot or safe place for baby to sleep, means of transport for example a sling, push chair or car seat. Preparation for parenthood could also mean considering how you wish to feed their baby and buying clothing and nappies.

3.3 Give examples of the support that family and friends could offer a young parent.

Family and friends can support a new parent by cooking meals that the parent can eat or store, or by doing some shopping. Friends and family could offer to look after the baby while the parents have a shower or sleep or get some fresh air, or by helping with chores. Family and friends could go out with the parent to offer reassurance and practical support. Friends and family can help by listening to the parent without judgement.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Level 1 - Units from the IT Group

Database Software

Unit Reference	M/505/6387
Level	1
Credit Value	3
Guided Learning	20
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to enter, edit and organise structured information in a database.	1.1. Identify the main components of a database. 1.2. Create a database table for a purpose using specified fields. 1.3. Enter structured data into records to meet requirements. 1.4. Locate and amend data records. 1.5. Respond appropriately to data entry error messages. 1.6. Check data meets requirements, using IT tools and making corrections as necessary.
2. Be able to use database software tools to extract information and produce reports.	2.1 Identify queries which meet information requirements. 2.2 Run simple database queries. 2.3 Identify reports which meet information requirements. 2.4 Generate and print pre-defined database reports.

Supporting Unit Information

Database Software – M/505/6387 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to enter, edit and organise structured information in a database.

1.1 Identify the main components of a database.

Learners should know that a database is either a single large file or a number of files containing data. They should be able to identify the main components e.g. tables, forms, queries and reports.

1.2 Create a database table for a purpose using specified fields.

Learners should create a simple database structure for a specified purpose. They should be able to open and close a database. Create a database table with a specified number of fields that will be common to each record. At this level may have only a limited number of records and fields.

1.3 Enter structured data into records to meet requirements.

Learners should demonstrate that they can add data into records and use a data entry form. Learners should demonstrate that they understand that each field in a database table will contain one specific type of data: text, number, date/time, yes or no.

1.4 Locate and amend data records.

Learners should be able to search a database for a record, be able to edit its contents and check records for accuracy. Learners may use; Sort and filter by ascending, descending, alphabetical and numerical order.

1.5 Respond appropriately to data entry error messages.

Learners should be able to adjust data to fit validation checks such as data type and field size. Learners my seek help from built in assistance, online help or by referring to their peers/ tutors for help and guidance.
1.6 Check data meets requirements, using IT tools and making corrections as necessary.

Learners should make simple checks on data prior to entering it or in cases where data is already entered, checking in situ. Data should be accurate and at this level be free from spelling mistakes. Learners should also check for consistency and accuracy in formats e.g. figures, font sizes and font type.

Learning Outcome 2: Be able to use database software tools to extract information and produce reports.

2.1 Identify queries which meet information requirements.

Learners should demonstrate that they can identify queries that will produce results that provide useful information from a given data set.

2.2 Run simple database queries.

Learners should demonstrate that they can sort data on a given field or a number of fields, filter data based on matching field content and simple keyword searches.

2.3 Identify reports which meet information requirements.

Learners should be able to identify reports with specified information that will meet the intended requirements.

2.4 Generate and print pre-defined database reports.

Learners should be able to generate and print reports given the specific parameters needed to generate the information. Learners should run a database report, change page orientation (portrait or landscape) and print.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Project
- Role play/simulation

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Desktop Publishing Software

Unit Reference	Y/502/4565
Level	1
Credit Value	3
Guided Learning	20
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Select and use appropriate designs and page layouts for publications.	1.1. Identify what types of information are needed. 1.2. Identify what page design and layout will be required. 1.3. Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant. 1.4. Select and use appropriate media for the publication.
2. Input and combine text and other information within publications.	2.1 Input information into publications so that it is ready for editing and formatting. 2.2. Identify copyright constraints on using others' information. 2.3. Organise and combine information of different types or from different sources in line with any copyright constraints. 2.4. Store and retrieve publication files effectively, in line with local guidelines and conventions where available.

3. Use desktop publishing software techniques to edit and format publications.	3.1 Identify what editing and formatting to use for the publication. 3.2 Select and use appropriate techniques to edit publications and format text. 3.3 Manipulate images and graphic elements accurately. 3.4 Control text flow within single and multiple columns and pages. 3.5 Check publications meet needs, using IT tools and making corrections as necessary.

Supporting Unit Information

Desktop Publishing Software – Y/502/4565 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Select and use appropriate designs and page layouts for publications.

1.1 Identify what types of information are needed.

1.2 Identify what page design and layout will be required.

1.3 Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant.

1.4 Select and use appropriate media for the publication.

Learning Outcome 2: Input and combine text and other information within publications.

2.1 Input information into publications so that it is ready for editing and formatting.

2.2 Identify copyright constraints on using others' information.

2.3 Organise and combine information of different types or from different sources in line with any copyright constraints.

2.4 Store and retrieve publication files effectively, in line with local guidelines and conventions where available.

Learning Outcome 3: Use desktop publishing software techniques to edit and format publications.

3.1 Identify what editing and formatting to use for the publication.

3.2 Select and use appropriate techniques to edit publications and format text.

3.3 Manipulate images and graphic elements accurately.
3.4 Control text flow within single and multiple columns and pages.

3.5 Check publications meet needs, using IT tools and making corrections as necessary.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

IT Communication Fundamentals

Unit Reference	Y/502/4291
Level	1
Credit Value	2
Guided Learning	15
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a variety of sources of information to meet needs.	1.1. Use appropriate sources of IT-based and other forms of information to meet needs. 1.2. Identify different features of information. 1.3. Recognise copyright constraints on the use of information
2. Access, search for, select and use Internet-based information and assess its fitness for purpose.	2.1 Access, navigate and search Internet sources of information purposefully and effectively. 2.2 Use appropriate search techniques to locate and select relevant information. 2.3 Outline how the information meets requirements and is fit for purpose.
3. Select and use IT to communicate and exchange information.	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication. 3.2 Use IT tools to maintain an address book and schedule activities.

Supporting Unit Information

IT Communication Fundamentals – Y/502/4291 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a variety of sources of information to meet needs.

1.1 Use appropriate sources of IT-based and other forms of information to meet needs.

Sources of information may include: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, and web based reference sites.

1.2 Identify different features of information.

Features of information: Factual information, opinions, creative work, information that is live or up to date, interactive information, guides and directories.

1.3 Recognise copyright constraints on the use of information.

Learners should be able to recognise copyright constraints © and the effect of this e.g. on music downloads or use of other people's images. Learners must be aware of the need to acknowledge sources of information to avoid plagiarism and may need to seek permissions from the owner of the information.

Learning Outcome 2: Access, search for, select and use Internet-based information and assess its fitness for purpose.

2.1 Access, navigate and search Internet sources of information purposefully and effectively.

Learners must be able to access the internet, navigate and search internet sources. Learners will need to enter web addresses, use a search engine to perform basic searches e.g. using key words, basic Boolean operators (AND, OR, NOT) or advanced search techniques and/or options

an browse, save and use bookmarks.
2.2 Use appropriate search techniques to locate and select relevant information.

Learners must be able to use appropriate search techniques, these may include but are not limited to key words, quotation marks, search within results, operators, 'find' or search tool. Learners must consider the appropriateness and relevance of the information they have found e.g. consider bias and reliability.

2.3 Outline how the information meets requirements and is fit for purpose.

Learners must be able to evaluate information, recognise the intention and authority of provider/ publisher, currency of the information, relevance, accuracy, bias, and level of detail and date of publication / information.

Learning Outcome 3: Select and use IT to communicate and exchange information.

3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication

Learners must be able to use e-mail and other IT based communication. This includes opening their mailbox, reading messages, reply to individuals, reply to all, delete messages and forward messages. They should be able to communicate using from, to, cc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web based reference sites.

3.2 Use IT tools to maintain an address book and schedule activities

Learners must be able to use and maintain an address book and schedule activities. Address book: Add, amend and delete contact entries, contacts list. Schedule activities: Task list, calendar, send and respond to meeting invitations.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Presentation Software

Unit Reference	K/502/4621
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Select and use different slide layouts as appropriate for different types of information. 1.3. Enter information into presentation slides so that it is ready for editing and formatting. 1.4. Identify any constraints which may affect the presentation. 1.5. Combine information of different forms or from different sources for presentations. 1.6. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format slides.	2.1 Identify what slide structure to use. 2.2 Select and use an appropriate template to structure slides. 2.3 Select and use appropriate techniques to edit slides. 2.4 Select and use appropriate techniques to format slides.

3. Prepare slides for presentation to meet needs.	3.1 Identify how to present slides to meet needs and communicate effectively. 3.2 Prepare slides for presentation. 3.3 Check presentation meets needs, using IT tools and making corrections as necessary.

Supporting Unit Information

Presentation Software – K/502/4621 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Input and combine text and other information within presentation slides.

1.1 Identify what types of information are required for the presentation.

Learners must identify a minimum of 3 different types of information. Types of information may include text, numbers, images and videos.

1.2 Select and use different slide layouts as appropriate for different types of information.

Learners should select and use appropriate layouts from slide templates provided to match information used e.g. to separate text and images. Learners must use at least 3 different layouts for different types of information selected in (A/C 1.1).

1.3 Enter information into presentation slides so that it is ready for editing and formatting.

Learners should be able to enter text, graphics or other data tapes into slides, either directly or through the copy and paste function.

1.4 Identify any constraints which may affect the presentation.

Learners should show understanding of legal issues and constraints such as Copyright © and other constraints and legal protection this may include trademarks ™. Learners should have some knowledge and understanding of the implications and consequences of not adhering to these laws e.g. fines and imprisonment. It is good practice for learners to acknowledging sources when using information

1.5 Combine information of different forms or from different sources for presentations.

Learner's presentations should involve at least 3 different types of information and they should be able to source information from different sources e.g. different web sites. It is good practice for learners to acknowledging sources when using information. Combine information e.g. add text and relevant images to a slide.

1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Learners should demonstrate good file management techniques. Learners should be able to save or save as, use an appropriate file name and save them in an appropriate format e.g. *ppt or *pptx and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their presentation to show progress and achievement over time.

Learning Outcome 2: Use presentation software tools to structure, edit and format slides.

2.1 Identify what slide structure to use.

Most presentation software packages have a good array of slide templates available that are ready for learners to use. Learners should identify appropriate slide structures to use for their chosen information, audience and purpose.

2.2 Select and use an appropriate template to structure slides.

Most presentation packages have a good array of templates available that are ready for learners to use. Learners should show that they know how to access them and be able to select appropriate slide structures to suit their presentation.

2.3 Select and use appropriate techniques to edit slides.

Learners should be able to perform basic techniques such as, moving and formatting text; emboldening, underline, word art, front style, font colour or adding bullet points. Learners should also be able to add images and format them appropriately.

2.4 Select and use appropriate techniques to format slides.

Learners should produce slides where the information is easily accessible and suitable for the audience and its purpose to efficiently present information. This may include using bullet lists, text spacing, consistent use of fonts and font and image sizes.

Learning Outcome 3: Prepare slides for presentation to meet needs.

3.1 Identify how to present slides to meet needs and communicate effectively.

Learners need to show understanding in their planning and discussions that they have considered their intended audience and the purpose of the presentation. Learners need to consider the impact of this on elements of the presentation and how it will be presented.

3.2 Prepare slides for presentation.

Learners should prepare their slides for presentation; this may include rehearsing their presentations for timings etc. and seeking feedback from peers or tutors.

3.3 Check presentation meets needs, using IT tools and making corrections as necessary.

Learners need to check their slides for errors. Learners may also consider whether or not they need animations and transition effects as appropriate. Learners should demonstrate some quality checks e.g. using the built in spelling and grammar facilities and checking quality checks such as, making sure images are not distorted and other elements work as expected.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Spreadsheet Software

Unit Reference	A/502/4624
Level	1
Credit Value	3
Guided Learning	20
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a spreadsheet to enter, edit and organise numerical and other data.	1.1. Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs. 1.2. Enter and edit numerical and other data accurately. 1.3. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.
2. Use appropriate formulas and tools to summarise and display spreadsheet information.	2.1 Identify how to summarise and display the required information. 2.2. Use functions and formulas to meet calculation requirements. 2.3. Use spreadsheet tools and techniques to summarise and display information.
3. Select and use appropriate tools and techniques to present spreadsheet information effectively.	3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2 Identify which chart or graph type to use to display information. 3.3 Select and use appropriate tools and techniques to generate, develop and format

	charts and graphs. 3.4 Select and use appropriate page layout to present and print spreadsheet information. 3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary.

Supporting Unit Information

Spreadsheet Software – A/502/4624 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a spreadsheet to enter, edit and organise numerical and other data.

1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs.

1.2 Enter and edit numerical and other data accurately.

1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

Learning Outcome 2: Use appropriate formulas and tools to summarise and display spreadsheet information.

2.1 Identify how to summarise and display the required information.

2.2 Use functions and formulas to meet calculation requirements.

2.3 Use spreadsheet tools and techniques to summarise and display information.

Learning Outcome 3: Select and use appropriate tools and techniques to present spreadsheet information effectively.

3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns.

3.2 Identify which chart or graph type to use to display information.

3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs.

3.4 Select and use appropriate page layout to present and print spreadsheet information.

3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Word Processing Software

Unit Reference	L/502/4627
Level	1
Credit Value	3
Guided Learning	20
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Enter, edit and combine text and other information accurately within word processing documents.	1.1 Identify what types of information are needed in documents. 1.2 Identify what templates are available and when to use them. 1.3 Use keyboard or other input method to enter or insert text and other information. 1.4 Combine information of different types or from different sources into a document. 1.5 Enter information into existing tables, forms and templates. 1.6 Use editing tools to amend document content. 1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available.
2. Structure information within word processing documents.	2.1 Create and modify tables to organise tabular or numeric information. 2.2 Select and apply heading styles to text.

3. Use word processing software tools to format and present documents.	3.1 Identify what formatting to use to enhance presentation of the document. 3.2 Select and use appropriate techniques to format characters and paragraphs. 3.3 Select and use appropriate page layout to present and print documents. 3.4 Check documents meet needs, using IT tools and making corrections as necessary.

Supporting Unit Information

Word Processing Software – L/502/4627 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

LO1, LO2 and LO3 are the key areas of achievement for this unit.

Learning Outcome 1: Enter, edit and combine text and other information accurately within word processing documents.

1.1 Identify what types of information are needed in documents.

Learners must be able to identify what types of information are needed in documents. Types of information might include text or graphic sources, information that is free to use (copyright © free) information that is relevant to the context. There should be some variation across several documents submitted for evidence.

1.2 Identify what templates are available and when to use them.

Learners should identify appropriate templates that are fit for the purpose of the document such as A4 portrait orientation for a covering letter and multi-columns for a news article. Learners may identify templates that are simple and readily available at this level.

1.3 Use keyboard or other input method to enter or insert text and other information.

Learners must demonstrate that they can use safe working practices when using ICT e.g. sitting with good posture, adjusting their chair or monitor and using both hands at the keyboard to enter or insert text. Learners may use the main system menus or icons to copy and paste items, but should also be shown and encouraged to use keyboard shortcuts such as Ctrl + c to copy, Ctrl + x to cut and Ctrl + v to paste.

1.4 Combine information of different types or from different sources into a document.

Learners must demonstrate that they can combine information of different

types or from different sources into a document. Types of information may include text, numbers, images and other graphic elements. Sources may include internet documents, printed material and other word-processed documents.

1.5 Enter information into existing tables, forms and templates.

Learners must be able to enter information into existing tables, forms and templates this may include copying and pasting information and entering text from printed paper based information.

1.6 Use editing tools to amend document content.

Learners should show basic skills in simple editing tools such as select, copy, cut, paste, undo, redo, drag and drop, insert, delete, size and position.

1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available.

Learners should demonstrate good basic file management techniques. Learners should be able to save or save as, use appropriate file names and save documents in an appropriate format e.g. *docx, *doc, *pdf and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their document to show progress and achievement over time.

Learning Outcome 2: Structure information within word processing documents.

2.1 Create and modify tables to organise tabular or numeric information.

Learners must be able to create and modify tables; tables will typically have straightforward structures. At this level complex tables within tables are not required. Tables should be appropriately formatted; learners should be able to align (left, right, centre) tables and the table content.

2.2 Select and apply heading styles to text.

Learners must be able to apply heading styles to text, this includes the use of styles (format - styles), selecting pre-defined styles, modifying styles and creating new styles.

Learning Outcome 3: Use word processing software tools to format and present documents.

3.1 Identify what formatting to use to enhance presentation of the document.

Learners must be able to identify appropriate tools to format and enhance the presentation of a document. Formatting may include; bold, italic and underlining, word art, borders and shading.

3.2 Select and use appropriate techniques to format characters and paragraphs.

Learners must use appropriate techniques to format paragraphs. This may include paragraph alignment, line and paragraph spacing, line spacing and bullets and indentations.

3.3 Select and use appropriate page layout to present and print documents.

Learners should select and use appropriate page layout to present and print documents. Learners should be familiar with the basic need for margins, page numbers, orientation and headers and footers where appropriate. Learners should be familiar with common page orientation for specific documents e.g. a letter or CV should always be in portrait orientation.

3.4 Check documents meet needs, using IT tools and making corrections as necessary.

Learners need to check their documents meet needs and free from errors. Learners should demonstrate some quality checking skills such as; using built in spelling and grammar facilities and visual quality check such as, making sure images are not distorted and text is consistent and proof reading own work. Learners may benefit from seeking feedback from peers and/or tutors if appropriate.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration
- Product evidence

Additional evidence for this unit may include, but is not limited to:

- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Interview/professional discussion
- Internet research / copies of items with relevant knowledge highlighted

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Level 1 - Units from the Optional Group

Acoustic Recording Techniques

Unit Reference	H/504/7122
Level	1
Credit Value	6
Guided Learning	60
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the resources needed for recording a small music ensemble.	1.1. List key resources needed for recording a small music ensemble.
2. Know how to work safely in a recording studio and control room.	2.1 State fundamental issues related to health and safety in the recording studio and control room.
3. Know about microphones.	3.1 Identify the main types of microphones that may be used in music production activity. 3.2 Identify the key features and uses of the main microphone types used in music production activity, for example: • Shape • Construction • Use of phantom power • Directional response.
4. Be able to set up and care for microphones, stands and cables used in music production activity.	4.1 Demonstrate the safe handling and storage of microphones, microphone stands and cables used in music production activity. 4.2 Set up multiple microphones for use in music production activity.

5. Understand the recording process.	5.1 State where instrumentalists should be placed in order to achieve a balanced recording. 5.2 State how room acoustics might make differences to the recording process and plan. 5.3 Outline each stage of a music recording process. 5.4 Outline problems that might occur when recording a music ensemble.
6. Be able to use recording techniques.	6.1 Use techniques to assist in recording a music ensemble.

Supporting Unit Information

Acoustic Recording Techniques – H/504/7122 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the resources needed for recording a small music ensemble.

1.1 List key resources needed for recording a small music ensemble.

Learning Outcome 2: Know how to work safely in a recording studio and control room.

2.1 State fundamental issues related to health and safety in the recording studio and control room.

Learning Outcome 3: Know about microphones.

3.1 Identify the main types of microphones that may be used in music production activity.

3.2 Identify the key features and uses of the main microphone types used in music production activity, for example:

- Shape
- Construction
- Use of phantom power
- Directional response.

Learning Outcome 4: Be able to set up and care for microphones, stands and cables used in music production activity.

4.1 Demonstrate the safe handling and storage of microphones, microphone stands and cables used in music production activity.

4.2 Set up multiple microphones for use in music production activity.

Learning Outcome 5: Understand the recording process.

5.1 State where instrumentalists should be placed in order to achieve

a balanced recording.
5.2 State how room acoustics might make differences to the recording process and plan.

5.3 Outline each stage of a music recording process.

5.4 Outline problems that might occur when recording a music ensemble.

Learning Outcome 6: Be able to use recording techniques.

6.1 Use techniques to assist in recording a music ensemble.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Group discussion
- Production of artefact

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Assist with Maintaining the Health and Wellbeing of Animals

Unit Reference	H/502/5119
Level	1
Credit Value	6
Guided Learning	50
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Assess (visually) the physical state of an animal	1.1 Identify the visual signs of health in animals 1.2 Identify the visual signs of ill health in animals 1.3 Record the health status of animals 1.4 State the procedures, and to whom, the health status of animal should be reported • routine • animal is sick or injured 1.5 State the records to be kept to help maintain the health of animals 1.6 List signs of stress or pain in an animal
2. Administer preventative care to animals.	2.1 Administer preventative care to animals. 2.2 Check animals for signs of ecto-parasites. 2.3 Restrain animals for preventative care. 2.4 Work in a way which complies with health and safety legislation, including PPE.

	2.5 List the routes for administering preventative care. 2.6 State how to dispose of waste. 2.7 State the importance of following instructions and reporting damaged/faulty equipment
3.	3.1. Assist in an animal emergency situation. 3.2. Identify the visual signs of an animal emergency. 3.3. Identify and report potential hazards 3.4. Identify the correct location of safety equipment. 3.5. State the procedures, and the importance of following procedures, in the event of: • Fire. • sick/injured animals. • escaped animal. 3.6. State the procedure to follow if there are potential hazards or damaged equipment. 3.7. Identify the location of both human and animal emergency and safety equipment. 3.8. State how to ensure health, safety and wellbeing to self, others and animals when dealing with animal emergencies.

Supporting Unit Information

Assist with Maintaining the Health and Wellbeing of Animals – H/502/5119 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Assess (visually) the physical state of an animal

1.1 Identify the visual signs of health in animals

1.2 Identify the visual signs of ill health in animals

1.3 Record the health status of animals

1.4 State the procedures, and to whom, the health status of animal should be reported

1.5 State the records to be kept to help maintain the health of animals

1.6 List signs of stress or pain in an animal

Learning Outcome 2: Administer preventative care to animals.

2.1 Administer preventative care to animals.

2.2 Check animals for signs of ecto-parasites.

2.3 Restrain animals for preventative care.

2.4 Work in a way which complies with health and safety legislation, including PPE.

2.5 List the routes for administering preventative care.

2.6 State how to dispose of waste.

2.7 State the importance of following instructions and reporting damaged/faulty equipment.

Learning Outcome 3: Deal with different potential animal emergency situations.

3.1 Assist in an animal emergency situation.

3.2. Identify the visual signs of an animal emergency.

3.3. Identify and report potential hazards

3.4. Identify the correct location of safety equipment.

3.5. State the procedures, and the importance of following procedures, in the event of:

- Fire.
- sick/injured animals.
- escaped animal.

3.6. State the procedure to follow if there are potential hazards or damaged equipment.

3.7. Identify the location of both human and animal emergency and safety equipment.

3.8. State how to ensure health, safety and wellbeing to self, others and animals when dealing with animal emergencies.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Backstage Theatre Skills

Unit Reference	Y/504/7974
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about backstage roles.	1.1. Identify backstage roles. 1.2. Describe ways in which different backstage roles support a performing arts production or performance.
2. Be able to work backstage safely.	2.1 Outline health and safety rules for backstage theatre work. 2.2 Demonstrate safe practice when working backstage.
3. Know specialist terminology relating to backstage work.	3.1 Give examples of backstage technical words and expressions, including their definitions. 3.2 State why it is important to use and understand specialist terminology when working backstage.
4. Be able to use technical skills backstage.	4.1 Apply technical skills to agreed backstage tasks relating to one of • Stage properties and sets • Wardrobe • Lighting • Sound and special effects.

5. Be able to assess own technical theatre skills.	5.1	Describe which technical theatre skills they deployed effectively when carrying out backstage tasks.
	5.2	Identify skills which need improving.

Supporting Unit Information

Backstage Theatre Skills – Y/504/7974 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about backstage roles.

1.1 Identify backstage roles.

1.2 Describe ways in which different backstage roles support a performing arts production or performance.

Learning Outcome 2: Be able to work backstage safely.

2.1 Outline health and safety rules for backstage theatre work.

2.2 Demonstrate safe practice when working backstage.

Learning Outcome 3: Know specialist terminology relating to backstage work.

3.1 Give examples of backstage technical words and expressions, including their definitions.

3.2 State why it is important to use and understand specialist terminology when working backstage.

Learning Outcome 4: Be able to use technical skills backstage.

4.1 Apply technical skills to agreed backstage tasks relating to one of
- Stage properties and sets
- Wardrobe
- Lighting
- Sound and special effects.

Learning Outcome 5: Be able to assess own technical theatre skills.

5.1 Describe which technical theatre skills they deployed effectively

when carrying out backstage tasks.
5.2 Identify skills which need improving.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Project
- Role play/simulation
- Performance/exhibition

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Bricklaying Tools, Equipment and Materials

Unit Reference	F/505/0741
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has 6 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify commonly used materials and equipment used for bricklaying.	1.1. Identify materials used in bricklaying. 1.2. Identify bricklaying tools and items of equipment.
2. Be able to stack and store materials.	2.1 Handle materials correctly. 2.2 Correctly store materials. 2.3 Follow manual handling procedures when lifting and carrying materials.
3. Be able to use access equipment.	3.1 Identify items of access equipment. 3.2 Assist in positioning equipment. 3.3 Assist in erecting equipment. 3.4 Dismantle access equipment.
4. Be able to use a brick trowel.	4.1 Roll and spread the mortar. 4.2 Prepare a mortar bed. 4.3 Place a cross joint on a brick head. 4.4 Cut off the surplus mortar.

	4.5 Handle the trowel safely.
5. Be able to re-point an area of brickwork.	5.1 Use a given finish. 5.2 Prepare the joint. 5.3 Fill the joint. 5.4 Cut/brush off mortar rags with a minimum of smearing to the face brickwork.
6. Be able to measure, cut and level bricks.	6.1 Use a tape measure to accurately measure brickwork. 6.2 Use a hammer and chisel to cut a brick to a given size. 6.3 Use a spirit level to level the brick on a mortar bed

Supporting Unit Information

Bricklaying Tools, Equipment and Materials – F/505/0741 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify commonly used materials and equipment used for bricklaying.

1.1 Identify materials used in bricklaying.

1.2 Identify bricklaying tools and items of equipment.

Learning Outcome 2: Be able to stack and store materials.

2.1 Handle materials correctly.

2.2 Correctly store materials.

2.3 Follow manual handling procedures when lifting and carrying materials.

Learning Outcome 3: Be able to use access equipment.

3.1 Identify items of access equipment.

3.2 Assist in positioning equipment.

3.3 Assist in erecting equipment.

3.4 Dismantle access equipment.

Learning Outcome 4: Be able to use a brick trowel.

4.1 Roll and spread the mortar.

4.2 Prepare a mortar bed.

4.3 Place a cross joint on a brick head.

4.4 Cut off the surplus mortar.
4.5 Handle the trowel safely.

Learning Outcome 5: Be able to re-point an area of brickwork.

5.1 Use a given finish.

5.2 Prepare the joint.

5.3 Fill the joint.

5.4 Cut/brush off mortar rags with a minimum of smearing to the face brickwork.

Learning Outcome 6: Be able to measure, cut and level bricks.

6.1 Use a tape measure to accurately measure brickwork.

6.4 Use a hammer and chisel to cut a brick to a given size.

6.5 Use a spirit level to level the brick on a mortar bed

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Business Communication

Unit Reference	H/504/9369
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about forms of communication	1.1. Identify forms of communication which take place in an average day 1.2. Identify how to choose the right communication method 1.3. List examples of effective communication 1.4. List examples of ineffective communication
2. Be able to identify behaviour in teams	2.1 Identify individual behaviours in a team 2.2 Identify group behaviours in a team
3. Know about the benefits of effective communication	3.1 Outline the measurable benefits of effective communication

Supporting Unit Information

Business Communication – H/504/9369 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about forms of communication.

1.1 Identify forms of communication which take place in an average day.

There are many different forms of communication in Business today. These can be between individuals in a team, mangers to staff, and staff to managers, internal and external to the business. Communication can take place in many different formats, these will depend on the needs of the business and the confidentiality of the information.

1.2 Identify how to choose the right communication method.

Choosing the right form of communication will depend on who it is you are communicating with and the expectations of both the company and recipient.

- Formal
- Informal
- Internal
- External
- Written
- Verbal – face-to-face and telephone
- Electronic
- Paper
- Media – TV, radio, social networks, newspapers
- Group and one-to-one

1.3 List examples of effective communication.

Effective communication is when one party sends a message that is easily understood by the receiving party.

1.4 List examples of ineffective communication.

Language differences can often affect communication. If you as a sender speak a different language to the recipient, there is a high chance that the communication will fail. I

Ineffective communication can cause problems and delay outcomes.

Learning Outcome 2: Be able to identify behaviour in teams.

2.1 Identify individual behaviours in a team.

Individual behaviour is a mix of responses from internal and external motivations. It is about how a person reacts in different situations and the way that someone expresses emotions such as anger and happiness. They come from a persons' values, personality, perception and attitude. Individual behaviours need to be considered for a team to work effectively. One example of individual behaviour in a team is that of a person who attacks and devalues ideas; commonly known as an aggressor.

2.2 Identify group behaviours in a team.

Team behaviour can be either formal or informal. For teams to be effective they need to have different capabilities in them and designated roles around these; for example one role could be an initiator, a person who proposes, suggests and defines.

Learning Outcome 3: Know about the benefits of effective communication.

3.1 Outline the measurable benefits of effective communication.

Effective communication can increase:

- Productivity
- Employee satisfaction
- Customer satisfaction

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Group discussion
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Career Planning

Unit Reference	M/504/8645
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know own strengths, qualities, skills and abilities.	1.1. Give an example of each own strengths, qualities, skills and abilities. 1.2. Identify an area of weakness. 1.3. State why this area of weakness needs to be improved.
2. Know where to find sources of information, advice and guidance for career planning.	2.1 Identify sources of help or information in relation to career planning. 2.2 Identify a source of relevant information for own career planning.
3. Understand how own abilities relate to progression opportunities.	3.1 Identify different progression opportunities. 3.2 Outline how own attributes relate to the requirements of each opportunity.
4. Know how to plan for transition to the next stage of education, training or work.	4.1 Produce a simple career action plan. 4.2 Produce an application to the next stage of own education, training or work.

Supporting Unit Information

Career Planning – M/504/8645 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know own strengths, qualities, skills and abilities.

1.1 Give an example of each own strengths, qualities, skills and abilities.

Encourage learners to identify strengths, qualities, skills and abilities that can be evidenced from all areas of their life, including hobbies and home life. The learner should be able to explain why they have chosen each one and it is likely that some words will overlap the four areas. Only one example of each is required.

- 'Strengths' might include: determination, friendliness, flexibility
- 'Qualities' might include: sticking to own beliefs and values, honesty, work ethic
- 'Skills' might include cooking, crochet, bicycle maintenance, video recording, blogging
- 'Abilities' might include speaking and listening, studying or working to deadlines, following instructions

1.2 Identify an area of weakness.

'Area of weakness' should be something that the learner can improve on themselves, rather than, e.g., a lack of work experience or qualifications. Weaknesses might include: time keeping or time management; procrastination (putting things off rather than doing them now); not listening to instructions; weaknesses in communication skills such as interrupting.

1.3 State why this area of weakness needs to be improved.

The learner must explain the impact of this weakness on their potential growth in education, work or training. For instance, a weakness in time keeping might mean they are unable to show up for work or college on

time. Procrastination might mean that they don't do study assignments before the deadline.

Learning Outcome 2: Know where to find sources of information, advice and guidance for career planning.

2.1 Identify sources of help or information in relation to career planning.

'Sources of help or information' might include the Careers Service, school, colleges, training providers, employers, and personal contacts. A number of sources should be listed, along with the particular area of career planning that they can support.

2.2 Identify a source of relevant information for own career planning.

The 'source of relevant information' will be chosen from the list in AC2.1 and the learner should explain why they chose this source. This might be more relevant after activities in LO3.

Learning Outcome 3: Understand how own abilities relate to progression opportunities.

3.1 Identify different progression opportunities.

Having used the sources in AC2.1 to get information, advice and guidance about progression opportunities, the learner should outline each relevant route.

3.2 Outline how own attributes relate to the requirements of each opportunity.

The learner should map their attributes (AC1.1) to the opportunities chosen in AC3.1.

Learning Outcome 4: Know how to plan for transition to the next stage of education, training or work.

4.1 Produce a simple career action plan.

A 'simple career plan' will identify the goal – the preferred career – and steps to get there, which may be education, training or progression through employment.

4.2 Produce an application to the next stage of own education, training or work.

Identifying the next step through their career plan (AC4.1), the learner completes an application. This might be a registration form, a CV, a job application, etc. There is no requirement for the application to be submitted.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

For this Unit, it is important that teachers know local sources of careers guidance, information and advice as well as opportunities for progression. Career action plan templates are available online. Employment agency Reed has a section on their website that might be helpful. [https://www.reed.co.uk/career-advice/how-to-make-a-career-plan/]

It is important to note that this Unit is closely related to Units at levels 2 and 3. Attention must be paid to the verbs used in Assessment Criteria to ensure that learners are working at the correct level.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.
All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Carpentry Hand Skills

Unit Reference	R/505/0310
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about hand tools used in carpentry.	1.1. Identify basic hand tools used in carpentry. 1.2. State the use of basic hand tools used in carpentry. 1.3. Indicate the condition of tools before use.
2. Be able to use face and edge marks.	2.1 Demonstrate how to use face and edge marks. 2.2 Indicate why face and edge marks are used in carpentry.
3. Be able to saw to a line.	3.1 Mark timber square. 3.2 Saw timber square to a line. 3.3 Mark to a given angle. 3.4 Saw timber square to a given angle.
4. Be able to plane timber.	4.1 Identify a plane for a given task. 4.2 Set a plane for use. 4.3 Plane timber flat.

5. Be able to use a chisel.	5.1 Mark out the timber working from the face and edge. 5.2 Saw down to the required depth. 5.3 Remove the timber with the chisel.

Supporting Unit Information

Carpentry Hand Skills – R/505/0310 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about hand tools used in carpentry.

1.1 Identify basic hand tools used in carpentry.

1.2 State the use of basic hand tools used in carpentry.

1.3 Indicate the condition of tools before use.

Learning Outcome 2: Be able to use face and edge marks.

2.1 Demonstrate how to use face and edge marks.

2.2 Indicate why face and edge marks are used in carpentry.

Learning Outcome 3: Be able to saw to a line.

3.1 Mark timber square.

3.2 Saw timber square to a line.

3.3 Mark to a given angle.

3.4 Saw timber square to a given angle.

Learning Outcome 4: Be able to plane timber.

4.1 Identify a plane for a given task.

4.2 Set a plane for use.

4.3 Plane timber flat.

Learning Outcome 5: Be able to use a chisel.

5.1 Mark out the timber working from the face and edge.
5.2 Saw down to the required depth.

5.3 Remove the timber with the chisel.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony
- Examination of products of work

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Child Development 0-3 Years

Unit Reference	L/505/1570
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the development of children from 0-3 years	1.1. Create a chart illustrating the physical development of a baby 0-1 years. 1.2. Select and examine toys suitable for a child: a) 0-6 months b) 6-12 months 1.3. Suggest how you would use the toys examined with a child. 1.4. Select play materials that will encourage the development of a child 1 – 3 years old.
2. Know about different kinds of childcare provision	2.1 Outline different types of childcare provision.
3. Know the need for a safe environment	3.1 Identify a variety of safety products for children 0-3 years. 3.2 State how the products identified contribute to developing a safe environment.

Supporting Unit Information

Child Development 0-3 Years – L/505/1570 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the development of children from 0-3 years.

1.1 Create a chart illustrating the physical development of a baby 0-1 years.

A chart illustrating the physical development of a baby aged 0-1 years would include topics such as physical growth, for example weight, length and head circumference, developments which can be observed in vision and hearing such as focusing on and tracking objects, recognising voices and own name. Indicators such as smiling, waving, copying movements and facial expressions could be included, and milestones such as holding own head, rolling , finding own feet/ hands, grasping and manipulating objects, sitting with/ without support, crawling, pulling up, walking, growing teeth and showing readiness to wean on to solids.

1.2 Select and examine toys suitable for a child:

a) 0-6 months
Toys for a baby 0-6 months include tactile and soft toys. Bright and contrasting colours and those with clear faces will help vision to develop. Toys which make noises such as rattles are stimulating to babies of this age. Toys which encourage tummy time such as baby gyms will support physical development and brightly coloured cloth books will encourage early literacy and promote parental involvement. Toys should be clean and soft and have no sharp edges or loose components.

b) 6-12 months
Baby's at 6-12 months are starting to understand they have an effect on the world around them and will enjoy toys such as pop up toys, simple musical instruments, press to spin, bath time and outdoor toys where they can see their own effects. Baby's at this age are also starting to develop their personal social and emotional knowledge and will enjoy caring for teddies and dolls, and playing with toys which imitate life

around them.

Sorting and stacking toys will be interesting for this age group and will help with their understanding of shapes and colours. Push along toys such as trolleys can help babies who are beginning to walk. Sturdy card books with bright clear picture will encourage a love of stories and literacy and provide the opportunity for babies to learn how to turn the page. Toys should be of an appropriate size and weight, have no sharp edges or loose/ worn parts. Toys should be washed/ cleaned regularly and inspected for damage. In the UK toys carry various quality assurance labels which can be used to check for safety and age appropriateness.

1.3 Suggest how you would use the toys examined with a child.

Brightly coloured toys can be held close to baby's face to help them to focus and then move slowly from side to side while baby tracks the toys. A rattle can be gently used to encourage baby to turn towards the noise. When using a baby gym for tummy time, stay with the baby. It is helpful to play with other toys with baby and remember baby may only tolerate short periods of tummy time at first. Read to your baby and let your baby explore the cloth books however they wish this for example waving it or even chewing. Always talk to your baby and congratulate their achievements.

Older babies at 6-12 months will enjoy taking turns with toys and copying the adult. Adults can show babies how to play with toys for example by placing blocks grouped together in colours or building a tower then giving baby a turn to so the same. Talking to the baby and lots of repetition for example naming colours or counting blocks will support communication and mathematical development, while hiding and then showing a toy will help baby to understand that it is not gone forever.

1.4 Select play materials that will encourage the development of a child 1 – 3 years old.

Play materials for children aged 1-3 years could include paint, play dough, clay, simple crafts such as cutting (child safe scissors!) and sticking, dressing up clothes, chunky puzzles and books.

Learning Outcome 2: Know about different kinds of childcare provision.

2.1 Outline different types of childcare provision.

Different types of child care include nurseries which can be private, run by the local authority or attached to an organisation such as a college or

university. Babies and children are taken to nursery each day and are cared for with other children by staff members.
Childminders are another type of childcare. Childminding takes place in the childminders own home and due to ratio there tend to be fewer children at this type of provision. Childminders, like nurseries, are registered with Ofsted.

Nannies are employed by a parent/ family to look after children at the child's home address and only have charge of the children within the family.

Learning Outcome 3: Know the need for a safe environment.

3.1 Identify a variety of safety products for children 0-3 years.

Safety devices include safety gates, stair gates, baby monitors, socket covers fireguards and cupboard locks.

3.2 State how the products identified contribute to developing a safe environment.

Devices such as safety and stair gates create a physical barrier to prevent a baby or small child entering a room or area, or to keep them in a desired room. Devices can be used to prevent harm caused through touching electric sockets or from gaining access to harmful household substances such as cleaning fluids. Baby monitors ensure caregivers are alert to the noises their baby is making from another room and are able to respond to any sounds of distress or unusual/ unexpected sounds.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Constructing a Half Brick Wall using Bricklaying Skills

Unit Reference	F/504/8522
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use a range of hand tools used for constructing half brick wide walls.	1.1. Choose and use relevant hand tools and equipment safely for a set task. 1.2. Handle tools correctly. 1.3. Clean, maintain and store tools safely.
2. Be able to demonstrate relevant skills and techniques used in constructing half brick wide walls.	2.1 Apply basic trowel skills, for example, bed preparation, application of cross joint. 2.2 Make neat and tidy cuts using lump hammer and bolster chisel to produce, for example a half brick. 2.3 Produce a mortar joint finish, for example, half round flush.
3. Understand the purpose of planning, organising and setting out a workstation.	3.1 State the need for planning, organising and setting out materials for a work area.

4. Be able to construct a half brick wall in stretcher bond.	4.1 Follow task instructions to complete a half brick wide wall. 4.2 Construct a wall in half brick wide walling, for example, straight, return, piers, stopped end return corner. 4.3 Set out, dry bond, gauge, level, plumb, line jointing finish to acceptable standards and tolerances.

Supporting Unit Information

Constructing a Half Brick Wall using Bricklaying Skills – F/504/8522 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to use a range of hand tools used for constructing half brick wide walls.

1.1 Choose and use relevant hand tools and equipment safely for a set task.

1.2 Handle tools correctly.

1.3 Clean, maintain and store tools safely.

Learning Outcome 2: Be able to demonstrate relevant skills and techniques used in constructing half brick wide walls.

2.1 Apply basic trowel skills, for example, bed preparation, application of cross joint.

2.2 Make neat and tidy cuts using lump hammer and bolster chisel to produce, for example a half brick.

2.3 Produce a mortar joint finish, for example, half round flush.

Learning Outcome 3: Understand the purpose of planning, organising and setting out a workstation.

3.1 State the need for planning, organising and setting out materials for a work area.

Learning Outcome 4: Be able to construct a half brick wall in stretcher bond.

4.1 Follow task instructions to complete a half brick wide wall.

4.2 Construct a wall in half brick wide walling, for example, straight,

return, piers, stopped end return corner.
4.3 Set out, dry bond, gauge, level, plumb, line jointing finish to acceptable standards and tolerances.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Project

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Craft Activities with Children and Young People

Unit Reference	M/505/1576
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the uses of craft activities	1.1. State reasons for using craft activities with a child/young person. 1.2. Identify some of the factors to be taken into account when choosing activities.
2. Know how to select craft techniques to use with a child/young person	2.1 Identify age appropriate techniques for a given child/young person. 2.2 Identify age inappropriate techniques for a given child/young person. 2.3 Explain the reasons for the appropriateness/inappropriateness of the techniques identified.

3. Be able to organise a craft activity with a child/young person	3.1 Choose a craft activity for the child/young person. 3.2 Plan how to carry out the activity. 3.3 Carry out a review of the safety implications for a given craft activity with a child/young person. 3.4 Incorporate safety aspects in the practical production of the activity. 3.5 Carry out the activity. 3.6 Reflect on the appropriateness of the chosen activity.

Supporting Unit Information

Craft Activities with Children and Young People – M/505/1576 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the uses of craft activities.

1.1 State reasons for using craft activities with a child/young person.

Crafts are enjoyable and creative activities. They offer children and young people the opportunity to explore different colours, shapes, materials, textures and techniques. Crafts encourage children and young people to use their imagination to create something new. They will have the chance to learn new words and methods of working, developing their skills and language.

1.2 Identify some of the factors to be taken into account when choosing activities.

When choosing a craft activity you should consider the preference, age, and development of the child or young person, and take any additional needs into account. You should also think about the time and other resources you have available. Any activities you choose should be safe for the child or young person to take part in, and should allow them the opportunity to work reasonably independently.

Learning Outcome 2: Know how to select craft techniques to use with a child/young person.

2.1 Identify age appropriate techniques for a given child/young person.

Sewing a pre formed glove puppet would be appropriate for an infant school age child. There are many designs available so the child would be able to choose one they liked. The materials are pre- cut and holes punched around the edge of the fabric, a large plastic needle and thick thread enable the child to practice and achieve threading the needle. They can learn how to stitch the material either by sewing in and out of the holes, or looping over. The child can then choose to apply extra details to the puppet, for example distinctive or facial features using other

methods such as using fabric pens or glue.
2.2 Identify age inappropriate techniques for a given child/young person.

It would not be appropriate to choose a sewing or embroidery activity for an infant school age child that requires them to use very thick or delicate materials, or complicated techniques. It is not appropriate to choose crafts where the child or young person will struggle to achieve any progress or risks injury during the activity.

2.3 Explain the reasons for the appropriateness/inappropriateness of the techniques identified.

The sewing activity in 2.1 is appropriate because the child can make lots of choices about what they are doing. The child would have an idea of the end product they were working toward. The materials provided allow the child to work independently, with minimal support. For example, you may need to demonstrate how to thread the needle and to do stitches initially, but the child will be able to copy what they have seen as the needle is large enough for them to manipulate. The material and thread are robust enough not to tear or snap causing frustration. The child is able to feel satisfaction in their own work, enjoying developing their skills.

The activity identified in 2.2 would be inappropriate for this age group as they would not know what was expected of them from the start. They are not likely to have developed their fine motor skills enough at this age to thread a needle or to have the patience to learn intricate stitching methods. The thread and material would be difficult for them to use without damaging the material or hurting them self. The amount of time needed in such a project to see any results would also be frustrating for a child of this age.

Learning Outcome 3: Be able to organise a craft activity with a child/young person.

3.1 Choose a craft activity for the child/young person.

Make bead jewellery with 4 year old child.

3.2 Plan how to carry out the activity.

We will carry out the activity at home, at the table. There will be a large selection of beads of different colours, shapes and designs. I will provide pens and paper and offer the child the option to draw their design first. There will be a pair of scissors and spool of thread available. I will explain that we are going to make some jewellery and ask what they would like to make. I will show the child the thread and allow them to choose how

much they think they will need and to cut the length. I will let the child choose the beads they want to use and support them to thread and tie off if needed.

3.3 Carry out a review of the safety implications for a given craft activity with a child/young person.

The chosen activity is safe and appropriate for a child of typical development at this age. The potential risks are choking on beads. At 4 years old, the child will be less likely to be exploring with their mouth but may still need monitoring, or scissor injury.

3.4 Incorporate safety aspects in the practical production of the activity.

I will stay with the child at all times and make sure they do not put beads in their mouth, discouraging them if they do. I will talk to the child about using scissors safely and supervise use of scissors. If I need to leave the child unexpectedly, I will take the scissors with me.

3.5 Carry out the activity.

We carried out the activity and made two bracelets and a necklace. It was the first time the child had done this activity and did not want to draw their plan first, which was fine. The child enjoyed the action of threading the beads, and has asked to do this activity again, as they want to make another item as a gift.

3.6 Reflect on the appropriateness of the chosen activity.

I believe this was an appropriate activity for this child because they enjoy quiet, indoor activities. They enjoy exploring shape and colour which the beads provided and they were able to quite quickly master threading the beads. They made three items they were very proud of in the time we had available.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Creative Writing Skills

Unit Reference	M/505/0881
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the differences between fiction and non-fiction.	1.1. Identify examples of fiction. 1.2. Identify examples of non-fiction. 1.3. List the key differences.
2. Be able to use personal experience as a source for creative writing.	2.1 Identify personal events that might be used as a basis for creative writing. 2.2 Write a short piece based on a personal event.
3. Be able to use stimuli as a basis for creative writing.	3.1 List stimuli which could be used as a basis for a piece of creative writing. 3.2 Write a short piece using one of the stimuli identified.
4. Know how to develop work in progress.	4.1 Produce a plan for a short piece of writing. 4.2 Produce a first draft 4.3 Re-draft the piece as a result of feedback. 4.4 Comment on the importance of re-drafting.

5. Know the importance of choosing a particular reading audience.	5.1 Identify an appropriate audience for a short piece of writing. 5.2 State why the audience is appropriate.
6. Be able to reflect on own work.	6.1 Comment on own work. 6.2 Identify areas for development following feedback.

Supporting Unit Information

Creative Writing Skills – M/505/0881 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the differences between fiction and non-fiction.

1.1 Identify examples of fiction.

1.2 Identify examples of non-fiction.

1.3 List the key differences.

Learning Outcome 2: Be able to use personal experience as a source for creative writing.

2.1 Identify personal events that might be used as a basis for creative writing.

2.2 Write a short piece based on a personal event.

Learning Outcome 3: Be able to use stimuli as a basis for creative writing.

3.1 List stimuli which could be used as a basis for a piece of creative writing.

3.2 Write a short piece using one of the stimuli identified.

Learning Outcome 4: Know how to develop work in progress.

4.1 Produce a plan for a short piece of writing.

4.2 Produce a first draft

4.3 Re-draft the piece as a result of feedback.

4.4 Comment on the importance of re-drafting.

Learning Outcome 5: Know the importance of choosing a particular reading audience.

5.1 Identify an appropriate audience for a short piece of writing.

5.2 State why the audience is appropriate.

Learning Outcome 6: Be able to reflect on own work.

6.1 Comment on own work.

6.2 Identify areas for development following feedback.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Group discussion
- Production of artefact

All evidence must be clearly signposted and made available for the external moderator upon request.
All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Cultivating Herbs

Unit Reference	Y/504/9241
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the use of herbs.	1.1. Identify plants from the onion family. 1.2. State their medicinal or culinary use. 1.3. Identify plants from the mint family. 1.4. State their medicinal or culinary use. 1.5. Identify plants from the thyme or sage family. 1.6. State their medicinal or culinary use.
2. Know about the factors to be considered in selecting herbs for a particular site.	2.1 Identify the characteristics of different herbs. 2.2 Identify what different herbs need to grow well. 2.3 Identify the container and location most suited to selected herbs.
3. Be able to cultivate herbs.	3.1 Grow a member of the onion family from seeds or bulbs. 3.2 Grow a member of the mint family from seeds or cuttings. 3.3 Grow a member of the thyme or sage family from seeds or cuttings.

Supporting Unit Information

Cultivating Herbs – Y/504/9241 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the use of herbs.

1.1 Identify plants from the onion family.

1.2 State their medicinal or culinary use.

1.3 Identify plants from the mint family.

1.4 State their medicinal or culinary use.

1.5 Identify plants from the thyme or sage family.

1.6 State their medicinal or culinary use.

Learning Outcome 2: Know about the factors to be considered in selecting herbs for a particular site.

2.1 Identify the characteristics of different herbs.

2.2 Identify what different herbs need to grow well.

2.3 Identify the container and location most suited to selected herbs.

Learning Outcome 3: Be able to cultivate herbs.

3.1 Grow a member of the onion family from seeds or bulbs.

3.2 Grow a member of the mint family from seeds or cuttings.

3.3 Grow a member of the thyme or sage family from seeds or cuttings.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Customer Service

Unit Reference	T/504/8727
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the benefits to an organisation of good customer service.	1.1. Outline reasons why good customer service is important for an organisation. 1.2. Identify examples of good practice in customer service.
2. Know about the possible consequences of poor customer service.	2.1 Outline how poor customer service can impact on: (a) the organisation (b) customers (c) staff.
3. Know about the value of giving customers a positive first impression of an organisation.	3.1 Outline why it is important to make a positive first impression on customers. 3.2 Give examples of how to create a positive first impression when communicating with customers: (a) face to face (b) on the telephone (c) in writing
4. Know about verbal and non-verbal interaction with customers.	4.1 Identify appropriate and inappropriate ways of communicating verbally with customers. 4.2 Give examples of types of non-verbal communication.

5. Know how to respect customer needs.	5.1 Outline why it is important to maintain customer confidentiality. 5.2 Outline ways in which they can respect individual customer needs.
6. Know how to deal with customer complaints.	6.1 List the types of complaints that are commonly made by customers. 6.1 Identify appropriate people that need to be informed in response to a customer complaint. 6.2 Identify the details of a customer's complaint that need to be recorded. 6.3 Give examples of positive ways of dealing with customer complaints.

Supporting Unit Information

Customer Service – T/504/8727 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the benefits to an organisation of good customer service.

1.1 Outline reasons why good customer service is important for an organisation.

1.2 Identify examples of good practice in customer service.

Learning Outcome 2: Know about the possible consequences of poor customer service.

2.1 Outline how poor customer service can impact on:
- (a) the organisation
- (b) customers
- (c) staff

Learning Outcome 3: Know about the value of giving customers a positive first impression of an organisation.

3.1 Outline why it is important to make a positive first impression on customers.

3.2 Give examples of how to create a positive first impression when communicating with customers:
- (a) face to face
- (b) on the telephone
- (c) in writing

Learning Outcome 4: Know about verbal and non-verbal interaction with customers.

4.1 Identify appropriate and inappropriate ways of communicating verbally with customers.

4.2 Give examples of types of non-verbal communication.

Learning Outcome 5: Know how to respect customer needs.

5.1 Outline why it is important to maintain customer confidentiality.

5.2 Outline ways in which they can respect individual customer needs.

Learning Outcome 6: Know how to deal with customer complaints.

6.1 List the types of complaints that are commonly made by customers.

6.4 Identify appropriate people that need to be informed in response to a customer complaint.

6.5 Identify the details of a customer's complaint that need to be recorded.

6.6 Give examples of positive ways of dealing with customer complaints.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Customer Service in the Hospitality Industry

Unit Reference	A/507/9901
Level	1
Credit Value	3
Guided Learning	20
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the benefits of good customer service.	1.1. Outline what good customer service is. 1.2. State the benefits of good customer service. 1.3. Give examples of good customer service for different customer groups within the industry.
2. Be able to communicate with customers in the hospitality environment.	2.1 Identify the benefits of good communication. 2.2. State how to deal with routine customer needs. 2.3. Communicate positively in a hospitality environment (to include verbal and non-verbal communication).
3. Know the importance of good personal presentation.	3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment. 3.2 Identify different dress codes for roles in a hospitality environment.

Supporting Unit Information

Customer Service in the Hospitality Industry – A/507/9901 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the benefits of good customer service.

1.1 Outline what good customer service is.

1.2 State the benefits of good customer service.

1.3 Give examples of good customer service for different customer groups within the industry.

Learning Outcome 2: Be able to communicate with customers in the hospitality environment.

2.1 Identify the benefits of good communication.

2.2 State how to deal with routine customer needs.

2.3 Communicate positively in a hospitality environment (to include verbal and non- verbal communication).

Learning Outcome 3: Know the importance of good personal presentation.

3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment.

3.2 Identify different dress codes for roles in a hospitality environment.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Language and Communication Skills in Children

Unit Reference	T/505/1577
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how children develop language and communication skills.	1.1. State key elements of language and communication development in children. 1.2. Identify ways that language and communication skills can be developed in children.
2. Know about the links between language and communication skills.	2.1 Identify links between language and communication skills. 2.2 Give an example of how to promote a child's communication skills.
3. Know the role of adults in promoting language skills.	3.1 Identify the ways adults can promote language skills development in children 3.2 Identify the language needs of children in respect of: a) culture b) religion c) special educational needs

Supporting Unit Information

Developing Language and Communication Skills in Children – T/505/1577 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know how children develop language and communication skills.

1.1 State key elements of language and communication development in children.

Key elements to include and not limited to verbal language non-verbal communication e.g. body language, eye contact. Split into age ranges to identify key elements from birth -11yrs.
0-1y – 0-6months cooing, 6-9months babies blend vowels together e.g. ba, ma. 9-12months babies repeat the same sounds and respond to around 15 words.by 18months toddlers are putting together 2 words. 2-3yrs – 300-440 words spoken, and sentences increase, 3-5yrs – sentences become longer and vocabulary increases.,5-8yrs – language becomes clearer,8-11yrs fluent in the language and able to get their point across.

1.2 Identify ways that language and communication skills can be developed in children.

These are developed from birth and include facial expressions, positive body language, speaking and listening. Positive interactions with adults develop receptive and expressive language. Reading books, singing songs and rhymes through play activities.

Learning Outcome 2: Know about the links between language and communication skills.

2.1 Identify links between language and communication skills.

Communication is using and understanding body language and facial expression which are used when people speak. It is about knowing how to take turns and listen when having a conversation with someone without

this the conversation would not flow or be constructive. Language is using words to explain what you mean, it is joining words together to make sentences, conversations and stories. The 2 link together to ensure we understand each other.

2.2 Give an example of how to promote a child's communication skills.

Showing positive body language, giving eye contact, taking turns when having a conversation. Showing positive behaviours both verbally and through expression will promote communication skills.

Learning Outcome 3: Know the role of adults in promoting language skills.

3.1 Identify the ways adults can promote language skills development in children.

This should include play activities such as role play, messy play, stories and songs and rhymes, displays in the setting (signs posters), circle time, interactions and engaging with peers and adults, books, games. Responding positively to children's speech and vocalisation. Using rich vocabulary. Providing children with additional information about objects, emotions, or events.

3.2 Identify the language needs of children in respect of:

a) Culture
Different cultures may have different ways of expression and meanings for language it is important to be aware of these so that you can support children. Certain words may be used for different things or may not even exist in some cultures. At all times you should be respectful.

b) Religion
Need to be aware of different religions as language may link to this. They may use unique language relating to their religion that you need to be familiar with. At all time you should be respectful.

c) Special educational needs
The language needs with vary dependent of the needs of the child. However, you should ensure you listen carefully give them time to speak. May need to use other forms of language such as Makaton, symbols or sign language.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Performance Improvisation Techniques

Unit Reference	H/504/4950
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able develop performance ideas by responding to stimuli.	1.1. Complete exercises in (a) Physical games (b) Structured improvisation (c) Spontaneity. 1.2. Develop own performance ideas.
2. Be able to use improvisation to explore material.	2.1 Participate in improvisation based on scripted material (text, score, script). 2.2 Comment on the effectiveness of improvisation.
3. Be able to reflect on performance.	3.1 Give feedback on a performance. 3.2 Receive feedback on a performance. 3.3 Comment on own work and/or contribution.
4. Know about health and safety procedures.	4.1 Follow health and safety procedures for a performance environment.

Supporting Unit Information

Developing Performance Improvisation Techniques – H/504/4950 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able develop performance ideas by responding to stimuli.

1.1 Complete exercises in
(a) Physical games
(b) Structured improvisation
(c) Spontaneity.

1.2 Develop own performance ideas.

Learning Outcome 2: Be able to use improvisation to explore material.

2.1 Participate in improvisation based on scripted material (text, score, script).

2.2 Comment on the effectiveness of improvisation.

Learning Outcome 3: Be able to reflect on performance.

3.1 Give feedback on a performance.

3.2 Receive feedback on a performance.

3.3 Comment on own work and/or contribution.

Learning Outcome 4: Know about health and safety procedures.

4.1 Follow health and safety procedures for a performance environment.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Reflective log/diary
- Practical demonstration
- Group discussion
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Plumbing Skills

Unit Reference	K/502/3694
Level	1
Credit Value	4
Guided Learning	40
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the hand tools used in basic plumbing processes.	1.1. List and describe appropriate hand tools to be used in basic plumbing processes.
2. Know the materials and components used in basic plumbing processes.	2.1 List and describe appropriate materials to be used in basic plumbing processes. 2.2. List and describe appropriate components to be used in basic plumbing processes.
3. Know the Personal Protective Equipment (PPE) used in basic plumbing processes.	3.1 List and describe appropriate PPE to be used in basic plumbing processes.
4. Be able to apply safe working practices to perform plumbing operations.	4.1 Select and use hand tools safely to connect to copper tubes. 4.2 Select and use hand tools safely to install a functioning sink.
5. Be able to work responsibly with others.	5.1. Maintain a clean and tidy work environment. 5.2. Work responsibly in the workshop.

6. Be able to seek and respond to guidance when working as part of a team.	6.1. Follow instructions when working with others. 6.2. Communicate appropriately with others.

Supporting Unit Information

Developing Plumbing Skills – K/502/3694 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the hand tools used in basic plumbing processes.

1.1 List and describe appropriate hand tools to be used in basic plumbing processes.

Learning Outcome 2: Know the materials and components used in basic plumbing processes.

2.1 List and describe appropriate materials to be used in basic plumbing processes.

2.2 List and describe appropriate components to be used in basic plumbing processes.

Learning Outcome 3: Know the Personal Protective Equipment (PPE) used in basic plumbing processes.

3.1 List and describe appropriate PPE to be used in basic plumbing processes.

Learning Outcome 4: Be able to apply safe working practices to perform plumbing operations.

4.1 Select and use hand tools safely to connect to copper tubes.

4.2 Select and use hand tools safely to install a functioning sink.

Learning Outcome 5: Be able to work responsibly with others.

5.1. Maintain a clean and tidy work environment.

5.2. Work responsibly in the workshop.

Learning Outcome 6: Be able to seek and respond to guidance when working as part of a team.

6.1. Follow instructions when working with others.

6.2. Communicate appropriately with others.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Skills in Caring for Young Children

Unit Reference	M/504/8516
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to wash/bathe babies and children.	1.1. Demonstrate through simulation the correct procedure when bathing a baby/toddler. 1.2. Identify products available for personal care of children. 1.3. Outline the importance of hygiene for specific areas of the body.
2. Know the correct procedures to follow when feeding young children.	2.1 Demonstrate sterilising feeding equipment using a correct method. 2.2 Demonstrate the correct method for preparing a bottle-feed. 2.3 State the appropriate hygiene and safety procedures to follow when feeding young children.
3. Know about children's clothing needs.	3.1 Identify suitable clothing for children of different ages and for different seasons. 3.2 Demonstrate how to care for these clothes appropriately.

4. Know how to respond to a baby/child's need for sleep and rest.	4.1 Identify when a child/baby requires sleep. 4.2 Describe the correct method for putting a child/baby to bed. 4.3 Collect information showing equipment available for aiding rest and sleep.

Supporting Unit Information

Developing Skills in Caring for Young Children – M/504/8516 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to wash/bathe babies and children.

1.1 Demonstrate through simulation the correct procedure when bathing a baby/toddler.

1.2 Identify products available for personal care of children.

1.3 Outline the importance of hygiene for specific areas of the body.

Learning Outcome 2: Know the correct procedures to follow when feeding young children.

2.1 Demonstrate sterilising feeding equipment using a correct method.

2.2 Demonstrate the correct method for preparing a bottle-feed.

2.3 State the appropriate hygiene and safety procedures to follow when feeding young children.

Learning Outcome 3: Know about children's clothing needs.

3.1 Identify suitable clothing for children of different ages and for different seasons.

3.2 Demonstrate how to care for these clothes appropriately.

Learning Outcome 4: Know how to respond to a baby/child's need for sleep and rest.

4.1 Identify when a child/baby requires sleep.

4.2 Describe the correct method for putting a child/baby to bed.

4.3 Collect information showing equipment available for aiding rest

and sleep.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Role play/simulation

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Skills in Electronic Assembly

Unit Reference	H/601/0095
Level	1
Credit Value	3
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare for and carry out an electronic assembly activity.	1.1. Take precautions ready to carry out an electronic assembly activity. 1.2. Prepare components, tools and equipment ready for an electronic assembly activity. 1.3. Check components before they are used in an electronic assembly activity.
2. Be able to assemble electronic components correctly and safely.	2.1 List the safety aspects for an electronic assembly activity. 2.2. Produce an electronic assembly correctly and safely.

Supporting Unit Information

Developing Skills in Electronic Assembly – H/601/0095 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to prepare for and carry out an electronic assembly activity.

1.1 Take precautions ready to carry out an electronic assembly activity.

1.2 Prepare components, tools and equipment ready for an electronic assembly activity.

1.3 Check components before they are used in an electronic assembly activity.

Learning Outcome 2: Be able to assemble electronic components correctly and safely.

2.1 List the safety aspects for an electronic assembly activity.

2.2 Produce an electronic assembly correctly and safely.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Skills in Garden Horticulture

Unit Reference	T/504/2880
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify garden/ allotment produce.	1.1. Name and identify flower varieties to grow on an allotment or in a domestic garden. 1.2. Name and identify vegetables to grow on an allotment or in a domestic garden.
2. Know how to control weeds.	2.1 Identify types of weeds, from a given selection. 2.2 Select and apply a control measure that will lead to the elimination of weeds identified.
3. Be able to propagate plants.	3.1 Sow seeds in open ground and a tray under glass. 3.2 Prepare ground to sow tubers and rooted plants.

4. Be able to grow and care for plants grown from seed.	4.1 Sow seed directly in the ground. 4.2 Thin out plants growing in the ground. 4.3 Sow seed in trays. 4.4 Prick out seedlings to plant in prepared ground. 4.5 Follow a given maintenance plan for plants. 4.6 Identify any pests / diseases that may affect plants.

Supporting Unit Information

Developing Skills in Garden Horticulture – T/504/2880 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify garden/ allotment produce.

1.1 Name and identify flower varieties to grow on an allotment or in a domestic garden.

1.2 Name and identify vegetables to grow on an allotment or in a domestic garden.

Learning Outcome 2: Know how to control weeds.

2.1 Identify types of weeds, from a given selection.

2.2 Select and apply a control measure that will lead to the elimination of weeds identified.

Learning Outcome 3: Be able to propagate plants.

3.1 Sow seeds in open ground and a tray under glass.

3.2 Prepare ground to sow tubers and rooted plants.

Learning Outcome 4: Be able to grow and care for plants grown from seed.

4.1 Sow seed directly in the ground.

4.2 Thin out plants growing in the ground.

4.3 Sow seed in trays.

4.4 Prick out seedlings to plant in prepared ground.

4.5 Follow a given maintenance plan for plants.

4.6 Identify any pests / diseases that may affect plants.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

DJing Skills

Unit Reference	M/504/8032
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know what constitutes a D.J. rig.	1.1. Identify the main components of a D.J. rig. 1.2. Outline the function of the main components.
2. Know how to set up a D.J. rig safely.	2.1 Identify health and safety issues associated with the set-up of a D.J. rig. 2.2 Describe ways of minimising risks to health and safety when setting up a D.J. rig.
3. Set up a DJ rig safely.	3.1 Follow instructions to set up the main elements of a D.J. rig, observing health and safety procedures.
4. Be able to use headphones and turntable.	4.1 Use headphones to monitor second record in order to set up a mix. 4.2 Drop in second record, keeping the beats together. 4.3 Line up tracks or operate tone arm and pitch control. 4.4 Manually adjust revolution of the records to keep beats synchronised.

Supporting Unit Information

DJing Skills – M/504/8032 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know what constitutes a D.J. rig.

1.1 Identify the main components of a D.J. rig.

1.2 Outline the function of the main components.

Learning Outcome 2: Know how to set up a D.J. rig safely.

2.1 Identify health and safety issues associated with the set-up of a D.J. rig.

2.2 Describe ways of minimising risks to health and safety when setting up a D.J. rig.

Learning Outcome 3: Set up a DJ rig safely.

3.1 Follow instructions to set up the main elements of a D.J. rig, observing health and safety procedures.

Learning Outcome 4: Be able to use headphones and turntable.

4.1 Use headphones to monitor second record in order to set up a mix.

4.2 Drop in second record, keeping the beats together.

4.3 Line up tracks or operate tone arm and pitch control.

4.4 Manually adjust revolution of the records to keep beats synchronised.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Performance/exhibition

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Practical demonstration

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Food Service

Unit Reference	K/502/4957
Level	1
Credit Value	3
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know different types of food.	1.1. Describe different types of food service.
2. Be able to serve food.	2.1 State health and safety and hygiene requirements when serving food. 2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner.
3. Be able to work in a food service area.	3.1 Set up, maintain and close down the service area according to instructions.

Supporting Unit Information

Food Service – K/502/4957 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know different types of food.

1.1 Describe different types of food service.

Self-service: the customer serves/carries food themselves and chooses food from that displayed/on menu. Includes buffet, cafeteria, plated, counter.

Waiter/waitress/table service: customer's food choice is brought to the table where they are sitting. Includes silver service, trolley, and tray.

Learning Outcome 2: Be able to serve food.

2.1 State health and safety and hygiene requirements when serving food.

Good hygiene and safety practices include: washing hands before serving, wearing disposable gloves, using tongs, general safety e.g. carrying items and equipment, dealing with spillages, using knives; using equipment e.g. coffee machine; clean equipment; personal presentation e.g. clean uniform/apron, hair tied back, appropriate footwear, cuts and burns covered with waterproof plaster, short fingernails, no jewellery.

2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner.

Correct portion size, on clean plate, with appropriate garnish. Table service to include safe movement of plates to table avoiding customer and spillages.

Make sure surfaces and equipment for displaying and serving food are clean and in good condition. Ensure food storage for hot and cold food can be maintained at correct holding temperature.

Use clean and suitable cloths and equipment for wiping and cleaning between tasks.

Remove from use any surfaces and equipment that are damaged.

Learning Outcome 3: Be able to work in a food service area.

3.1 Set up, maintain and close down the service area according to instructions.

- Follow verbal or written instructions.
- Check work area, service equipment and stock are hygienic, clean, free from damage and ready for use.
- Switch on appropriate service equipment in time to reach the recommended operating temperature.
- All perishable food and drink items should be returned to the kitchen and storage area immediately after service.
- Service areas should be left tidy and free from rubbish after service.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/exam/test

- Oral question and answer
- Written description
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

How the Body Works

Unit Reference	R/505/1313
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the functions of the skeletal and muscular systems	1.1. Identify the functions of the skeleton. 1.2. Identify the functions of the muscular system.
2. Know the functions of the cardio-respiratory systems	2.1 Identify the structure and function of the heart. 2.2 Identify the structure and function of the lungs.
3. Know the requirements of a healthy diet	3.1 Identify the different nutrients for a healthy diet. 3.2 Identify the functions of each nutrient for a healthy body.

Supporting Unit Information

How the Body Works – R/505/1313 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the functions of the skeletal and muscular systems.

1.1 Identify the functions of the skeleton.

Outline how the skeleton provides support, shape, movement, protection, blood cell production and calcium storage within the skeleton.

1.2 Identify the functions of the muscular system.

Outline how the muscular system creates movement (motion), maintains posture, heat production, organ maintenance and movement of substances i.e. types of muscle in the heart, digestive system, and muscles.

Learning Outcome 2: Know the functions of the cardio-respiratory systems.

2.1 Identify the structure and function of the heart.

Learners should be able to label a diagram of the heart to include the left atrium, right atrium, left ventricle and right ventricle and outline how the heart pumps the blood through the heart to the body.

2.2 Identify the structure and function of the lungs.

Learners should know the shape and structure of the components of the lungs. I.e. bronchi, bronchioles, alveoli or air cells, pleura, outline the passage of air through the lungs and the oxygenation of blood.

Learning Outcome 3: Know the requirements of a healthy diet.

3.1 Identify the different nutrients for a healthy diet.

List the 7 nutrients needed for health (carbohydrates, proteins, fats, minerals, vitamins, fibre & water).

3.2 Identify the functions of each nutrient for a healthy body.

Outline the functions of the nutrients: Carbohydrates – energy, protein – building blocks for function and regulation of tissues and organs, fats – store energy, keeps the core body temperature steady, minerals – required to help the body grow and stay healthy and maintain the water balance of the body.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Identification of Basic External and Internal Car Parts

Unit Reference	L/505/3061
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the location of major engine and chassis components.	1.1. Locate and name the following engine components: • Alternator • Starter Motor • Carburetor 1.2. Locate and name the following chassis components: • Gearbox • Front And Rear Brake Assemblies • Suspension Components.
2. Know the major internal engine components.	2.1 Identify the following major internal engine components: • Crankshaft • Piston • Valves • Connecting Rod • Oil Pump • Camshaft • Flywheel
3. Know the major cooling system components.	3.1 Locate and name the following cooling system components: • Radiator • Water Pump • Thermostat • Hoses.

Supporting Unit Information

Identification of Basic External and Internal Car Parts – L/505/3061 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the location of major engine and chassis components.

1.1 Locate and name the following engine components:
- Alternator
- Starter Motor
- Carburettor.

1.2 Locate and name the following chassis components:
- Gearbox
- Front And Rear Brake Assemblies
- Suspension Components.

Learning Outcome 2: Know the major internal engine components.

2.1 Identify the following major internal engine components:
- Crankshaft
- Piston
- Valves
- Connecting Rod
- Oil Pump
- Camshaft
- Flywheel.

Learning Outcome 3: Know the major cooling system components.

3.1 Locate and name the following cooling system components:
- Radiator
- Water Pump
- Thermostat
- Hoses.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Introduction to Catering

Unit Reference	D/504/9886
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the catering sector.	1.1. Describe types of organisations operating in the catering sector. 1.2. Describe key job roles in the catering sector. 1.3. Describe the working patterns in the catering sector.
2. Know about different types of career opportunities available in the catering sector.	2.1 Describe different types of career opportunities in the catering sector. 2.2. Identify different types of organisations that offer career opportunities in the catering sector. 2.3. Identify current skills and how they relate to skills needed to work in the catering sector.
3. Be able to develop and demonstrate an appropriate skill in the catering sector.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Catering – D/504/9886 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the structure and working patterns of the catering sector.

1.1 Describe types of organisations operating in the catering sector.

1.2 Describe key job roles in the catering sector.

1.3 Describe the working patterns in the catering sector.

Learning Outcome 2: Know about different types of career opportunities available in the catering sector.

2.1 Describe different types of career opportunities in the catering sector.

2.2 Identify different types of organisations that offer career opportunities in the catering sector.

2.3 Identify current skills and how they relate to skills needed to work in the catering sector.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in the catering sector.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Introduction to Composing Music

Unit Reference	T/504/4953
Level	1
Credit Value	6
Guided Learning	54
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the use of musical devices in composition	1.1. Identify musical devices including three of the following: (a) A Sequence (b) Modulation and Basic Harmony (c) Imitation (d) Articulation (e) Instrumentation.
2. Be able to compose a piece of music.	2.1 Outline the steps to be followed when developing a composition. 2.2 Create a compositional idea/theme. 2.3 Create a simple composition of up to 80 bars appropriate for a chosen instrument(s).

Supporting Unit Information

Introduction to Composing Music – T/504/4953 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the use of musical devices in composition

1.1 Identify musical devices including three of the following:
(a) A sequence
(b) Modulation and basic harmony
(c) Imitation
(d) Articulation
(e) Instrumentation.

Learning Outcome 2: Be able to compose a piece of music.

2.1 Outline the steps to be followed when developing a composition.

2.2 Create a compositional idea/theme.

2.3 Create a simple composition of up to 80 bars appropriate for a chosen instrument(s).

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Practical demonstration
- Production of artefact

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Introduction to Health and Social Care

Unit Reference	M/504/9889
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure and working patterns of the Health and Social Care sector.	1.1. Describe types of organisations operating in Health and Social Care. 1.2. Describe key job roles in Health and Social Care. 1.3. Describe the working patterns in Health and Social Care.
2. Know about different types of career opportunities available in Health and Social Care.	2.1 Describe different types of career opportunities in Health and Social Care. 2.2 Identify different types of organisations that offer career opportunities in Health and Social Care. 2.3 Identify current skills and how they relate to skills needed to work in Health and Social Care.
3. Be able to develop and demonstrate an appropriate skill in Health and Social Care.	3.1 Choose an appropriate skill to develop. 3.2 Make necessary preparations to develop the skill. 3.3 Demonstrate the chosen skill appropriately. 3.4 Identify when to use the chosen skill in future situations.

Supporting Unit Information

Introduction to Health and Social Care – M/504/9889 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the structure and working patterns of the Health and Social Care sector.

1.1 Describe types of organisations operating in Health and Social Care.

1.2 Describe key job roles in Health and Social Care.

1.3 Describe the working patterns in Health and Social Care.

Learning Outcome 2: Know about different types of career opportunities available in Health and Social Care.

2.1 Describe different types of career opportunities in Health and Social Care.

2.2 Identify different types of organisations that offer career opportunities in Health and Social Care.

2.3 Identify current skills and how they relate to skills needed to work in Health and Social Care.

Learning Outcome 3: Be able to develop and demonstrate an appropriate skill in Health and Social Care.

3.1 Choose an appropriate skill to develop.

3.2 Make necessary preparations to develop the skill.

3.3 Demonstrate the chosen skill appropriately.

3.4 Identify when to use the chosen skill in future situations.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Introduction to the Hospitality Industry

Unit Reference	T/507/9931
Level	1
Credit Value	2
Guided Learning	20
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the structure of the hospitality industry.	1.1. Identify different types of outlets within the industry. 1.2. Outline the services offered within the industry.
2. Know the career opportunities in the hospitality industry.	2.1 Describe job roles in the industry. 2.2 Describe career opportunities in the industry. 2.3 State different working patterns in the industry 2.4 Identify sources of information on training and career opportunities

Supporting Unit Information

Introduction to the Hospitality Industry – T/507/9931 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the structure of the hospitality industry.

1.1 Identify different types of outlets within the industry.

To include: restaurants, cafeteria, takeaway, hotel, pub/bar.

1.2 Outline the services offered within the industry.

To include: food and drink services (restaurants and catering), product knowledge, leisure, accommodation.

Learning Outcome 2: Know the career opportunities in the hospitality industry.

2.1 Describe job roles in the industry.

Job roles will include description of direct contact or no contact with customer. Whether payments handled, stock ordered, cleaning or replenishing products, service levels.

Job roles include: Front of house e.g. receptionist, waiter/waitress, housekeeper, manager, event planner, chef, porter.

2.2 Describe career opportunities in the industry.

Career opportunity descriptions to include: qualification levels, specialisation within sectors e.g. wedding planner or barista, management, start own business.

2.3 State different working patterns in the industry

Different working patterns include: shift work, early or late working to meet customer demands for meals, day time, seasonal, flexible, full/part-time.

2.4 Identify sources of information on training and career opportunities

Sources include: Institute of Hospitality, colleges, career guidance, apprenticeship providers, from workers within industry, industry magazines/publications.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

IT Communication Fundamentals

Unit Reference	Y/502/4291
Level	1
Credit Value	2
Guided Learning	15
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a variety of sources of information to meet needs.	1.1. Use appropriate sources of IT-based and other forms of information to meet needs. 1.2. Identify different features of information. 1.3. Recognise copyright constraints on the use of information
2. Access, search for, select and use Internet-based information and assess its fitness for purpose.	2.1 Access, navigate and search Internet sources of information purposefully and effectively. 2.2 Use appropriate search techniques to locate and select relevant information. 2.3 Outline how the information meets requirements and is fit for purpose.
3. Select and use IT to communicate and exchange information.	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication. 3.2 Use IT tools to maintain an address book and schedule activities.

Supporting Unit Information

IT Communication Fundamentals – Y/502/4291 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a variety of sources of information to meet needs.

1.1 Use appropriate sources of IT-based and other forms of information to meet needs.

Sources of information may include: Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, and web based reference sites.

1.2 Identify different features of information.

Features of information: Factual information, opinions, creative work, information that is live or up to date, interactive information, guides and directories.

1.3 Recognise copyright constraints on the use of information.

Learners should be able to recognise copyright constraints © and the effect of this e.g. on music downloads or use of other people's images. Learners must be aware of the need to acknowledge sources of information to avoid plagiarism and may need to seek permissions from the owner of the information.

Learning Outcome 2: Access, search for, select and use Internet-based information and assess its fitness for purpose.

2.1 Access, navigate and search Internet sources of information purposefully and effectively.

Learners must be able to access the internet, navigate and search internet sources. Learners will need to enter web addresses, use a search engine to perform basic searches e.g. using key words, basic Boolean operators (AND, OR, NOT) or advanced search techniques and/or options

an browse, save and use bookmarks.
2.2 Use appropriate search techniques to locate and select relevant information.

Learners must be able to use appropriate search techniques, these may include but are not limited to key words, quotation marks, search within results, operators, 'find' or search tool. Learners must consider the appropriateness and relevance of the information they have found e.g. consider bias and reliability.

2.3 Outline how the information meets requirements and is fit for purpose.

Learners must be able to evaluate information, recognise the intention and authority of provider/ publisher, currency of the information, relevance, accuracy, bias, and level of detail and date of publication / information.

Learning Outcome 3: Select and use IT to communicate and exchange information.

3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication.

Learners must be able to use e-mail and other IT based communication. This includes opening their mailbox, reading messages, reply to individuals, reply to all, delete messages and forward messages. They should be able to communicate using from, to, cc, subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web based reference sites.

3.2 Use IT tools to maintain an address book and schedule activities.

Learners must be able to use and maintain an address book and schedule activities. Address book: Add, amend and delete contact entries, contacts list. Schedule activities: Task list, calendar, send and respond to meeting invitations.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Musical Ensemble Skills

Unit Reference	K/505/3990
Level	1
Credit Value	6
Guided Learning	54
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to perform pieces as part of an ensemble on an instrument or voice.	1.1. As part of an ensemble, sing or play pieces that: a) Are in time b) Are balanced c) Show basic articulation d) Have a sense of pulse e) Have dynamic interest. 1.2. Use technical control of own chosen instrument or voice.
2. Understand the importance of rehearsal.	2.1 Outline the difficulties of putting music together as an ensemble. 2.2 State how rehearsal can address the difficulties. 2.3 Outline how individual players can contribute to the ensemble.

3. Be able to rehearse ensemble performance.	3.1 Give a performance of the chosen work(s) in conjunction with other members of the ensemble that: a) Is together b) Is balanced to some extent c) Shows basic articulation d) Has a sense of pulse e) Has dynamic interest. 3.2 Outline own contribution to the performance.

Supporting Unit Information

Musical Ensemble Skills – K/505/3990 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to perform pieces as part of an ensemble on an instrument or voice.

1.1. As part of an ensemble, sing or play pieces that:
- a) Are in time
- b) Are balanced
- c) Show basic articulation
- d) Have a sense of pulse
- e) Have dynamic interest.

1.2. Use technical control of own chosen instrument or voice.

Learning Outcome 2: Understand the importance of rehearsal.

2.1 Outline the difficulties of putting music together as an ensemble.

2.2 State how rehearsal can address the difficulties.

2.3 Outline how individual players can contribute to the ensemble.

Learning Outcome 3: Be able to rehearse ensemble performance.

3.1 Give a performance of the chosen work(s) in conjunction with other members of the ensemble that:
- a) Is together
- b) Is balanced to some extent
- c) Shows basic articulation
- d) Has a sense of pulse
- e) Has dynamic interest.

3.2 Outline own contribution to the performance.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Performance/exhibition

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Reflective log/diary
- Practical demonstration
- Group discussion
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Musical Theatre

Unit Reference	K/504/8045
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the elements of musical theatre.	1.1. Outline the performing, technical and production elements of musical theatre.
2. Know about different roles in a musical theatre production.	2.1 Identify performance and technical roles for a musical theatre production. 2.2 Identify what is involved in a chosen performance role. 2.3 Identify what is involved in a chosen technical role.
3. Be able to take part in a musical theatre performance as a performer or member of the technical or production team.	3.1 Take part in a musical theatre performance as a performer or member of the technical/production team demonstrating: • Awareness of own role and roles of others • Basic technical or performance skills appropriate to the role.
4. Be able to assess own contribution to a musical theatre production.	4.1 Identify strengths and weaknesses of own involvement in a musical theatre performance. 4.2 Identify areas for development.

Supporting Unit Information

Musical Theatre – K/504/8045 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the elements of musical theatre.

1.1 Outline the performing, technical and production elements of musical theatre.

Learning Outcome 2: Know about different roles in a musical theatre production.

2.1 Identify performance and technical roles for a musical theatre production.

2.2 Identify what is involved in a chosen performance role.

2.3 Identify what is involved in a chosen technical role.

Learning Outcome 3: Be able to take part in a musical theatre performance as a performer or member of the technical or production team.

3.1 Take part in a musical theatre performance as a performer or member of the technical/production team demonstrating:

- Awareness of own role and roles of others
- Basic technical or performance skills appropriate to the role.

Learning Outcome 4: Be able to assess own contribution to a musical theatre production.

4.1 Identify strengths and weaknesses of own involvement in a musical theatre performance.

4.2 Identify areas for development.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Evidence for this unit may include, but is not limited to:

- Report
- Oral question and answer
- Reflective log/diary
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Oral Storytelling Skills for Performance

Unit Reference	J/505/8565
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the difference between written and oral stories.	1.1. Identify the basic difference in language, length of sentence and style between written and oral stories. 1.2. Give an example of each.
2. Understand the different kinds of stories in the oral tradition.	2.1 Identify the characteristic motifs and archetypes in different kinds of traditional stories including myth, legend and folktale.
3. Understand the relevance of personal experience in oral storytelling.	3.1 Tell a short personal story. 3.2 Give one reason why personal experience is relevant to oral storytelling.
4. Be able to use a range of basic storytelling techniques.	4.1 Tell a short story using basic physical gestures. 4.2 Show a basic range of pace, vocal tone and volume. 4.3 Comment on effectiveness of techniques used.

5. Understand the basic structure and appeal of popular stories.	5.1 Identify the plot and theme of a popular story and recount it. 5.2 Identify the enduring qualities of the story.
6. Be able to reflect on own work.	6.1 Comment on own work.

Supporting Unit Information

Oral Storytelling Skills for Performance – J/505/8565 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the difference between written and oral stories.

1.1 Identify the basic difference in language, length of sentence and style between written and oral stories.

1.2 Give an example of each.

Learning Outcome 2: Understand the different kinds of stories in the oral tradition.

2.1 Identify the characteristic motifs and archetypes in different kinds of traditional stories including myth, legend and folktale.

Learning Outcome 3: Understand the relevance of personal experience in oral storytelling.

3.1 Tell a short personal story.

3.2 Give one reason why personal experience is relevant to oral storytelling.

Learning Outcome 4: Be able to use a range of basic storytelling techniques.

4.1 Tell a short story using basic physical gestures.

4.2 Show a basic range of pace, vocal tone and volume.

4.3 Comment on effectiveness of techniques used.

Learning Outcome 5: Understand the basic structure and appeal of popular stories.

5.1 Identify the plot and theme of a popular story and recount it.

5.2 Identify the enduring qualities of the story.

Learning Outcome 6: Be able to reflect on own work.

6.1 Comment on own work.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:

- Practical demonstration
- Performance/exhibition

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Participating in Leisure Activities

Unit Reference	J/507/9996
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Demonstrate an understanding of various local leisure activities and how to access them.	1.1. Identify and outline at least three locally based leisure activities. 1.2. Collect information on how to gain access to three local leisure activities. 1.3. Identify any specific requirements for equipment and/or clothing.
2. Participate in a range of local leisure activities.	2.1 Identify any costs involved in participating in three local leisure activities. 2.2. Identify their personal budget for three selected local leisure activities. 2.3. State which activity they liked best with one reason why.
3. Recognise key benefits of participating in leisure activities.	3.1 Identify and outline at least two benefits for three local leisure activities.

4. Show an awareness of Health and Safety issues related to selected leisure activities.	4.1 Identify key personal health and safety issues relating to three local leisure activities selected in. 4.2 Outline general health and safety issues related to three local leisure activities selected in.

Supporting Unit Information

Participating in Leisure Activities – J/507/9996 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Demonstrate an understanding of various local leisure activities and how to access them.

1.1 Identify and outline at least three locally based leisure activities.

1.2 Collect information on how to gain access to three local leisure activities.

1.3 Identify any specific requirements for equipment and/or clothing.

Learning Outcome 2: Participate in a range of local leisure activities.

2.1 Identify any costs involved in participating in three local leisure activities.

2.2 Identify their personal budget for three selected local leisure activities.

2.3 State which activity they liked best with one reason why.

Learning Outcome 3: Recognise key benefits of participating in leisure activities.

3.1 Identify and outline at least two benefits for three local leisure activities.

Learning Outcome 4: Show an awareness of Health and Safety issues related to selected leisure activities.

4.1 Identify key personal health and safety issues relating to three local leisure activities selected in.

4.2 Outline general health and safety issues related to three local

leisure activities selected in.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Planning a Trip to a Visitor Attraction

Unit Reference	J/506/0946
Level	1
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand which attraction would be most appropriate for a given visitor.	1.1. Assess which would be the most appropriate attraction for a given visitor.
2. Be able to plan an itinerary for a day trip showing details and costings.	2.1 Plan an itinerary schedule for a day trip. 2.2 Calculate the cost of the trip using whole numbers. 2.3 Record the cost of the trip.
3. Be able to present the itinerary.	3.1 Present information about the itinerary demonstrating communication skills for a given customer.

Supporting Unit Information

Planning a Trip to a Visitor Attraction – J/506/0946 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand which attraction would be most appropriate for a given visitor.

1.1 Assess which would be the most appropriate attraction for a given visitor.

Learners should identify a number of local attractions and state which age group or type of visitor they may appeal to. e.g. young children, young adults, students, families, couples etc. Attractions could include, but are not limited to: Adventure parks, castles, stately homes and grounds, parks and gardens, animal parks and zoos, water parks, museums, day events (walks & hiking, boating, climbing etc), carnivals.

Learning Outcome 2: Be able to plan an itinerary for a day trip showing details and costings.

2.1 Plan an itinerary schedule for a day trip.

Learners should select an attraction and calculate how far away it is, methods of transport and how long it will take to get there. How long they will need at the attraction to include lunch or refreshment breaks if necessary and when to meet for the return journey so that they return at an acceptable time. (The assessor should set the time constraints for example 8am – 5.30 pm). This should create a timetable or itinerary.

2.2 Calculate the cost of the trip using whole numbers.

Following the selection of the attraction, record the transport cost, entry fees and any other associated fees (such as hand-held guides etc) and calculate the total cost of the excursion.

2.3 Record the cost of the trip.

Present the full cost of the trip in written and verbal form.

Learning Outcome 3: Be able to present the itinerary.

3.1 Present information about the itinerary demonstrating communication skills for a given customer.

Learners should be observed explaining the itinerary from 2.1 with supporting information regarding what facilities and attractions will be enjoyed, to other individuals verbally using clear communication methods appropriate to the age of the participants. (i.e. demonstrate different methods if talking to children over adults).

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Planning own Fitness Programme

Unit Reference	A/504/7675
Level	1
Credit Value	4
Guided Learning	30
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the components of physical fitness.	1.1. Describe the components of physical fitness.
2. Be able to assess own fitness level.	2.1 Assess own fitness level.
3. Be able to plan and use own fitness programme.	3.1 With guidance plan own fitness programme with set targets. 3.2 Use own fitness programme over a given period of time.
4. Know how to overcome barriers that may affect achievement of fitness goals.	4.1 Identify barriers to achieving fitness goals. 4.2 Identify ways to overcome barriers.
5. Be able to review own fitness programme.	5.1 Assess the results of own fitness programme.

Supporting Unit Information

Planning own Fitness Programme – A/504/7675 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the components of physical fitness.

1.1 Describe the components of physical fitness.

Learning Outcome 2: Be able to assess own fitness level.

2.1 Assess own fitness level.

Learning Outcome 3: Be able to plan and use own fitness programme.

3.1 With guidance plan own fitness programme with set targets.

3.2 Use own fitness programme over a given period of time.

Learning Outcome 4: Know how to overcome barriers that may affect achievement of fitness goals.

4.1 Identify barriers to achieving fitness goals.

4.2 Identify ways to overcome barriers.

Learning Outcome 5: Be able to review own fitness programme.

5.1 Assess the results of own fitness programme.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Preparing and Serving Drinks

Unit Reference	H/508/0010
Level	1
Credit Value	3
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare and serve different Drinks.	1.1. Identify different types of drink. 1.2. List correct equipment for preparing and serving different drinks. 1.3. Describe the main stages in serving the customer. 1.4. Prepare different drinks safely and hygienically according to instructions using the correct equipment. 1.5. Serve different drinks safely and hygienically according to instruction using the correct equipment (including cup/glass). 1.6. List suitable accompaniments for drinks service.
2. Be able to work in a drinks service area.	2.1 Set up, maintain and close down the service area according to instructions.

Supporting Unit Information

Preparing and Serving Drinks – H/508/0010 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to prepare and serve different Drinks.

1.1 Identify different types of drink.

Bottled: beer, wine, waters/soft
Draught: beer, soft drinks
Dispensed: alcoholic
Hot: tea, coffee
Cold: water, soft drinks

1.2 List correct equipment for preparing and serving different drinks.

Crockery, glassware, trays, cutlery, decorative items (e.g. straws, stirrers, napkins etc), kettles, vending machines, jugs, hot drinks machine.

1.3 Describe the main stages in serving the customer.

- Greet customers, serve promptly
- Provide customers with accurate information about drinks and identify their requirements
- Serve drinks in correct/glasses and measures and at the recommended temperature
- Promote additional products as appropriate
- Serve drinks in line with the appropriate service style and legal requirements.

1.4 Prepare different drinks safely and hygienically according to instructions using the correct equipment.

Safety: Use of correct personal protective equipment, identify and deal with hazards (broken glass, hot liquids, spillages, trips and slips, broken equipment), report hazards to supervisor.

Hygiene: clean hands and nails, no jewellery, hand washing procedures, cross-contamination, use correct cleaning products and equipment, clean as you go, disposal of waste, clean and correct serving equipment, return unused drink products to storage

1.5 Serve different drinks safely and hygienically according to instruction using the correct equipment (including cup/glass).

Serve in correct equipment/cup/glass to include: applies to hot drinks e.g. espresso cup and saucer, teapots; cold drinks e.g. use correct size of serving volume glass.

Instructions may include using glasses with logos to match products.

1.6 List suitable accompaniments for drinks service

Sugar, milk, decorative items and garnishes e.g. straws, umbrellas, napkins, coasters, fruits e.g. lemon for tea, ice.

Learning Outcome 2: Be able to work in a drinks service area.

2.1 Set up, maintain and close down the service area according to instructions.

- Follow verbal or written instructions.
- Check work area, service equipment and stock are hygienic, clean, free from damage and ready for use.
- Switch off appropriate service equipment.
- All perishable food and drink items should be returned to the kitchen and storage area immediately after service.
- Service areas should be left tidy and free from rubbish after service.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Oral question and answer
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Rehearsing for a Production

Unit Reference	F/504/8052
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the purpose of rehearsal.	1.1. Identify key stages in the rehearsal process. 1.2. Outline how the rehearsal process can be used to develop a production.
2. Be able to take part in rehearsal.	2.1 Follow an agreed rehearsal schedule. 2.2 Outline own performance skills to be developed though rehearsal. 2.3 Contribute ideas during rehearsal, including building on the ideas of others. 2.4 Provide feedback on the performance of others. 2.5 Invite and apply feedback from others to develop own performance.
3. Be able to reflect on the rehearsal process.	3.1 Identify own strengths and weaknesses in the rehearsal process. 3.2 Identify how to improve own contribution to the rehearsal process. 3.3 Describe ways in which the rehearsal group could improve its rehearsal practice.

Supporting Unit Information

Rehearsing for a Production – F/504/8052 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the purpose of rehearsal.

1.1 Identify key stages in the rehearsal process.

1.2 Outline how the rehearsal process can be used to develop a production.

Learning Outcome 2: Be able to take part in rehearsal.

2.1 Follow an agreed rehearsal schedule.

2.2 Outline own performance skills to be developed though rehearsal.

2.3 Contribute ideas during rehearsal, including building on the ideas of others.

2.4 Provide feedback on the performance of others.

2.5 Invite and apply feedback from others to develop own performance.

Learning Outcome 3: Be able to reflect on the rehearsal process.

3.1 Identify own strengths and weaknesses in the rehearsal process.

3.2 Identify how to improve own contribution to the rehearsal process.

3.3 Describe ways in which the rehearsal group could improve its rehearsal practice.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning

difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Routine Motorcycle Maintenance

Unit Reference	K/505/0152
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work safely when carrying out routine motorcycle maintenance.	1.1. Use appropriate Personal Protective Equipment when working on motorcycles. 1.2. Use safe working practices when carrying out routine motorcycle maintenance.
2. Know motorcycle components and systems that require maintenance.	2.1 Identify the main components and systems found on a modern motorcycle that require maintenance.
3. Know routine maintenance requirements for motorcycles.	3.1 Locate the correct sources of information required to carry out motorcycle maintenance.

4. Be able to carry out routine maintenance on motorcycles.	4.1 Use the correct technical data when carrying out routine maintenance of motorcycles. 4.2 Remove body panels and seat units prior to carrying out routine motorcycle maintenance. 4.3 Inspect systems and components during basic motorcycle maintenance. 4.4 Replace and replenish fluids and service items. 4.5 Adjust and lubricate motorcycle components and systems correctly.

Supporting Unit Information

Routine Motorcycle Maintenance – K/505/0152 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to work safely when carrying out routine motorcycle maintenance.

1.1 Use appropriate Personal Protective Equipment when working on motorcycles.

1.2 Use safe working practices when carrying out routine motorcycle maintenance.

Learning Outcome 2: Know motorcycle components and systems that require maintenance.

2.1 Identify the main components and systems found on a modern motorcycle that require maintenance.

Learning Outcome 3: Know routine maintenance requirements for motorcycles.

3.1 Locate the correct sources of information required to carry out motorcycle maintenance.

Learning Outcome 4: Be able to carry out routine maintenance on motorcycles.

4.1 Use the correct technical data when carrying out routine maintenance of motorcycles.

4.2 Remove body panels and seat units prior to carrying out routine motorcycle maintenance.

4.3 Inspect systems and components during basic motorcycle maintenance.

4.4 Replace and replenish fluids and service items.

4.5 Adjust and lubricate motorcycle components and systems correctly.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony
- Examination of products of work

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Song Writing in Popular Music

Unit Reference	F/506/0847
Level	1
Credit Value	6
Guided Learning	54
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand song styles and form in popular music.	1.1. List common forms found in popular music. 1.2. List different song styles found in popular music. 1.3. Outline key differences between identified song styles.
2. Understand the impact of lyrics on a popular song.	2.1 Outline how subject matter can affect the tone of a popular song. 2.2 Outline how subject matter can affect the tempo of a popular song. 2.3 Give examples of lyrical devices from two popular songs. 2.4 State what the lyrical devices add to the song.
3. Understand the use of melody and rhythm in popular songs.	3.1 Give examples of how melody and rhythm affect the lyrics of two popular songs. 3.2 Outline how melody and rhythm can affect the feel of a song.

4. Be able to compose a popular music song.	4.1 Compose a popular music song in a named style. 4.2 Outline the ways in which various elements work together in the song composed.

Supporting Unit Information

Song Writing in Popular Music – F/506/0847 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand song styles and form in popular music.

1.1 List common forms found in popular music.

1.2 List different song styles found in popular music.

1.3 Outline key differences between identified song styles.

Learning Outcome 2: Understand the impact of lyrics on a popular song.

2.1 Outline how subject matter can affect the tone of a popular song.

2.2 Outline how subject matter can affect the tempo of a popular song.

2.3 Give examples of lyrical devices from two popular songs.

2.4 State what the lyrical devices add to the song.

Learning Outcome 3: Understand the use of melody and rhythm in popular songs.

3.1 Give examples of how melody and rhythm affect the lyrics of two popular songs.

3.2 Outline how melody and rhythm can affect the feel of a song.

Learning Outcome 4: Be able to compose a popular music song.

4.1 Compose a popular music song in a named style.

4.2 Outline the ways in which various elements work together in the song composed.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Sound and Audio Production Skills

Unit Reference	L/505/0998
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about health and safety.	1.1. Outline health and safety rules for sound and audio production. 1.2. Demonstrate safe practice.
2. Be able to record sound.	2.1 Identify equipment used in sound and audio production. 2.2 Use equipment to record sound.
3. Be able to develop production ideas.	3.1 Use audio production skills to develop an idea. 3.2 Create a simple audio production. 3.3 State what went well. 3.4 State areas for improvement.

Supporting Unit Information

Sound and Audio Production Skills – L/505/0998 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about health and safety.

1.1 Outline health and safety rules for sound and audio production.

1.2 Demonstrate safe practice.

Learning Outcome 2: Be able to record sound.

2.1 Identify equipment used in sound and audio production.

2.2 Use equipment to record sound.

Learning Outcome 3: Be able to develop production ideas.

3.1 Use audio production skills to develop an idea.

3.2 Create a simple audio production.

3.3 State what went well.

3.4 State areas for improvement.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:

- Practical demonstration
- Production of artefact

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Styling Men's Hair

Unit Reference	A/502/3795
Level	1
Credit Value	3
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare for styling for men.	1.1. Identify basic styling techniques for men's hair. 1.2. State the factors that influence the choice of hair styling techniques for men. 1.3. State the importance of the preparation procedures for styling men's hair. 1.4. Prepare for styling men's hair.
2. Be able to provide styling for men.	2.1 State the purpose of hair styling and finishing products, tools and equipment. 2.2 Select appropriate products, tools and equipment. 2.3 Style men's hair using basic styling techniques. 2.4 Follow safe and hygienic working practices. 2.5. Communicate and behave in a professional manner.

Supporting Unit Information

Styling Men's Hair – A/502/3795 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to prepare for styling for men.

1.1 Identify basic styling techniques for men's hair.

1.2 State the factors that influence the choice of hair styling techniques for men.

1.3 State the importance of the preparation procedures for styling men's hair.

1.4 Prepare for styling men's hair.

Learning Outcome 2: Be able to provide styling for men.

2.1 State the purpose of hair styling and finishing products, tools and equipment.

2.2 Select appropriate products, tools and equipment.

2.3 Style men's hair using basic styling techniques.

2.4 Follow safe and hygienic working practices.

2.5 Communicate and behave in a professional manner.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Styling Women's Hair

Unit Reference	F/502/3796
Level	1
Credit Value	3
Guided Learning	30
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare for styling for women.	1.1. Identify basic techniques for styling women's hair. 1.2. State the factors that influence the choice of hair styling techniques for women. 1.3. State the importance of the preparation procedures for styling women's hair. 1.4. Prepare for styling women's hair.
2. Be able to provide styling for women.	2.1 State the purpose of hair styling and finishing products, tools and equipment. 2.2 Select appropriate products, tools and equipment. 2.3 Style women's hair using basic techniques. 2.4 Follow safe and hygienic working practices. 2.5. Communicate and behave in a professional manner.

Supporting Unit Information

Styling Women's Hair – F/502/3796 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to prepare for styling for women.

1.1 Identify basic techniques for styling women's hair.

1.2 State the factors that influence the choice of hair styling techniques for women.

1.3 State the importance of the preparation procedures for styling women's hair.

1.4 Prepare for styling women's hair.

Learning Outcome 2: Be able to provide styling for women.

2.1 State the purpose of hair styling and finishing products, tools and equipment.

2.2 Select appropriate products, tools and equipment.

2.3 Style women's hair using basic techniques.

2.4 Follow safe and hygienic working practices.

2.5 Communicate and behave in a professional manner.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Taking Part in Exercise and Fitness

Unit Reference	A/505/7221
Level	1
Credit Value	4
Guided Learning	30
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know where to access exercise and fitness facilities.	1.1. Identify different exercise and fitness facilities.
2. Know about different exercise and fitness activities.	2.1 Outline different exercise and fitness activities.
3. Know how to take part in exercise and fitness safely.	3.1 Outline an induction process for an exercise and fitness activity. 3.2 Identify warm up and cool down activities.
4. Be able to demonstrate work skills through participation in exercise and fitness activities.	4.1 Demonstrate the following work skills by participating in exercise and fitness activities: • Time management skills • Appropriate dress for an activity • Following instructions provided by the activity leader • Following health and safety guidelines before, during and after activities.

5. Be able to review own performance.	5.1 Identify own strengths and areas for improvement in exercise and fitness activities. 5.2 Suggest ways of improving own performance in one activity.

Supporting Unit Information

Taking Part in Exercise and Fitness – A/505/7221 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know where to access exercise and fitness facilities.

1.1 Identify different exercise and fitness facilities.

Learning Outcome 2: Know about different exercise and fitness activities.

2.1 Outline different exercise and fitness activities.

Learning Outcome 3: Know how to take part in exercise and fitness safely.

3.1 Outline an induction process for an exercise and fitness activity.

3.2 Identify warm up and cool down activities.

Learning Outcome 4: Be able to demonstrate work skills through participation in exercise and fitness activities.

4.1 Demonstrate the following work skills by participating in exercise and fitness activities:

- Time management skills
- Appropriate dress for an activity
- Following instructions provided by the activity leader
- Following health and safety guidelines before, during and after activities.

Learning Outcome 5: Be able to review own performance.

5.1 Identify own strengths and areas for improvement in exercise and fitness activities.

5.2 Suggest ways of improving own performance in one activity.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Taking Part in Sport

Unit Reference	R/505/1330
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about a sporting activity.	1.1. List the main benefits of being actively involved in a sport. 1.2. Select a sport suitable to their particular needs. 1.3. List the health and safety considerations for chosen sport. 1.4. List the essential rules of chosen sport. 1.5. Outline suitable activities for warming up for chosen sport.
2. Be able to participate in a sporting activity.	2.1 Take part in chosen warm up activities. 2.2 Take part in the chosen sporting activity over a period of time.
3. Be able to review performance in a sporting activity.	3.1 Identify positive aspects of own performance in the chosen sport activity. 3.2 Identify areas of the sport activity which require improvement. 3.3 Suggest ways to improve performance.

Supporting Unit Information

Taking Part in Sport – R/505/1330 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about a sporting activity.

1.1 List the main benefits of being actively involved in a sport.

1.2 Select a sport suitable to their particular needs.

1.3 List the health and safety considerations for chosen sport.

1.4 List the essential rules of chosen sport.

1.5 Outline suitable activities for warming up for chosen sport.

Learning Outcome 2: Be able to participate in a sporting activity.

2.1 Take part in chosen warm up activities.

2.2 Take part in the chosen sporting activity over a period of time.

Learning Outcome 3: Be able to review performance in a sporting activity.

3.1 Identify positive aspects of own performance in the chosen sport activity.

3.2 Identify areas of the sport activity which require improvement.

3.3 Suggest ways to improve performance.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning

difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Tutor testimony
- Group discussion
- Witness testimony

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Technical Skills for Performance

Unit Reference	T/505/0994
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about health and safety in performance.	1.1. Apply health and safety rules for a performance environment.
2. Be able to contribute to planning a performance.	2.1 Contribute ideas to planning a short performance. 2.2 Identify own role and responsibilities. 2.3 Work supportively with others.
3. Be able to develop technical skills.	3.1 Develop basic technical skills through practice. 3.2 Comment on progress of skills developed. 3.3 Respond positively to feedback.
4. Be able to contribute to a performance.	4.1 Apply technical skills in performance. 4.2 Perform with confidence.
5. Be able to reflect on own work.	5.1 Comment on own performance. 5.2 Identify areas for development in performance.

Supporting Unit Information

Technical Skills for Performance – T/505/0994 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about health and safety in performance.

1.1 Apply health and safety rules for a performance environment.

Learning Outcome 2: Be able to contribute to planning a performance.

2.1 Contribute ideas to planning a short performance.

2.2 Identify own role and responsibilities.

2.3 Work supportively with others.

Learning Outcome 3: Be able to develop technical skills.

3.1 Develop basic technical skills through practice.

3.2 Comment on progress of skills developed.

3.3 Respond positively to feedback.

Learning Outcome 4: Be able to contribute to a performance.

4.1 Apply technical skills in performance.

4.2 Perform with confidence.

Learning Outcome 5: Be able to reflect on own work.

5.1 Comment on own performance.

5.2 Identify areas for development in performance.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Essay
- Report
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

The Role of Young People as Peer Mentors

Unit Reference	A/504/9085
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the role of a peer mentor.	1.1. Identify the role of a peer mentor. 1.2. State the boundaries of the role of a peer mentor. 1.3. State a signposting mechanism that can be used by a peer mentor in a given situation.
2. Know why peer mentoring is important to young people.	2.1 List the benefits to a young person of working with a peer mentor. 2.2 Identify how peer mentoring will benefit the community. 2.3 Give examples of the importance of confidentiality in the peer mentoring role. 2.4 Give examples of the limits of confidentiality in the peer mentoring role.
3. Know about the role of peer mentor with young people within the local community.	3.1. Identify own role as a peer mentor within the local community. 3.2. List the advantages of being a peer mentor to a young person.

4. Know how to assess own work with young people in the role of peer mentor.	4.1. Identify ways to assess own work as a peer mentor. 4.2. Give reasons for assessing own work as a peer mentor. 4.3. Plan how to assess own work as a peer mentor.

Supporting Unit Information

The Role of Young People as Peer Mentors – A/504/9085 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the role of a peer mentor.

1.1. Identify the role of a peer mentor.

Answers may include: to act as a key point of contact and support for mentee(s), to listen, to provide appropriate advice, to lead by example, to model behaviours, to provide academic support, to provide opportunities to learn, to encourage mentee(s) to face challenges, to be a positive role model, help mentees set appropriate goals, any other appropriate response.

1.2 State the boundaries of the role of a peer mentor.

Answers may include: mentors should/can offer support and guidance, give advice, listen to problems, be encouraging, act as a role model, help mentees set goals. Mentors should not/cannot force a mentee to change, take advice, achieve goals, force confidences, expect to be 'best friends', be over-familiar, make a mentee 'better', overlook safeguarding issues, deal with safeguarding issues independently, accept damaging behaviours/ unreasonable requests, be 'available' or 'contactable' all of the time, any other appropriate response.

1.3 State a signposting mechanism that can be used by a peer mentor in a given situation.

Answers may include: Signposting resources to which a mentee could refer to increase their academic knowledge on a given subject, signposting key support services that a mentee could access to aid their development or deal with an issue, signposting useful websites that a mentee could research to aid them in setting appropriate goals, any other appropriate signposting mechanism.

Learning Outcome 2: Know why peer mentoring is important to young people.

2.1 List the benefits to a young person of working with a peer mentor.

Answers may include: feeling as though someone is there to support and guide you, reducing feelings of loneliness/anxiety/stress, increased confidence/self-esteem, increased academic ability, increased attendance, improved personal behaviour, improved relationships with peers, teachers, parents and members of community, increased sense of belonging.

2.2 Identify how peer mentoring will benefit the community.

Answers may include: less anti-social behaviour, improved relationships with peers, parents, teachers and members of the community, a greater sense of belonging, pro-active engagement with community projects, and any other appropriate response.

2.3 Give examples of the importance of confidentiality in the peer mentoring role.

Answers may include: keeping a confidence is key to ensuring a trusting and respectful relationship, listening to a mentee's problems can help them find the confidence to overcome the issue without the fear of external judgement, personal information about a mentee should never be discussed with anyone (unless there is a safeguarding issue), any other reasonable response.

2.4 Give examples of the limits of confidentiality in the peer mentoring role.

Answers will link to any safeguarding issue – if the health/safety of the mentee, mentor or another is identified then confidentiality can be broken to address the issue with appropriate staff or external support services.

Learning Outcome 3: Know about the role of peer mentor with young people within the local community.

3.1 Identify own role as a peer mentor within the local community.

Answers are likely to be similar to 1.1 but should be personalised. They may include: to act as a key point of contact and support for mentee(s), to listen, to provide appropriate advice, to lead by example, to model behaviours, to provide academic support, to provide opportunities to learn, to encourage mentee(s) to face challenges, to be a positive role model, help mentees set appropriate goals, any other appropriate response.

3.2 List the advantages of being a peer mentor to a young person. Answers may include: increased understanding or own strengths/limitations, increased understanding of how to approach learning/tasks, increased awareness of effective goal setting, increased sense of purpose and self-esteem, increased ability to reflect on own progress, increased sense of belonging, any other valid response.

Learning Outcome 4: Know how to assess own work with young people in the role of peer mentor.

4.1 Identify ways to assess own work as a peer mentor.

Answers can include any appropriate reflective tool/model (Reflective tools for assessment may be to give mentee and other stakeholders (parents/teachers etc) questionnaires too aid reflection on own work, to conduct interviews with the mentee/stakeholders to enable reflection on own work, to keep a diary or logbook, to complete self-assessment forms, to use reflective models (these could include Gibb's, Driscoll or John's methods of self-reflection for example), any other valid assessment tools.

4.2 Give reasons for assessing own work as a peer mentor.

Answers may include: assessing progress of the mentee enables mentors to see how successful their methods of support are, that effective goals have been set by the mentee, that their mentee is progressing as expected, whether new methods of support might be needed, enables mentors to consider their own progress and understanding of their role, any other reasonable response.

4.3 Plan how to assess own work as a peer mentor.

Answers will link to 4.1 and will provide the detail of how an assessment tool will be used. For example, Driscoll's 'What, So What Now What' approach.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Tools, Equipment and Materials for Vehicle Maintenance

Unit Reference	K/505/8669
Level	1
Credit Value	4
Guided Learning	36
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work safely.	1.1. Select and use appropriate Personal Protective Equipment when using tools and equipment for vehicle maintenance. 1.2. Use safe methods of working when using tools and equipment. 1.3. Identify common defects in basic tools.
2. Be able to use and maintain hand tools for vehicle maintenance.	2.1 Identify and select appropriate hand tools for vehicle maintenance. 2.2 Prepare and use hand tools correctly. 2.3 Maintain hand tools in a safe condition.
3. Be able to use workshop equipment for vehicle maintenance.	3.1 Identify and select appropriate workshop equipment for vehicle maintenance. 3.2 Prepare and use common workshop equipment correctly. 3.3 Carryout basic care and maintenance of common workshop equipment.

4. Be able to use materials when carrying out vehicle maintenance.	4.1 Identify common materials in the construction of vehicles. 4.2 Identify common materials and consumables used for vehicle maintenance. 4.3 Select and use appropriate materials and consumables for vehicle maintenance.

Supporting Unit Information

Tools, Equipment and Materials for Vehicle Maintenance – K/505/8669 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to work safely.

1.1 Select and use appropriate Personal Protective Equipment when using tools and equipment for vehicle maintenance.

1.2 Use safe methods of working when using tools and equipment.

1.3 Identify common defects in basic tools.

Learning Outcome 2: Be able to use and maintain hand tools for vehicle maintenance.

2.1 Identify and select appropriate hand tools for vehicle maintenance.

2.2 Prepare and use hand tools correctly.

2.3 Maintain hand tools in a safe condition.

Learning Outcome 3: Be able to use workshop equipment for vehicle maintenance.

3.1 Identify and select appropriate workshop equipment for vehicle maintenance.

3.2 Prepare and use common workshop equipment correctly.

3.3 Carryout basic care and maintenance of common workshop equipment.

Learning Outcome 4: Be able to use materials when carrying out vehicle maintenance.

4.1 Identify common materials in the construction of vehicles.

4.2 Identify common materials and consumables used for vehicle maintenance.

4.3 Select and use appropriate materials and consumables for vehicle maintenance.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Understanding Nutrition, Performance and Healthy Eating

Unit Reference	R/505/3269
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different food groups.	1.1. Identify the main food groups.
2. Understand the relationship between food and health.	2.1 Outline the concept of a balanced diet and why it is important. 2.2 List different sorts of diets and how they may affect different people.
3. Understand the basic principles of weight control.	3.1 Outline the principles of fat weight loss, lean weight gain and weight maintenance. 3.2 Explain the links between exercise and weight control. 3.3 Suggest appropriate physical exercise that would be appropriate for weight control.
4. Understand why a balanced diet is required to maximise performance.	4.1 Outline why a balanced diet is required to maximise performance.

5. Understand how to promote healthy eating.	5.1 State ways of promoting healthy eating.

Supporting Unit Information

Understanding Nutrition, Performance and Healthy Eating – R/505/3269 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different food groups.

1.1 Identify the main food groups.

Answers should include: Protein, carbohydrate, fats, fibre, vitamins and minerals.

Learning Outcome 2: Understand the relationship between food and health.

2.1 Outline the concept of a balanced diet and why it is important.

Answers will broadly state: A balanced diet should include the daily recommended consumption of all of the major food groups. A balanced diet is key to ensuring that the body can grow and repair itself, remains healthy and can ward off disease and that there is enough energy to ensure the healthy function of all of the body's organs. Specific examples might also be given regarding guidelines on food intake.

2.2 List different sorts of diets and how they may affect different people.

Answers may list different groups of people and the diets that would best suit their needs. For example, a long-distance runner will require a diet high in carbohydrate and protein to ensure they have adequate energy and to support the development of lean muscle. A pregnant woman will need a diet rich in vitamins A, C and D, Folic Acid, calcium and Iron to prevent them from becoming anaemic and to ensure that their bones and teeth are healthy and to protect against birth defects in the foetus (such as spina bifida).

Learning Outcome 3: Understand the basic principles of weight control.

3.1 Outline the principles of fat weight loss, lean weight gain and weight maintenance.

Fat weight loss: Answers will broadly state: Eat a balanced diet that includes all of the main food groups at their recommended levels, avoid foods high in saturated and trans fats, sugars and salt, increase physical activity to burn more calories, reduce calorie intake (at healthy levels), time nutrient intake to ensure maximal benefit to the body, etc.
Lean weight gain: Answers will broadly state: Increase intake of protein to increase muscle growth and repair, take in a caloric surplus (no more than 500 calories) to increase muscle growth, undertake weight lifting exercises.
Weight maintenance: Answers will broadly state: to ensure weight maintenance calorie intake should match energy expenditure. Maintaining a balanced diet and exercising regularly will enable this.

3.2 Explain the links between exercise and weight control.

Answers will broadly state: In order to maintain a healthy weight it is important that the amount of energy taken into the body is expelled from the body. Exercise is a key way to ensure the adequate expenditure of energy to maintain a healthy weight. When there is too little physical activity an individual will put on weight/mass. If an individual expends more energy via exercise than they take in then they will either lose weight or convert weight from fat lose into muscle gain.

3.3 Suggest appropriate physical exercise that would be appropriate for weight control.

Answers may include any appropriate exercise activity including: walking 30 minutes a day, swimming for an hour two to three times a week, cycling to work, etc.

Learning Outcome 4: Understand why a balanced diet is required to maximise performance.

4.1 Outline why a balanced diet is required to maximise performance

Answers may broadly state: A balanced diet ensures that the body has all of the key nutrients required to maintain the efficient function of cells and organs, to promote growth and development of strong bones and muscles and to ward off disease. When the body is healthy this means it can perform physical and mental activity at optimal levels.

Learning Outcome 5: Understand how to promote healthy eating.

5.1 State ways of promoting healthy eating.

Answers may include: teach healthy eating to children from a young age, parents and adults should act as role models for healthy eating habits, provide education on a range of healthy eating options to provide choice, provide budget-friendly recipes for healthy eating, etc.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Understanding Play

Unit Reference	Y/504/9613
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of play in a child's development.	1.1. State why play is important in child development. 1.2. Give an example of play activities which can help a child's development. 1.3. State how play activities can be made inclusive and provide equal opportunities.
2. Understand the purpose of play activities for children at different levels of development.	2.1 Give an example of play activities for two different stages of child development. 2.2 Identify the purpose of each activity.
3. Understand the purpose of a play activity plan.	3.1 Identify the purpose of a play activity plan. 3.2 State why a play activity plan is important. 3.3 Give an example of how materials used for a play activity can relate to a play activity plan.
4. Know how stereotyping can affect children's participation in activities.	4.1 Give two examples of activities that can result in stereotypical play. 4.2 State how these activities may affect children's participation.

Supporting Unit Information

Understanding Play – Y/504/9613 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the role of play in a child's development.

1.1 State why play is important in child development.

1.2 Give an example of play activities which can help a child's development.

1.3 State how play activities can be made inclusive and provide equal opportunities.

Learning Outcome 2: Understand the purpose of play activities for children at different levels of development.

2.1 Give an example of play activities for two different stages of child development.

2.2 Identify the purpose of each activity.

Learning Outcome 3: Understand the purpose of a play activity plan.

3.1 Identify the purpose of a play activity plan.

3.2 State why a play activity plan is important.

3.3 Give an example of how materials used for a play activity can relate to a play activity plan.

Learning Outcome 4: Know how stereotyping can affect children's participation in activities.

4.1 Give two examples of activities that can result in stereotypical play.

4.2 State how these activities may affect children's participation.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Understanding Play for Early Learning

Unit Reference	F/503/8167
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the features of a positive learning environment.	1.1. Identify features of a setting that contribute to a positive learning environment. 1.2. State how these features might help children to learn through the use of play activities and strategies.
2. Understand how play can help children's learning or development.	2.1. Outline some ways in which play can help children's learning in each of the following: a) Physical b) Social c) Emotional development d) Intellectual e) Language
3. Understand how play activities can avoid stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination.

Supporting Unit Information

Understanding Play for Early Learning – F/503/8167 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the features of a positive learning environment.

1.1 Identify features of a setting that contribute to a positive learning environment.

Learners should think about the following, but this is not limited to: Different areas of play, cosy areas, wide range of toys and equipment, bright and colourful, stimulating, age appropriate.

1.2 State how these features might help children to learn through the use of play activities and strategies.

By creating a positive learning environment, it encourages children to develop in all areas e.g. a stimulating environment encourages children to explore. Learners should include all features mentioned in 1.2.

Learning Outcome 2: Understand how play can help children's learning or development.

2.1 Outline some ways in which play can help children's learning in each of the following:

a) Physical:
Gross motor skills and find manipulative skills will be developed through play e.g. using outdoor equipment.

b) Social:
Playing with others promotes and develops social interactions with peers and adults

c) Emotional development:
Play allows children to express their feelings and emotions as well as builds confidence and self-esteem.

d) Intellectual:
Children will learn how things work and different processes through play

e) Language:
Through play children will develop language from their peers and adults, they will learn from others.

Learning Outcome 3: Understand how play activities can avoid stereotyping and discrimination.

3.1 Give an example of stereotyping in play.

Learners could do the examples provided but others should be considered: For example, Dressing up boys shouldn't wear dresses as these are for girls, only boys should play football or with cars.

3.2 Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination.

An example is provided but it is not limited to this: Small world play dolls house with figures which include people with disabilities, from all cultures and genders. By provided these you are showing children that everyone is different and promoting individuality by doing this from a young age, children will have acceptance of difference and enjoy learning about this.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Use and Maintain Woodworking Tools

Unit Reference	A/505/8725
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use tools safely.	1.1. Observe correct health and safety procedures in relation to handling tools used in a workshop. 1.2. Use tools safely.
2. Be able to identify and use manual tools.	2.1 Name four manual tools used in carpentry and state their use. 2.2 Use two hand tools correctly.
3. Be able to maintain and store manual tools.	3.1 Use a wheel or oilstone to correctly sharpen a bladed manual tool. 3.2 List two points to take into account when storing manual tools.
4. Be able to identify and use electrical tools.	4.1 Name three electrical tools used in carpentry and state their uses. 4.2 Use a range of electrical tools correctly to: • Drill holes in timber • Saw timber • Sand timber • Insert screws.

5. Be able to maintain and store electrical tools.	5.1 Identify when a tool needs sharpening. 5.2 Identify and conduct a safe wiring check. 5.3 List two points to take into account when storing electrical tools.

Supporting Unit Information

Use and Maintain Woodworking Tools – A/505/8725 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to use tools safely.

1.1 Observe correct health and safety procedures in relation to handling tools used in a workshop.

1.2 Use tools safely.

Learning Outcome 2: Be able to identify and use manual tools.

2.1 Name four manual tools used in carpentry and state their use.

2.2 Use two hand tools correctly.

Learning Outcome 3: Be able to maintain and store manual tools.

3.1 Use a wheel or oilstone to correctly sharpen a bladed manual tool.

3.2 List two points to take into account when storing manual tools.

Learning Outcome 4: Be able to identify and use electrical tools.

4.1 Name three electrical tools used in carpentry and state their uses.

4.2 Use a range of electrical tools correctly to:

- Drill holes in timber
- Saw timber
- Sand timber
- Insert screws.

Learning Outcome 5: Be able to maintain and store electrical tools.

5.1 Identify when a tool needs sharpening.

5.2 Identify and conduct a safe wiring check.

5.3 List two points to take into account when storing electrical tools.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Group discussion
- Witness testimony

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Using Aural Skills in Music

Unit Reference	L/505/1004
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about time signature.	1.1. State the time signature of a given melody.
2. Be able to reproduce a melody.	2.1 Clap a simple rhythm in a simple time signature. 2.2 Sing from memory a simple two bar melody.
3. Know about changes in rhythm.	3.1 State where a change in rhythm occurred. 3.2 State if the notes were lengthened or shortened.
4. Know about changes of dynamics in a piece of music.	4.1 Identify changes in dynamics from loud to soft. 4.2 Identify the difference between different types of articulation. 4.3 Use basic Italian musical terms.

Supporting Unit Information

Using Aural Skills in Music – L/505/1004 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about time signature.

1.1 State the time signature of a given melody.

Learning Outcome 2: Be able to reproduce a melody.

2.1 Clap a simple rhythm in a simple time signature.

2.2 Sing from memory a simple two bar melody.

Learning Outcome 3: Know about changes in rhythm.

3.1 State where a change in rhythm occurred.

3.2 State if the notes were lengthened or shortened.

Learning Outcome 4: Know about changes of dynamics in a piece of music.

4.1 Identify changes in dynamics from loud to soft.

4.2 Identify the difference between different types of articulation.

4.3 Use basic Italian musical terms.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Reflective log/diary
- Tutor testimony
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Using Craft Skills with Natural Materials

Unit Reference	T/505/8609
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to carry out craft tasks safely.	1.1. Identify different craft tools. 1.2. Carry out craft tasks using craft tools safely.
2. Be able to plan and implement a craft project using natural materials.	2.1 Plan and design craft items. 2.2 Identify the tools and natural materials required to carry out the task. 2.3 Outline techniques to be used in the production of craft items.
3. Know how to develop work in craft using natural materials.	3.1 Identify basic strategies through which items can be developed. 3.2 Use craft skills and natural materials in the production of items.

Supporting Unit Information

Using Craft Skills with Natural Materials – T/505/8609 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to carry out craft tasks safely.

1.1 Identify different craft tools.

Tools can be shown to the learner and/or worksheets with photographs and/or images. Some tools shown could include:

- Craft knife
- Chisel
- Stencils
- Saw
- Sander
- Drill
- Vice
- Pyrography tool
- Lathe

1.2 Carry out craft tasks using craft tools safely.

The learner will demonstrate understanding and skills by completion of a practical activity, carried out safely. For example:

Craft Task	Tool Used	Safety Measure
Make recessed areas in wood	Chisel	Take care when carving the wood and use gloves if necessary and/or appropriate
Cutting wood to required size and/or shape	Electric Saw	Make sure fingers are away from machine. Use push-sticks to feed wood into saw
Preparing wood by sanding	Electric Sander	Wear dust mask and make sure fingers are away from machine
	Drill	Drilling holes
Any that requires something to be firmly held in place	Vice	Take care when tightening and loosening the vice. Be aware of

		fingers being trapped or the item falling from the vice
Burning design into wood	Pyrography tool	Do not touch tip of hot tool. Place on metal tray when not in use
Making a wooden bowl	Lathe	Wear dust mask

Learning Outcome 2: Be able to plan and implement a craft project using natural materials.

2.1 Plan and design craft items.

Planning and design can take the form of:

- Spider diagrams – showing the finished product with 'legs' identifying the different steps needed to achieve
- List of bullet points identifying the different steps needed to achieve
- Verbal plan to tutor – recorded as evidence

2.2 Identify the tools and natural materials required to carry out the task.

Identifying tools and natural materials could be easily identified in a table. For example:

Tools	**Natural materials**
Chisel	Wood
Wheel	Clay
Pyrography Tool	Wood
Scissors	Paper
Paint brushes	Pebbles and Stones
Knitting needles	Wool

2.3 Outline techniques to be used in the production of craft items.

The learner can combine AC2.2 and explain how the tools and techniques are used to produce craft items. For example:

Tools	**Natural materials**	**Techniques**
Chisel	Wood	Chiselling – cut mortises, shave rough surfaces, chop out corners
Wheel	Clay	Turning, throwing, moulding shaping
Pyrography Tool	Wood	Burning designs into wood

Scissors	Paper	Cutting and folding (origami)
Paint brushes	Pebbles and Stones	Painting, drawing, stencilling
Knitting needles	Wool	Knitting

Learning Outcome 3: Know how to develop work in craft using natural materials.

3.1 Identify basic strategies through which items can be developed.

Strategies include:
- Initial ideas
- Market research
- Planning and design
- Using materials, equipment and techniques to produce craft item
- Marketing
- Sales

3.2 Use craft skills and natural materials in the production of items.

A practical demonstration of making a craft item, using the knowledge and understanding learned from the learning in the above assessment criteria. This will require confirmation of meeting assessment criteria by the tutor.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion
- Production of artefact
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence (progressive photo diary)
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Using Digital Sampling Techniques for Composing

Unit Reference	F/505/4501
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of samplers in music production.	1.1. State how samplers are used in music production. 1.2. State the difference between a hardware and software sampler. 1.3. State an example of commercial music where a sampler has been used.
2. Know how to choose loops for sampling.	2.1 State what is meant by a "loop" in sampling. 2.2 Identify possible loops to be used for a given project. 2.3 Select loops which are suitable for a given project.
3. Be able to produce a musical composition using loops.	3.1 List different types of musical structure. 3.2 List types of tempo and dynamics. 3.3 Compose a piece of music including loops. 3.4 State how the loops contribute to the composition. 3.5 State how it communicates with its intended audience.

4. Be able to remix a composition.	4.1 State how the composition could be remixed. 4.2 State how the remix has produced a different sounding composition which contains the same hook.
5. Review the compositions.	5.1 Compare the compositions and state ways in which they: a) Remain related b) Are different.

Supporting Unit Information

Using Digital Sampling Techniques for Composing – F/505/4501 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the role of samplers in music production.

1.1 State how samplers are used in music production.

1.2 State the difference between a hardware and software sampler.

1.3 State an example of commercial music where a sampler has been used.

Learning Outcome 2: Know how to choose loops for sampling.

2.1 State what is meant by a "loop" in sampling.

2.2 Identify possible loops to be used for a given project.

2.3 Select loops which are suitable for a given project.

Learning Outcome 3: Be able to produce a musical composition using loops.

3.1 List different types of musical structure.

3.2 List types of tempo and dynamics.

3.3 Compose a piece of music including loops.

3.4 State how the loops contribute to the composition.

3.5 State how it communicates with its intended audience.

Learning Outcome 4: Be able to remix a composition.

4.1 State how the composition could be remixed.

4.2 State how the remix has produced a different sounding composition which contains the same hook.

Learning Outcome 5: Review the compositions.

5.1 Compare the compositions and state ways in which they:
a) Remain related
b) Are different.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Production of artefact

Additional evidence for this unit may include, but is not limited to:
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Practical demonstration

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Using Kitchen Equipment

Unit Reference	T/502/5075
Level	1
Credit Value	1
Guided Learning	9
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different types of kitchen equipment.	1.1. Give examples of large kitchen equipment and describe how they are used. 1.2. Give examples of small kitchen equipment and hand tools and describe how they are used. 1.3. State the safety requirements for using kitchen equipment.
2. Be able to select and use kitchen equipment.	2.1 Select the correct equipment for routine tasks. 2.2 Use different kitchen equipment for routine tasks safely and hygienically. 2.3. Follow correct procedures when cleaning equipment.

Supporting Unit Information

Using Kitchen Equipment – T/502/5075 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different types of kitchen equipment.

1.1 Give examples of large kitchen equipment and describe how they are used.

Large kitchen equipment: ovens, microwave; grills; refrigerator/freezer. Used by setting to required temperatures, using appropriate metal, glass or plastic cooking containers, using for appropriate cooking/storing period.

1.2 Give examples of small kitchen equipment and hand tools and describe how they are used.

Small kitchen equipment: knives, chopping boards, weighing scales.
Hand tools: potato peeler, lemon zester, garlic crusher, kitchen scissors, whisk, rolling pin, wooden spoon, measuring spoons, tin opener.
Used as appropriate.

1.3 State the safety requirements for using kitchen equipment.

- Correctly plugged in if electric and switch off at end of use.
- Not handling sharp blades directly.
- Use for intended purpose.
- Do not leave unattended if there is a risk to others.

Learning Outcome 2: Be able to select and use kitchen equipment.

2.1 Select the correct equipment for routine tasks.

Use a variety of equipment appropriately during routine tasks of preparation and cooking. For example using chopping board in conjunction with sharp knife, wooden spoons to stir heating ingredients in a saucepan.

2.2 Use different kitchen equipment for routine tasks safely and hygienically.

Use safely by using equipment for intended purpose and at correct usage temperatures.

E.g. do not use knife blade to prise off lid, ensure plastic containers used to hold food during reheating can withstand heating temperature of appliance.

Hygienically: use clean equipment, clean after use, do not use cracked or broken equipment.

2.3 Follow correct procedures when cleaning equipment.

Use correct and appropriate cleaning procedures, cleaning chemicals and materials. Use personal protective equipment e.g. gloves and apron for personal safety/protection. Maintain cleanliness and good hygiene.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam

- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Using the Internet as a Medium for Music

Unit Reference	R/504/7178
Level	1
Credit Value	3
Guided Learning	26
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why the Internet is a useful medium for musicians.	1.1. List why the Internet is useful for musicians.
2. Know how to access music on the internet.	2.1 Identify methods of accessing music on the Internet.
3. Be able to search the internet for music related resources.	3.1 Use internet search tools to search for music related resources.
4. Be able to download, save and retrieve a music file from a designated copyright-free website.	4.1 Download a music file from a designated copyright-free website. 4.2 Select a suitable location for saving a downloaded music file. 4.3 Retrieve a saved music file.
5. Know the features of different file extensions.	5.1 Identify appropriate file formats to download for different purposes.

Supporting Unit Information

Using the Internet as a Medium for Music – R/504/7178 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand why the Internet is a useful medium for musicians.

1.1 List why the Internet is useful for musicians.

Learning Outcome 2: Know how to access music on the internet.

2.1 Identify methods of accessing music on the Internet.

Learning Outcome 3: Be able to search the internet for music related resources.

3.1 Use internet search tools to search for music related resources.

Learning Outcome 4: Be able to download, save and retrieve a music file from a designated copyright-free website.

4.1 Download a music file from a designated copyright-free website.

4.2 Select a suitable location for saving a downloaded music file.

4.3 Retrieve a saved music file.

Learning Outcome 5: Know the features of different file extensions.

5.1 Identify appropriate file formats to download for different purposes.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning

difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Report
- Oral question and answer
- Written description
- Project

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Volunteering Opportunities

Unit Reference	D/506/0726
Level	1
Credit Value	2
Guided Learning	18
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different volunteering opportunities.	1.1. Identify different organisations that take on volunteers. 1.2. Outline different ways in which an individual can volunteer (e.g. work regularly in a charity shop, take part in a one-off community clear-up).
2. Know what they can offer as a volunteer.	2.1 Outline the strengths, skills, knowledge and experience they have which may be useful in a volunteering role.
3. Be able to select and apply for a volunteering position.	3.1 Select a volunteering position consistent with own interests and abilities. 3.2 Record key information about own interests, strengths, skills, knowledge and experience, as relevant to an application for a volunteering position. 3.3 Follow the process required to apply for a specific volunteering position, drawing on appropriate sources of guidance when needed.

Supporting Unit Information

Volunteering Opportunities – D/506/0726 – Level 1

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different volunteering opportunities.

1.1 Identify different organisations that take on volunteers.

1.2 Outline different ways in which an individual can volunteer (e.g. work regularly in a charity shop, take part in a one-off community clear-up).

Learning Outcome 2: Know what they can offer as a volunteer.

2.1 Outline the strengths, skills, knowledge and experience they have which may be useful in a volunteering role.

Learning Outcome 3: Be able to select and apply for a volunteering position.

3.1 Select a volunteering position consistent with own interests and abilities.

3.2 Record key information about own interests, strengths, skills, knowledge and experience, as relevant to an application for a volunteering position.

3.3 Follow the process required to apply for a specific volunteering position, drawing on appropriate sources of guidance when needed.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Level 2 - Units from the Core Group

Alcohol Awareness for the Individual

Unit Reference	Y/505/1247
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about unit strengths and safe limits of alcohol.	1.1. State the unit strength of a range of alcoholic drinks. 1.2. Describe the recommended safe limits of alcohol.
2. Know the possible causes of alcohol misuse and its effects.	2.1 Describe possible reasons as to why people may misuse alcohol. 2.2 Describe psychological effects of alcohol misuse.
3. Understand the effects that alcohol misuse may have on others.	3.1 Describe the effects that alcohol misuse may have on the following: (a) Family (b) Friends (c) Society
4. Understand some of the health issues associated with alcohol misuse.	4.1 Explain some of the effects of alcohol misuse on: (a) Physical health (b) Emotional health
5. Understand the effects of withdrawing from alcohol.	5.1 Describe the effects of withdrawing from alcohol: (a) Physical (b) Emotional

6. Know some of the agencies that offer help and information on alcohol misuse.	6.1 List sources of help and information of alcohol misuse. 6.2 Explain the key differences between them.

Supporting Unit Information

Alcohol Awareness for the Individual – Y/505/1247 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about unit strengths and safe limits of alcohol.

1.1 State the unit strength of a range of alcoholic drinks.

Answer may include generic unit strengths for measures of drinks as follows: 1 unit = 218ml 4.5% cider, 76ml 13% wine, 25ml 40% whiskey, 250ml 4% beer, 250ml 4% alcopop. (Drinkaware.co.uk)
Or specific unit strength of given drinks using an alcohol unit calculator tool.

1.2 Describe the recommended safe limits of alcohol.

Answers should indicate that 14 units is considered the weekly safe limits of alcohol and that this should be spread across drinking 'events'. One drinking 'event' a safe limit is considered to be no more than 6 units of alcohol. The legal limit of alcohol for driving is no more than 80mg of alcohol per 100ml or blood.

Learning Outcome 2: Know the possible causes of alcohol misuse and its effects.

2.1 Describe possible reasons as to why people may misuse alcohol.

Answers may include: social drinking/ binge drinking for fun, social pressure to drink in excess, feelings of low self-esteem/depression/anxiety, bereavement or stress inducing life event, any other valid reason.

2.2 Describe psychological effects of alcohol misuse.

Answers may include a description of at least three of the following effects: depression, anxiety, feelings of low self-esteem or worth, suicidal thoughts or attempts, hallucinations, any other valid effect.

Learning Outcome 3: Understand the effects that alcohol misuse may have on others.

3.1 Describe the effects that alcohol misuse may have on the following:

(a) Family - worry for the health of the family member who is misusing alcohol, fear of violence or neglect, actual neglect or violence, the separation of families, children and/or spouses/partners may blame themselves, children and/or spouses/partners may lack self-esteem or suffer from mental/emotional poor health, any other valid impact.

(b) Friends - worry, fear of violence, degradation or loss of the relationship, any other valid reason.

(c) Society - anti-social behaviour, damage to property, risk of violence or abuse to members of society, cost to NHS, any other valid effect.

Learning Outcome 4: Understand some of the health issues associated with alcohol misuse.

4.1 Explain some of the effects of alcohol misuse on:

(a) Physical health - Answers may include: increased blood pressure, stroke, heart failure, obesity or weight loss, kidney disease, organ failure, death, any other valid physical health impact.

(b) Emotional health - Answers may include: depression, anxiety, low self-esteem, paranoia, suicidal thoughts/attempts, and any other valid emotional health effect.

Learning Outcome 5: Understand the effects of withdrawing from alcohol.

5.1 Describe the effects of withdrawing from alcohol:

(a) Physical - Answers may include short/mid/long term effects: negative effects - shakes, vomiting, nausea, cramps, dehydration, any other valid physical effect positive effects – weight gain/loss, blood pressure/ heart rate stabilisation, reduction in stress on organs, any other valid positive impact.

(b) Emotional - Answers may include short/mid/long term effects: negative effects such as anxiety, depression, and feelings of low self-esteem / lack of worth. Positive effects: increased sense of worth, pride in achievement, and reduction in feelings of anxiety or depression, any other valid positive effect.

Learning Outcome 6: Know some of the agencies that offer help and information on alcohol misuse.

6.1 List sources of help and information of alcohol misuse.

Answers can include: NHS organisations, local GP, social workers, various charitable organisations (MIND, Action on Addiction etc), Rehabilitation centres, various websites (NHS, MIND, Action on Addiction etc) community groups, counselling, friends and family and other support networks, any other valid source.

6.2 Explain the key differences between them.

A local GP is able to provide treatment for alcohol dependency and connected health issues, this might include providing medication, setting up counselling services, and generally monitoring treatment progress. Meanwhile a charitable organisation such as MIND can provide an initial point of information about alcohol dependency, provide opportunities to talk to an impartial and anonymous advisor who can listen without judgement, and who can signpost to other methods of support.

Some useful sources of information:
http://alcoholeducationtrust.org/teacher-area/units-and-guidelines/
https://www.drinkaware.co.uk/alcohol-facts/alcoholic-drinks-units/what-is-an-alcohol-unit/
https://www.mind.org.uk/information-support/guides-to-support-and-services/addiction-and-dependency/#.W1pVRPZFyhc
https://www.alcoholconcern.org.uk/alcohol-statistics?gclid=EAIaIQobChMIwOa6yf-93AIVLrvtCh1JoggMEAAYASAAEgL4TvD_BwE

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards website.

Behaviour in Conflict

Unit Reference	Y/504/8719
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the kinds of behaviours that can hinder a trusting and supportive atmosphere	1.1. Describe behaviours that would hinder the ability to trust and be supported.
2. Understand how being labelled may impact on behaviour	2.1 Describe the concept of a label. 2.2 Describe the feelings associated with being labelled. 2.3 Describe how a label might impact on behaviour.
3. Understand the concept of habitual behaviours	3.1 Describe the concept of a habitual behaviour. 3.2 Describe examples of habitual behaviours. 3.3 Identify the words and actions associated with habitual behaviours. 3.4 Describe the costs and gains for a habitual behaviour.

4. Know how past events may influence the development of habitual behaviours	4.1 Describe past events which may lead to the development of a habitual behaviour. 4.2 Describe thoughts and feelings that may be associated with that past event.
5. Know about the concept of core beliefs	5.1 Describe the concept of a core belief. 5.2 Describe the relationship between a core belief and a habitual behaviour.
6. Understand the concept of choice over habitual behaviours	6.1 Describe a situation where habitual behaviour is likely to be used. 6.2 Describe strategies for making more positive choices.

Supporting Unit Information

Behaviour in Conflict – Y/504/8719 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the kinds of behaviours that can hinder a trusting and supportive atmosphere.

1.1 Describe behaviours that would hinder the ability to trust and be supported.

Learning Outcome 2: Understand how being labelled may impact on behaviour.

2.1 Describe the concept of a label.

2.2 Describe the feelings associated with being labelled.

2.3 Describe how a label might impact on behaviour.

Learning Outcome 3: Understand the concept of habitual behaviours.

3.1 Describe the concept of a habitual behaviour.

3.2 Describe examples of habitual behaviours.

3.3 Identify the words and actions associated with habitual behaviours.

3.4 Describe the costs and gains for a habitual behaviour.

Learning Outcome 4: Know how past events may influence the development of habitual behaviours.

4.1 Describe past events which may lead to the development of a habitual behaviour.

4.2 Describe thoughts and feelings that may be associated with that past event.

Learning Outcome 5: Know about the concept of core beliefs.

5.1 Describe the concept of a core belief.

5.2 Describe the relationship between a core belief and a habitual behaviour.

Learning Outcome 6: Understand the concept of choice over habitual behaviours.

6.1 Describe a situation where habitual behaviour is likely to be used.

6.2 Describe strategies for making more positive choices.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Building a Personal Career Portfolio

Unit Reference	J/505/8825
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to recognise own skills, abilities, experience, knowledge and personal qualities.	1.1. Describe in detail own personal qualities, skills, experience and knowledge.
2. Be able to assess the potential of own skills, abilities, experience, knowledge and personal qualities for contributing towards the achievement of personal goals.	2.1 Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.
3. Be able to build a portfolio of information to evidence achievements and qualities.	3.1 Identify sources for obtaining relevant information to evidence personal qualities, skills, abilities, knowledge and experience. 3.2 Select appropriate information for inclusion in a personal career portfolio. 3.3 Assemble information and evidence into a logically structured portfolio so that all elements can be identified.

4. Know how to produce a curriculum vitae (CV).	4.1 Identify essential elements of a CV. 4.2 Produce a clearly structured CV which includes all key information for general purposes. 4.3 Modify a CV for a specific purpose.
5. Be able to identify personal goals and the actions required to achieve these.	5.1 Explain personal goals and develop an action plan to show in detail how they are going to be achieved.
6. Understand the value of a portfolio in personal, educational and career development.	6.1 Explain how a portfolio can be used to pursue personal, educational and career goals.

Supporting Unit Information

Building a Personal Career Portfolio – J/505/8825 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to recognise own skills, abilities, experience, knowledge and personal qualities.

1.1 Describe in detail own personal qualities, skills, experience and knowledge.

Encourage learners to identify attributes that can be evidenced from all areas of their life, including hobbies and home life.

- 'Personal qualities' might include sticking to own beliefs and values, honesty, work ethic.
- 'Skills' might include cooking, crochet, bicycle maintenance, video recording, blogging, IT skills, speaking and listening, studying or working to deadlines, following instructions.
- 'Experience' might include school projects and clubs, volunteering, life experiences (such as being a carer) as well as work experience.
- 'Knowledge' will include any knowledge that underpins attributes and might also include academic knowledge and knowledge gained from experiences.

Learning Outcome 2: Be able to assess the potential of own skills, abilities, experience, knowledge and personal qualities for contributing towards the achievement of personal goals.

2.1 Describe how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.

Many of the attributes listed in AC1.1 will have relevance to achieving goals. Encourage the learner to consider the 'transferability' of attributes. For instance, bicycle maintenance may not, of itself, be useful in progression but indicates a facility with technical and mechanical skills and processes. Caring experience may be directly relevant to progression opportunities and also says something about the qualities of the learner – kindness, commitment - and their ability to manage multiple tasks.

Learning Outcome 3: Be able to build a portfolio of information to evidence achievements and qualities.

3.1 Identify sources for obtaining relevant information to evidence personal qualities, skills, abilities, knowledge and experience.

See AC3.2 – Learner will choose the information they are able to use and identify the sources.

3.2 Select appropriate information for inclusion in a personal career portfolio.

'Appropriate information' may include academic certificates; records of school, college or work attendance and achievements; references from teachers, work managers or colleagues and friends or neighbours; a CV (see LO3); examples of relevant work product (e.g., drawings and designs, photographs of projects and activities); passport or birth certificate, work permit and/or visa, National Insurance number.

3.3 Assemble information and evidence into a logically structured portfolio so that all elements can be identified.

The intention of this AC is that the learner completes a physical portfolio of the evidence from AC3.2 and organises it appropriately so that key elements are easy to identify and find. A numbering system and index is one straightforward way to accomplish this.

Learning Outcome 4: Know how to produce a curriculum vitae (CV).

4.1 Identify essential elements of a CV.

'Essential elements' include contact details (address, phone number, email address), a personal statement, academic history, work history, training courses and activities or attributes that are relevant to progression (see AC2.1).

4.2 Produce a clearly structured CV which includes all key information for general purposes.

CV templates are readily available online, including from Monster and Reed.

4.3 Modify a CV for a specific purpose.

'Specific purpose' could include a particular job or an application to

college for a particular course. What is required is that the learner emphasises particular parts of their CV and suppresses those parts that are less relevant. The personal statement should also be adapted to the specific purpose.

Learning Outcome 5: Be able to identify personal goals and the actions required to achieve these.

5.1 Explain personal goals and develop an action plan to show in detail how they are going to be achieved.

'Personal goals' can be entirely personal (for instance, buy a house, learn to ride, get a bicycle) and will certainly be individual to each learner. However, it will be desirable, given the context of this Unit, to encourage learners to set at least one work-related or educational goal. At least three SMART goals: Specific, Measurable, Achievable, Relevant/Realistic, Timetabled should be set to achieve this AC.

The learner must explain each personal goal.

The learner must develop an Action plan for their goals, showing the steps to achieve each one and what they will need in order to achieve each step (advice, resources, etc.) Encourage learners to do a 'reality check' and to set intermediate goals (for instance, rent a flat and save money towards a house deposit).

Action Plan templates are readily available online and many can be adapted to suit the individual learner.
A straightforward Action plan uses a table format with the Goal in the left-hand column, steps to achieve the Goal in column 2, resources required to achieve the step (e.g., finance, advice or guidance) in column 3, deadline or timescale in column 4, Notes, comments and reviews in column 5.

Learning Outcome 6: Understand the value of a portfolio in personal, educational and career development.

6.1 Explain how a portfolio can be used to pursue personal, educational and career goals.

'Value' might include: as a family record; a way to record and review own progress; to show transferable skills; to support applications for educational or career interviews.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Customer Service

Unit Reference	F/504/8729
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the benefits to an organisation of good customer service.	1.1. Describe how good customer service promotes customers' confidence in an organisation. 1.2. Explain why good customer service is important for an organisation.
2. Understand the possible consequences of poor customer service.	2.1 Describe how poor customer service can impact upon organisational efficiency and staff morale. 2.2 Explain the effects of poor customer service on an organisation's reputation.
3. Understand the value of giving customers a positive first impression of an organisation.	3.1 Explain why it is important to make a good first impression on a customer. 3.2 Comment on ways of creating a positive first impression when communicating with customers: (a) face to face (b) on the telephone (c) in writing.

4. Understand positive verbal and non-verbal interaction with customers.	4.1 Describe appropriate and inappropriate ways of communicating verbally with customers. 4.2 Describe what is meant by non-verbal communication. 4.3 Illustrate ways in which non-verbal communication can be used positively to support face-to-face communication with customers.
5. Understand that respect for the individual is at the heart of good customer service.	5.1 Explain why it is important to maintain customer respect and confidentiality. 5.2 Describe ways of respecting individual customer needs.
6. Understand how to deal with customer complaints.	6.1 Explain what is meant by 'best practice' in dealing with customer complaints. 6.2 Explain how to deal with a specific complaint. 6.3 Explain what needs to be included in a report on an incident of a customer complaint. 6.4 Describe the procedure for taking action on the report.

Supporting Unit Information

Customer Service – F/504/8729 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the benefits to an organisation of good customer service.

1.1 Describe how good customer service promotes customers' confidence in an organisation.

1.2 Explain why good customer service is important for an organisation.

Learning Outcome 2: Understand the possible consequences of poor customer service.

2.1 Describe how poor customer service can impact upon organisational efficiency and staff morale.

2.2 Explain the effects of poor customer service on an organisation's reputation.

Learning Outcome 3: Understand the value of giving customers a positive first impression of an organisation.

3.1 Explain why it is important to make a good first impression on a customer.

3.2 Comment on ways of creating a positive first impression when communicating with customers:

(a) face to face
(b) on the telephone
(c) in writing

Learning Outcome 4: Understand positive verbal and non-verbal interaction with customers.

4.1 Describe appropriate and inappropriate ways of communicating verbally with customers.

4.2 Describe what is meant by non-verbal communication.

4.3 Illustrate ways in which non-verbal communication can be used positively to support face-to-face communication with customers.

Learning Outcome 5: Understand that respect for the individual is at the heart of good customer service.

5.1 Explain why it is important to maintain customer respect and confidentiality.

5.3 Describe ways of respecting individual customer needs.

Learning Outcome 6: Understand how to deal with customer complaints.

6.1 Explain what is meant by 'best practice' in dealing with customer complaints.

6.2 Explain how to deal with a specific complaint.

6.3 Explain what needs to be included in a report on an incident of a customer complaint.

6.4 Describe the procedure for taking action on the report.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the

units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Written description
- Reflective log/diary
- Role play/simulation
- Group discussion
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Developing Personal Confidence and Self Awareness

Unit Reference	D/504/8527
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand reasons for feeling confident and lacking confidence.	1.1. Describe a situation when s/he felt confident and how s/he behaved in this situation. 1.2. Describe a situation when s/he lacked confidence and how s/he behaved in this situation. 1.3. Describe how s/he prepares for situations where s/he lacks confidence. 1.4. Describe how our own behaviour can influence the ways in which other people view us.
2. Understand effective participation in social situations.	2.1 Describe social situations which make her/him feel uncomfortable and how these act as barriers to participation 2.2 Describe examples of behaviour which would be inappropriate in a social situation and explain why. 2.3 Describe ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations.

3. Understand ways to manage stress.	3.1 Describe what makes her/him feel stressed. 3.2 Describe ways in which s/he deals with feeling stressed, using examples from specific situations. 3.3 Describe a range of techniques which can help reduce stress. 3.4 Describe how certain stress reducing techniques might be more effective in different situations.
4. Be able to set goals for own development.	4.1 Describe the significance for him/her of one selected goal. 4.2 Produce an action plan which identifies stages in meeting goals. 4.3 Select and record achievements which have led to attainment of the goal. 4.4 Describe how both goal setting and achievement have contributed to own self-confidence.

Supporting Unit Information

Developing Personal Confidence and Self Awareness – D/504/8527 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand reasons for feeling confident and lacking confidence.

1.1 Describe a situation when s/he felt confident and how s/he behaved in this situation.

'Situation' may be anything that the learner identifies as one where they feel confident but a full description of the situation and of their behaviour should be given.

Example:
This would be insufficient 'When I was on holiday with my family at a wildlife park I enjoyed petting the animals.'
This would be sufficient 'When I was on holiday with my family, we went to a wildlife park and we were allowed to pet some of the animals. My little brother was very nervous of the bigger animals but I showed him that there was nothing to be frightened of and encouraged him to make friends with one of the sheep. My family were pleased that I helped him and I enjoyed the whole experience more because I could show him how to do things.'

1.2 Describe a situation when s/he lacked confidence and how s/he behaved in this situation.

'Situation' may be anything that the learner identifies as one where they lack confidence but a full description of the situation and of their behaviour should be given (see AC1.1).

1.3 Describe how s/he prepares for situations where s/he lacks confidence.

Preparation for situations where s/he lacks confidence may include strategies such as: dressing especially carefully; thinking through what

might happen and how s/he would deal with it; visualise themselves as they want other people to see them; adopt a 'power pose' before going into the situation; keep a smile in place; stand and sit upright. Research tells us that we watch our own behaviour to see how we feel so behaving confidently makes us feel more confident.

1.4 Describe how our own behaviour can influence another person's perception of us.

'Perception' might be defined as the lens through which we view the world. Our behaviour influences other's perception of us for a number of reasons:

Perception is influenced by pre-conceptions. We all have stereotypes of people whom we will 'get along with' and those we won't. Behaving in different ways because we are nervous (for instance, being very quiet, keeping our head down, fiddling with hair and clothing) gives a false impression to others and changes their behaviour towards us. Behaviours that are very obviously anxious or nervous tend to make other people feel anxious, too, and they won't feel comfortable being with us. Conversely, an upright posture, eye contact and a smile encourages other people to perceive us as warm, friendly and confident.

Most people know some roles to play and how those interact. When someone acts like a leader, we tend to act like followers. This is especially powerful when appearance supports behaviour, so dressing like the person we want others to perceive can add to the effect of our behaviour.

First impressions count: perception is very powerful and people will often continue to believe what they perceived even when the evidence does not support them. This is one of the reasons that witness testimony is unreliable.

Learning Outcome 2: Understand effective participation in social situations.

2.1 Describe social situations which make her/him feel uncomfortable and how these act as barriers to participation.

'Social situation' may be anything that the learner identifies as one where they feel uncomfortable but a full description of the situation and of their feelings should be given (see AC1.1). 'These' in the phrase 'how these act as barriers to participation' are the learner's feelings of discomfort. Barriers to participation could include feelings that people won't like you, that other people are smarter or more confident than you, that you have nothing to talk about or will say something foolish.

2.2 Describe examples of behaviour which would be inappropriate in a social situation and explain why.

'Inappropriate' behaviours may be either how we act or how we speak (and what we say). The learner should choose some examples and explain why they are inappropriate.

Standing too close to other people whom we don't know is interpreted as invading their 'personal space'. It can be interpreted as an inappropriate sexual advance or as aggressive but will always make people try to edge away. There are different conceptions of 'personal space' in different cultures: in China and India, for instance, 'personal space' is much less important. The distance at which people feel invaded depends on context. In a crowded party, the distance is smaller and in the open it is much larger. The acceptable distance also depends on the extent to which someone feels threatened or anxious. Personal space is also invaded when someone is touched, with the wrist, elbow and lower arm being more acceptable than the upper arm and shoulder.
There are many inappropriate ways to act in social situations: drinking too much alcohol, especially when everyone else is sober; taking all of the chocolate biscuits without asking others whether they want one; sprawling across a sofa when there are insufficient seats for everyone.

Other examples:

- Speaking much more loudly than other people or too softly to be easily heard
- Interrupting other people while they are speaking or talking over them
- Using inappropriate language (acceptable language depends on the context and how well you know the other people)
- Speaking at length, thereby denying others the opportunity to speak
- Hectoring and aggressive tone of voice
- Becoming obviously angry, shouting, swearing

2.3 Describe ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations.

A change of behaviour will result from a change of attitude but the learner will need to define the inappropriate ways in which they behave in social situations to fully answer this question.

Ways to change attitude include:

- Re-interpret a frightening situation as 'exciting'
- Remind yourself that others are equally nervous and decide to support them

- Rehearse situations that have been troubling and decide upon a course of action
- Decide the 'persona' you wish others to see and act like it
- Think of two appropriate topics of conversation that you can start with strangers
- Be interested in other people and encourage them to speak
- Regard each uncomfortable social situation as a rehearsal for the next.

Learning Outcome 3: Understand ways to manage stress.

3.1 Describe what makes her/him feel stressed.

'What makes him/her feel stressed' will be individual to the learner but stress is known to be associated with a lack of control.

Common answers include:
- Exams and tests
- Going into a social situation (a party, for instance) alone
- Family arguments and/or the challenging behaviour of family members
- Speaking in public
- Being late for an appointment
- Not having enough time to do homework or a task

3.2 Describe ways in which s/he deals with feeling stressed, using examples from specific situations.

The learner will need to fully describe a situation in which they feel stressed and their thoughts, feelings and behaviours. Inappropriate ways to deal with stress include:
- Constant avoidance (temporary avoidance may be an appropriate technique)
- Use of drink or drugs
- Self-harm
- Anger

3.3 Describe a range of techniques which can help reduce stress

'Techniques' include: avoiding caffeine, nicotine and alcohol; taking physical exercise; getting more sleep; mindfulness techniques; talking it through with someone trustworthy; managing time (for instance, using 'time blocking' to plan tasks in advance); keep smiling; learn to say 'no'.

3.4 Describe how certain stress reducing techniques might be more effective in different situations.

The techniques listed in AC3.3 will be more effective or appropriate in different situations: for instance, dealing with exam stress by taking a run beforehand is fine where running round the party is not. Avoiding a stressor can be useful (for instance, family arguments) may be appropriate and useful but avoiding an exam is not.

Learning Outcome 4: Be able to set goals for own development.

4.1 Describe the significance for him/her of one selected goal.

For the chosen goal, the learner needs to describe why it is important to them and why they have chosen it. The goal should be SMART (specific, measurable, achievable, relevant, and timetabled).

4.2 Produce an action plan which identifies stages in meeting goals.

Break the goal into steps. For instance, the goal of using mindfulness as a stress reduction technique might start with reading about it, then practising or attending a course, then putting it into action in a stressful situation. The goal of doing one new, uncomfortable thing each week could be diaried. A simple action plan will be sufficient but the learner must know 'what success looks like' for each stage.

4.3 Select and record achievements which have led to attainment of the goal.

Using the action plan, the learner will select those actions that were successful and that have contributed to achievement of the goal. The inference of this AC is that the goal has been achieved.

4.4 Describe how both goal setting and achievement have contributed to own self-confidence.

Reflecting on goal setting and achievement of stages and how these have improved self-confidence: the act of taking control will reduce stress, improve confidence in self-efficacy and resilience in the face of failure.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

For LO4, the learner must choose one goal that is relevant to the Unit. For instance: learning mindfulness techniques to help deal with stress; doing one new, uncomfortable thing each week. As the learner must record and reflect on achievements, they will need to set the goal in advance of the remainder of the learning activities.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Drug Awareness

Unit Reference	J/506/0588
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has seven learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about the differences between types of drugs.	1.1. Identify the different types of drugs that exist. 1.2. Differentiate between those identified drugs.
2. Know some of the causes of drug misuse.	2.1 Describe possible reasons as to why people may misuse drugs.
3. Know some of the physical and psychological effects of drug misuse.	3.1 Describe some of the physical effects of drug misuse. 3.2 Describe some of the psychological effects of drug misuse.
4. Understand the implications of drug misuse on others.	4.1 Describe the possible effects that drug misuse can have on others.
5. Understand some of the health issues associated with drug misuse.	5.1 Describe some of the ways in which drug misuse can impact on physical and emotional health.
6. Know the effects of withdrawing from drugs.	6.1 Describe the effects of withdrawing from drugs.

7. Know some of the agencies offering help and information on drug misuse.	7.1 Identify some sources of help and information related to drug abuse. 7.2 Describe how the sources of help and information differ from one another.

Supporting Unit Information

Drug Awareness – J/506/0588 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the differences between types of drugs.

1.1 Identify the different types of drugs that exist.

Stimulants, depressants, hallucinogens, dissociatives, opioids, inhalants. Drugs can be legal as well as illegal.

1.2 Differentiate between those identified drugs.

Stimulants: make the user feel as if they are 'speeding up'. Depressants: make the user feel as if they are 'slowing down'. Hallucinogens: the user may see things that are not really there. Dissociatives: users may feel that they are 'watching themselves'. Opioids: opioids are prescribed by a doctor and also known as painkillers but they can be addictive and used illegally. Inhalants: gases or fumes that are inhaled to give a 'high'.

Learning Outcome 2: Know some of the causes of drug misuse.

2.1 Describe possible reasons as to why people may misuse drugs.

Can feel good initially, peer and social pressure, to reduce anxiety and 'feel better', to improve performance, addiction

.

Learning Outcome 3: Know some of the physical and psychological effects of drug misuse.

3.1 Describe some of the physical effects of drug misuse.

Stomach problems: vomiting, diarrhea; heart conditions; contracting illness such as HIV; kidney and liver problems; breathing problems.

3.2 Describe some of the psychological effects of drug misuse.

Anxiety, depression, confusion, hallucinations, willingness to engage in risky behaviour

Learning Outcome 4: Understand the implications of drug misuse on others.

4.1 Describe the possible effects that drug misuse can have on others.

Damaged personal relationships, loss of trust, causing physical and emotional damage to others.

Learning Outcome 5: Understand some of the health issues associated with drug misuse.

5.1 Describe some of the ways in which drug misuse can impact on physical and emotional health.

Short and long-term health complications such as lung disease. Damaged relationships may lead to isolation and vulnerability.

Learning Outcome 6: Know the effects of withdrawing from drugs.

6.1 Describe the effects of withdrawing from drugs.

Headaches, difficulty breathing, sweating, racing heart, vomiting, tight muscles, increased anxiety, depression, poor sleep.

Learning Outcome 7: Know some of the agencies offering help and information on drug misuse.

7.1 Identify some sources of help and information related to drug abuse.

NHS, FRANK, Families Anonymous

7.2 Describe how the sources of help and information differ from one another.

NHS – GPs can offer help and advice and make referrals to specialist services. FRANK – website with a live chat facility offering support. Families Anonymous – local support groups for families of drugs users.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning

difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Written description
- Project
- Role play/simulation
- Group discussion
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Family Relationships

Unit Reference	T/504/8808
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about family units.	1.1. Outline the variety of forms family units may take. 1.2. Identify the strengths and weaknesses of each type of identified family unit.
2. Know about the different roles within a family unit.	2.1 Describe the different roles of members of a family unit. 2.2 Explain how the roles may change over time.
3. Know about problems in family life.	3.1 Describe the most common causes of problems in family life. 3.2 Describe the possible effects the problems may have on the family. 3.3 Identify strategies that could be used to alleviate some of the problems. 3.4 Assess the strategies identified.
4. Understand own responsibilities within the family to family members.	4.1 Describe own responsibilities within the family to other family members. 4.2 Outline how these responsibilities can be carried out.

5. Know about the changing needs of family members.	5.1 Describe how the needs of family members may change as circumstances change. 5.2 Outline the consequences of these changing needs.
6. Be able to develop own strategies for personal development as a member of the family unit.	6.1 Produce a personal development plan for the future in relation to own and their family's needs. 6.2 Identify possible problems within the personal development plan. 6.3 Identify solutions to the identified problems.

Supporting Unit Information

Family Relationships – T/504/8808 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about family units.

1.1 Outline the variety of forms family units may take.

a) Two parents and children (nuclear family), b) single parent family, c) extended family (other family members living in the same house), d) step family,(remarriage or moving in after divorce with other family from previous relationship), e) Grandparent family(where the child lives with grandparents)

1.2 Identify the strengths and weaknesses of each type of identified family unit.

a) Strengths – support and nurturing from 2 parents and 2 potential sources of income.
b) Strengths – tight bond, often work closely together within the household. Weakness – difficult to get help with childcare, and only one potential source of income.
c) Strengths – support and nurturing on many levels, all working together. Weaknesses – may include older relatives that unable to care for themselves, may seem crowded.
d) Strengths – newly formed relationships, excitement. Weakness – can be difficult to start with, children and parents adjusting to change and alternative discipline methods or levels.
e) Strengths – Strong nurturing. Weakness – there may have been some trauma involved in the decision for the grandparents to bring up the child, like death, divorce or incarceration.

Learning Outcome 2: Know about the different roles within a family unit.

2.1 Describe the different roles of members of a family unit.

Parent, to provide, protect and teach the child, make decisions and manage the family, grandparent to support the parent and nurture the child, the child- who should work with the parents (and grandparents) and respect them, siblings who should support each other.

2.2 Explain how the roles may change over time.

Normal, or unforeseen, changes over time will require change as with age, individuals take on additional roles, like a child will take on more caring duties with the birth of a younger sibling, or by getting married themselves (or living with someone) and becoming a parent, thus changing the role of the parent to that of grandparent.

Learning Outcome 3: Know about problems in family life.

3.1 Describe the most common causes of problems in family life.

Learners should research and cover as a minimum: disagreements and differences of opinion, changes in family structure (new baby, separation, death, maturing and growing up), jealousy and spite, changes that affect financial stability (loss of job, new job etc.), moving to a new house, health issues, sexual identity issues, addition (drugs, alcohol, gambling), betrayal and infidelity, abuse.

3.2 Describe the possible effects the problems may have on the family.

Learners should cover the effects on the relationship as well as the effect on well-being; anger and arguments, avoidance, stress, tiredness and lack of energy, depression, feeling alone and withdrawing, unable to concentrate or enjoy normal activities, not being sociable, drinking or taking drugs as a form of escape.

3.3 Identify strategies that could be used to alleviate some of the problems.

Learners should identify and cover sources within the family as well as external sources and provide examples; talking and negotiation, accepting that all members have the right to different opinions, getting external help (family counselling, mediation, workshops, parenting support website, Relate, Lifeline etc.)

3.4 Assess the strategies identified.

Learners should comment on the quality and value of each of the strategies they have identified in terms of how successful they think each would be.

Learning Outcome 4: Understand own responsibilities within the family to family members.

4.1 Describe own responsibilities within the family to other family members.

This will be personal to each learner. They will need to explain where they are in relation to other family members and siblings and how they see their responsibility within that role (for example as an older sibling, supporting or caring for younger siblings, supporting the parents with childcare etc.).

4.2 Outline how these responsibilities can be carried out.

Learners need to give examples of how these responsibilities are carried out, this could be by describing what tasks they have to perform (e.g. preparing meals, helping others to get dressed, cleaning up etc.)

Learning Outcome 5: Know about the changing needs of family members.

5.1 Describe how the needs of family members may change as circumstances change.

Learners should cover how change occurs as a result of the child growing and maturing, changing environments (schools), relationships and physical needs (physical maturity and privacy – the need for more space. etc.). Change may also happen – but not be limited to - a result of moving area, and new schools, college, separation, (of friends) or by a parent moving in with a new partner and their family, or an elderly member needs additional care and support.

5.2 Outline the consequences of these changing needs.

Consequences should include change in roles and change in family structure and the possible effect on the well-being of the family members.

Learning Outcome 6: Be able to develop own strategies for personal development as a member of the family unit.

6.1 Produce a personal development plan for the future in relation to own and their family's needs.

Learners need to create a plan which could be based on all aspects of life including education, career, finances, family and personal needs. E.g. education and career goals, and family-oriented needs (spending more time together, managing emotions better, helping support

grandparents/younger siblings, helping with household chores, improve meals etc). Goals should be identified, then statements on HOW they can be achieved, with a time scale allocated.

6.2 Identify possible problems within the personal development plan.

Possible problems could be that the family do not support the development plan, the needs/goals are too many or not well enough defined, target dates are not achievable, or the description on how they will be achieved is not detailed enough with the skills or resources identified and their use.

6.3 Identify solutions to the identified problems.

Solutions could include discussion with the family, contribution by the family, and researching where to get support to meet the needs/goals externally if required.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam

- Oral question and answer
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Group and Teamwork Communication Skills

Unit Reference	R/505/8925
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has eight learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the roles and responsibilities associated with working in a group.	1.1. Describe the different roles and responsibilities for group members when working in group situations.
2. Understand how to communicate verbally with group members.	2.1 Assess own ability to communicate with others appropriately in a range of group situations.
3. Understand the importance of listening to others within group situations.	3.1 Analyse own ability to listen to others. 3.2 Respond appropriately in order to develop conversations.
4. Understand others' rights to communicate within a group situation.	4.1 Draw conclusions from other members' views/responses without interrupting. 4.2 Perform effectively in a group discussion.
5. Understand the importance of co-operation when working in group situations.	5.1 Assess a range of group situations and explain why co-operation is necessary to achieve agreed outcomes.

6. Understand the importance of praise and constructive criticism in a variety of contexts.	6.1 Identify and explain appropriate responses to praise and constructive criticism from group members in different structured contexts.
7. Be able to give praise and constructive criticism appropriately.	7.1 Critically compare a range of situations to clarify when it is appropriate to either praise or criticise. 7.2 Assess own ability to give praise and constructive criticism appropriately.
8. Understand relationships within own team.	8.1 Assess own relationship with the rest of the team.

Supporting Unit Information

Group and Teamwork Communication Skills – R/505/8925 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the roles and responsibilities associated with working in a group.

1.1 Describe the different roles and responsibilities for group members when working in group situations.

Consider who is in the group; this may be people from the same department but may also include external contractors and other organisations. It may be useful to look at job roles and person specifications but also consider what responsibility each member has, what company or department they represent, previous experience and individual skill set.

Learning Outcome 2: Understand how to communicate verbally with group members.

2.1 Assess own ability to communicate with others appropriately in a range of group situations.

Professional and appropriate communication is essential in a corporate environment. Language, address, phrasing, terminology and structure are key components to effective communication. A self-evaluation form could be considered prior to a discussion, which could then be reviewed and updated following feedback from discussions with others.

Learning Outcome 3: Understand the importance of listening to others within group situations.

3.1 Analyse own ability to listen to others.

A self-evaluation form could be considered prior to any listening tasks which could then be reviewed and updated following feedback from others.

3.2 Respond appropriately in order to develop conversations.
Any questions or additional information required should be presented by an appropriate verbal response. More informal conversations could focus on business interests, hobbies or family but must still be communicated in a professional manner.

Learning Outcome 4: Understand others' rights to communicate within a group situation.

4.1 Draw conclusions from other members' views/responses without interrupting.

Ensure sufficient time is taken to listen to individual views/responses, appropriate notes should be used to identify key information, views, strengths/weaknesses, key points that need to be actioned and any additional questions this raises. Responses or further questions from the group can be asked at the end. Consideration may also include job roles, experience or personal beliefs.

4.2 Perform effectively in a group discussion.

Actively contribute to a discussion in a professional manner; this should include verbal communication to a group, uninterrupted listening of others and appropriate questions or responses to others.

Learning Outcome 5: Understand the importance of co-operation when working in group situations.

5.1 Assess a range of group situations and explain why co-operation is necessary to achieve agreed outcomes.

This may be a project that requires contributions from different individuals, different departments, external contractors or component manufacturers. Explain why several people with different skills, knowledge, experience or authorisation may have to co-operate as a group to complete a task or project.

Learning Outcome 6: Understand the importance of praise and constructive criticism in a variety of contexts.

6.1 Identify and explain appropriate responses to praise and constructive criticism from group members in different structured contexts.

Identify the strengths and weaknesses of others in different situations, construct appropriate praise or comments and explain how this can motivate them. How would you respond? Explain how you might approach

and construct comments when giving constructive criticism, and consider how you would respond to any constructive criticism received.

Learning Outcome 7: Be able to give praise and constructive criticism appropriately.

7.1 Critically compare a range of situations to clarify when it is appropriate to either praise or criticise.

Consider different scenarios where praise or criticism may occur, this may be a meeting, appraisal or at an external event. Also consider who is present in these scenarios. How would the tone or comments be addressed in different situations?

7.2 Assess own ability to give praise and constructive criticism appropriately.

Assess the ability to identify strengths and weaknesses, construct appropriate comments and give praise and constructive criticism to others in different scenarios. A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis may be useful to assess own abilities.

Learning Outcome 8: Understand relationships within own team.

8.1 Assess own relationship with the rest of the team.

Assess your own performance within a team considering your specific role. Do you provide positive input, constructive feedback, good communication and listen to others? How well do you get on with members of your team, and do you know their skillset?

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the

unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Healthy Living

Unit Reference	Y/504/8266
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about personal fitness	1.1. Explain the term 'personal fitness'. 1.2. Describe the advantages of different activities in relation to personal fitness. 1.3. Describe the disadvantages of different activities in relation to personal fitness.
2. Be able to develop a personal exercise programme to improve own healthy lifestyle	2.1 Develop a programme of personal exercise to improve own healthy lifestyle. 2.2 Record own progress.
3. Know about the role of a balanced diet in promoting good health	3.1 Explain the principles of healthy eating. 3.2 Design nutritionally balanced meals for self. 3.3 Give the reasons for choice of the meals.
4. Know about the importance of personal hygiene and grooming	4.1 Explain the reasons for personal hygiene. 4.2 Explain the reasons for good grooming.

5. Understand the issues of sex education and contraception	5.1 Describe methods of contraception. 5.2 Explain the need for sexual responsibility in personal relationships. 5.3 Identify sexually transmitted diseases. 5.4 Explain the cause and consequences of identified sexually transmitted diseases.
6. Be able to take responsibility for own health and lifestyle	6.1 Devise an action plan for a healthy lifestyle. 6.2 Access information from agencies to support own action plan.

Supporting Unit Information

Healthy Living – Y/504/8266 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about personal fitness.

1.1 Explain the term 'personal fitness'.

Personal fitness is working towards achieving your fitness goals to help you feel both physically and mentally better. It involves finding a plan that is suited to the individual and their needs.

1.2 Describe the advantages of different activities in relation to personal fitness.

Describe the advantages of various activities. For example: running can build stamina, swimming can build core strength, and team games can improve confidence and social life.

1.3 Describe the disadvantages of different activities in relation to personal fitness.

Some activities can become unhealthy. For example: injuries from contact sports, joint pain from running, overtraining or overusing muscles.

Learning Outcome 2: Be able to develop a personal exercise programme to improve own healthy lifestyle.

2.1 Develop a programme of personal exercise to improve own healthy lifestyle.

Learners should develop a programme of personal exercise that meets their own fitness and well-being goals. It should be accessible, achievable and affordable.

2.2 Record own progress.

Their progress on their personal exercise programme should be recorded as part of a fitness log.

Learning Outcome 3: Know about the role of a balanced diet in promoting good health.

3.1 Explain the principles of healthy eating.

Explain the key principals of a healthy diet – a balanced diet that is high in fibre, has 5 portions of fruit and vegetables a day, is low in saturated fats, has wholegrain carbohydrates, has proteins, is low in sugar/salt and includes 6 – 8 glasses of water a day.

3.2 Design nutritionally balanced meals for self.

Using these principals, learners should design nutritionally balanced meals for themselves

3.3 Give the reasons for choice of the meals.

Learners should explain their meal choices referring back to the key principals.

Learning Outcome 4: Know about the importance of personal hygiene and grooming.

4.1 Explain the reasons for personal hygiene.

Learners should explain why personal hygiene is important. For example, that by washing your hands regularly it helps to prevent the spread of infection from viruses or how tooth brushing helps to prevent decay.

4.2 Explain the reasons for good grooming.

Learners should explain why good grooming is important. For example, improved appearance can build confidence and support self-esteem. It may also help to create a good first impression.

Learning Outcome 5: Understand the issues of sex education and contraception.

5.1 Describe methods of contraception.

Learners should describe methods of contraception. This can include: condoms, the female contraception pill, cap/diaphragms, implants, female condom, IUD or coil, female sterilisation, vasectomy.

5.2 Explain the need for sexual responsibility in personal relationships.

Learners should explain why each individual has personal responsibility for their sexual health and for the health of the person they are in a relationship with.

5.3 Identify sexually transmitted diseases.

Examples can include: HIV/AIDS, hepatitis, chlamydia, gonorrhoea, syphilis, genital warts, herpes and lice.

5.4 Explain the cause and consequences of identified sexually transmitted diseases.

Bacteria, parasites and viruses can all cause sexually transmitted diseases. Some of the consequences of sexually transmitted diseases include: complications in pregnancy, long term health problems, pelvic inflammatory disease and infertility.

Learning Outcome 6: Be able to take responsibility for own health and lifestyle.

6.1 Devise an action plan for a healthy lifestyle.

Learners should create an action plan for a healthy lifestyle. This can include: healthy meal planning and personal fitness and exercise goals.

6.2 Access information from agencies to support own action plan.

These agencies can include: NHS website, the Terrance Higgins Trust, local sports clubs and associations.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Improving Own Learning and Performance

Unit Reference	A/504/8275
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes. The purpose of this unit is to enable the learner to assess their learning needs and plan how to achieve them.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different ways and areas of learning which reflect own likes and/or dislikes	1.1. Describe different ways of learning. 1.2. Give reasons why they like or dislike different ways of learning. 1.3. Identify areas of learning which they enjoy and/or they feel that they are good at. 1.4. Describe the identified areas of learning.
2. Be able to use own strengths, aptitudes and skills to determine learning targets	2.1 Describe how the achievement of learning targets can be supported by: • own strengths • own aptitudes • own skills 2.2 Select short term learning targets based on existing: • strengths • aptitudes • skills

3. Be able to plan how to achieve learning targets	3.1. Produce an action plan showing how the learning targets can be achieved. 3.2. Identify possible obstacles to learning. 3.3. Describe ways of overcoming identified obstacles to learning.
4. Be able to review own performance against action plan	4.1 Use feedback from others to aid progress towards learning targets. 4.2 Describe the progress made in implementing the action plan. 4.3 Revise the action plan after reviewing progress.

Supporting Unit Information

Improving Own Learning and Performance – A/504/8275 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about different ways and areas of learning which reflect own likes and/or dislikes.

1.1 Describe different ways of learning.

'Ways of learning' might include: online learning, learning as part of a group, one-to-one tutoring, learning 'on the job', formal 'chalk and talk' (lecturing), blended learning (a combination of classroom and online learning), learning through visual, aural or kinaesthetic stimuli.

1.2 Give reasons why they like or dislike different ways of learning.

The learner is to identify their own learning preferences and briefly explain why they like or dislike the ways of learning identified in AC1.1.

1.3 Identify areas of learning which they enjoy and/or they feel that they are good at.

'Areas of learning' will depend on the learner's past experience and might include: Academic subjects (such as history, maths, and biology); Vocational subjects (such as working with IT, supporting other people through advice and guidance, writing reports and minutes of meeting); Technical subjects (such as engineering, joinery, mechanics).

1.4 Describe the identified areas of learning.

The learner should describe each area of learning identified in AC1.3. This is likely to be a detailed description of the content of each area and it might include the skills required to engage in each area of learning.

Learning Outcome 2: Be able to use own strengths, aptitudes and skills to determine learning targets.

2.1 Describe how the achievement of learning targets can be supported by:

- own strengths
- own aptitudes
- own skills

The learner needs to identify their strengths, aptitudes and skills and describe how each supports the achievement of learning targets. These areas may overlap. Examples of each include:

Strengths: confidence, assertiveness, resilience, commitment

Aptitudes: studying on one's own, researching topics of interest, using social media, working with others

Skills: Communication in speaking and listening, any of the 'subjects' listed in AC1.2, study skills

Example: 'I am assertive and that means I can ask for the help I need and negotiate when I need additional time to complete a task'.

2.2 Select short term learning targets based on existing:

- strengths
- aptitudes
- skills

Short term will mean less than 6 months.
This will be based on a SMART goal (Specific, Measurable, Achievable, Relevant/Realistic, and Timetabled) and the learner should be able to say 'what success looks like' and justify the learning goal by reference to AC2.1.

Learning Outcome 3: Be able to plan how to achieve learning targets.

3.1 Produce an action plan showing how the learning targets can be achieved.

Make a straightforward action plan to support the learner in achieving LO3 and LO4. This will be based on SMART goals (see AC2.2/2.3) which are their learning targets. In table format, steps towards the learning target are in column 1, resources required at each stage (advice/guidance, finance, time etc.) in column 2, date for achievement in column 3 and a Comments column for noting their own progress (see AC4.1) and any revision of the long term target, dates etc.

'Steps' might include: get advice from the Careers service about routes to the goals, complete a Food Safety course, identify opportunities for an apprenticeship in a vocational area, register for an online course, attend evening classes, register with HMRC as a sole trader.

3.2 Identify possible obstacles to learning.

'Obstacles' might include: lack of time, lack of finance, not able to attend the identified course; personal obstacles to achieving the learning target or required steps (e.g., not having relevant study skills, anxiety about learning in a different environment)

3.3 Describe ways of overcoming identified obstacles to learning.

Taking 'obstacles' identified in AC3.2, describe how to overcome or minimise these. This might include: making time by putting aside a regular activity or managing time better; applying for a grant, bursary or study loan; seeking advice about study skills from a local college or online; finding strategies to manage anxiety.

Learning Outcome 4: Be able to review own performance against action plan.

4.1 Use feedback from others to aid progress towards learning targets.

'Feedback from others' might include the teacher, peers in the group, family or friends, work colleagues and managers

4.2 Describe the progress made in implementing the action plan.

Using the Action Plan from AC3.1, highlight progress towards targets and where progress is slow or immovable barriers exist.

4.3 Revise the action plan after reviewing progress.

The learner revises their own learning targets, based on AC4.1 and AC4.2
'Revision' might include:

- The goal itself – for instance, if the learner identified a learning target that they now discover is not pertinent to their career aims or if they have added a new learning target.
- Timing for steps towards the goal – for instance, if they cannot enrol at college until later in the year.
- Resources (e.g., support and/or advice, finance).

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Interpersonal Skills

Unit Reference	H/504/7783
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes. The purpose of this unit is to give learners an overview of some key personal and interpersonal skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify personal skills.	1.1. Describe own strengths and skills. 1.2. Describe how the identified strengths and skills could be transferred to different roles. 1.3. Describe ways of improving own time management.
2. Know about stress in self.	2.1 Identify signs and symptoms of stress in self. 2.2 Describe strategies for managing own stress.
3. Know about different types of criticism.	3.1 Describe different types of criticism. 3.2 Describe real situations showing the use of appropriate criticism.
4. Know about body language.	4.1 Describe the application of body language in real situations.

5. Know about respond to different behaviours.	5.1 Describe how to respond to: a) Aggressive behaviour b) Passive behaviour c) Assertive behaviour 5.2 Describe real situations which illustrate confident behaviour.

Supporting Unit Information

Interpersonal Skills – H/504/7783 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify personal skills.

1.1 Describe own strengths and skills.

'Strengths and skills' will be anything that the learner identifies for themselves and may include:

- Time management
- Confidence in social situations
- Dealing with stress
- Saying 'no' to unwelcome requests
- Asking for advice
- Accepting feedback and constructive criticism
- Giving feedback to others
- Supporting family and friends
- Giving time to the community
- Communicating through speaking and listening.

1.2 Describe how the identified strengths and skills could be transferred to different roles.

'Different roles' could include: student, worker, family member. Each strength and skill will be transferable across roles. For instance, 'Time management' will support a role as an employee and as a student. 'Asking for advice' is a useful skill when clarifying responsibilities in the workplace, in education and in personal life.

1.3 Describe ways of improving own time management.

Techniques to improve time management include:

- Time boxing – estimating how long a task will take and diarying chunks of time to get it done
- Splitting big tasks into smaller, more manageable pieces
- Allowing an extra 10 minutes to get to appointments
- Use electronic means of communication rather than meetings and

phone calls
- Schedule time out for yourself – this avoids breaking up a period of time that is scheduled for tasks and motivates you to stay on track
- Do small and simple tasks when least ready for serious work (early morning or late afternoon, for instance)
- Set times to check emails and texts and turn off the apps in between
- Setting priorities for tasks – what needs to be done quickly and what is more important.

Learning Outcome 2: Know about stress in self.

2.1 Identify signs and symptoms of stress in self.

Signs and symptoms of stress include:
- A 'short fuse' – easily breaking into anger and aggression, moody and irritable, intolerant of others
- Feeling out of control or overwhelmed
- Loneliness and isolation
- Depression and general unhappiness
- Fidgeting
- Clumsiness – becoming 'accident prone'
- Unable to settle to one task, easily distracted
- Not taking care over appearance
- Physical symptoms – lack of sleep, prone to infection, feeling unwell for no real cause, headaches, chest pain and rapid heartbeat, upset stomach.

2.2 Describe strategies for managing own stress.

Strategies for managing own stress may include: avoiding caffeine, nicotine and alcohol; taking physical exercise; getting more sleep; mindfulness techniques; talking it through with someone trustworthy; managing time (for instance, using 'time blocking' to plan tasks in advance); keep smiling; learn to say 'no'.

Learning Outcome 3: Know about different types of criticism.

3.1 Describe different types of criticism.

Destructive criticism blames, constructive criticism praises.

Constructive criticism is forward looking – it praises good work and explains what needs to change in order to achieve. It is:
- Specific about what it refers to
- Precise in describing it (not long winded)
- Kind about what has gone well

- Positive about success
- Given when the receiver is ready to hear it.

Destructive criticism focuses on what has happened in the past (and can't be changed) – it may acknowledge what has gone well but also details what went less well without guidance to put it right.

Following constructive criticism, the receiver feels positive that they can get it right next time and happy with what went well this time.

Following destructive criticism, the receiver does not know what they can do to remedy defects, feels negative about achievement and ignores what went well.

3.2 Describe real situations showing the use of appropriate criticism.

'Appropriate criticism' examples will be drawn from situations in which constructive criticism enabled change and achievement. These may be from education, work or personal life.

Learning Outcome 4: Know about body language.

4.1 Describe the application of body language in real situations.

Body language is the use of non-verbal communication and includes:

- Facial expression - (smiling, frowning, grimacing, rolling eyes, etc.), keeping eye contact to indicate interest or attention
- Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point
- Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.
- Tone of voice – saying the same thing but in a different way can indicate emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.
- Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention
- Appearance – how we dress says something about how we want to be perceived.

Learning Outcome 5: Know about respond to different behaviours.

5.1 Describe how to respond to:

a) Aggressive behaviour
b) Passive behaviour
c) Assertive behaviour.

The learner is required to describe how to respond to these different types of behaviour.

Aggressive behaviours are where the person asserts their own rights and needs above the rights and needs of other people. This may not appear 'aggressive' in the usual sense in which we use this word. For instance, they may not talk loudly or gesture angrily. However, this may change if the person does not get what they want.
Aggressive behaviours include: insisting that someone else does something they don't want to do; refusing to acknowledge a different point of view; refusing to listen to the other person.

Appropriate responses to aggressive behaviour are: keep your distance – aggressive people already have raised tension and getting close to them may escalate aggressive behaviours; acknowledge what you both agree on and isolate what you cannot agree to; behave assertively and calmly – aggressive behaviours are not reduced by passive responses. Use the UHT technique 'I understand that… However, I cannot agree to… Therefore …'; try to calm the situation and to gain time for both of you to reflect on the situation.

Passive behaviours are where the person asserts the rights and needs of other people above their own rights and needs. Again, this may not appear 'passive' in the sense of someone behaving meekly or shyly. Passive behaviours include: doing things that you don't want to do; not putting forward your own point of view; insisting that the other person has their way, even when offered the opportunity to argue for your own.

Appropriate responses to passive behaviours include: do not take advantage! be assertive in asking the person what it is that they would like before answering a similar question; tell the person what you intend to do and ask them what they will do; stand your ground if they continue to try and 'help' you and disadvantage themselves.

Assertive behaviours acknowledge the equal right of both parties to have their needs met.
Assertive behaviours include: giving the other person time to think and respond to points made in a conversation, using questioning skills to elicit further comments and to clarify points, negotiating decisions, seeking an equal division of labour or activities.
Appropriate responses to assertive behaviours: there is only one – be assertive, too.

5.2 Describe real situations which illustrate confident behaviour.

The learner is required to identify 'real situations' that illustrate confident behaviour. To do this, they will need to know what 'confident behaviour' looks like. This includes:

- Stance: upright and relaxed, head up, leaning in to a speaker during conversation
- Body language: maintaining eye contact, smiling, nodding
- Speech: clear and at a moderate pace, 'turn taking' in conversation, pausing to choose words, asking questions to elicit further information, giving own opinion having paid attention to the other person's.
- Other behaviours: taking on tasks and situations that are not familiar, 'face the fear and do it anyway'

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Managing Personal Relationships

Unit Reference	H/504/8626
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of power in relationships.	1.1. Describe different types of behaviour in power relationships. 1.2. Describe the difference between positional and personal power. 1.3. Describe the contexts in which positional and personal power might be used when leading others.
2. Understand the benefits and difficulties of giving and receiving support.	2.1 Describe a range of benefits of giving and receiving support. 2.2 Describe a range of difficulties of giving and receiving support.
3. Understand the key behaviours that contribute to good teamwork.	3.1 Describe key characteristics of good teamwork. 3.2 Describe behaviours that contribute to good teamwork.
4. Understand how conflicts can develop.	4.1 Describe the different stages in the development of a conflict. 4.2 Describe points of escalation. 4.3 Describe points of possible intervention and the form the intervention might take.

5. Be able to use listening skills in a conflict situation.	5.1 Use a range of active listening techniques whilst listening to a conflict situation. 5.2 Describe the importance of active listening.
6. Understand the concept of impartiality.	6.1 Describe the concept of impartiality. 6.2 Describe examples of when impartiality may be important when leading others.

Supporting Unit Information

Managing Personal Relationships – H/504/8626 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the role of power in relationships.

1.1 Describe different types of behaviour in power relationships.

1.2 Describe the difference between positional and personal power.

1.3 Describe the contexts in which positional and personal power might be used when leading others.

Learning Outcome 2: Understand the benefits and difficulties of giving and receiving support.

2.1 Describe a range of benefits of giving and receiving support.

2.2 Describe a range of difficulties of giving and receiving support.

Learning Outcome 3: Understand the key behaviours that contribute to good teamwork.

3.1 Describe key characteristics of good teamwork.

3.2 Describe behaviours that contribute to good teamwork.

Learning Outcome 4: Understand how conflicts can develop.

4.1 Describe the different stages in the development of a conflict.

4.2 Describe points of escalation.

4.3 Describe points of possible intervention and the form the intervention might take.

Learning Outcome 5: Be able to use listening skills in a conflict situation.

5.1 Use a range of active listening techniques whilst listening to a conflict situation.

5.2 Describe the importance of active listening.

Learning Outcome 6: Understand the concept of impartiality.

6.1 Describe the concept of impartiality.

6.2 Describe examples of when impartiality may be important when leading others.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Oral question and answer
- Written description
- Reflective log/diary
- Role play/simulation
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Mentoring Practice

Unit Reference	A/505/1287
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use mentoring skills and demonstrate good practice.	1.1. Write an action plan for use with a client. 1.2. Use the action plan with a client. 1.3. Maintain an effective mentoring relationship over a given period of time. 1.4. Describe how good practice has been implemented within a mentoring relationship. 1.5. Give examples of any difficulties which arise. 1.6. Describe how these have been dealt with within the mentoring relationship.
2. Understand how to review own practice as a mentor.	2.1 Review own practice as a mentor. 2.2 Give examples of how to improve own practice.

Supporting Unit Information

Mentoring Practice – A/505/1287 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to use mentoring skills and demonstrate good practice.

1.1. Write an action plan for use with a client.

Action plans should always be based on the mentee's own goals and agreed actions.
Set goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, and timetabled) and create an action plan with steps to achieve improvement, using a straightforward action plan model like the one below.

Goal	How will I know when the goal is achieved?	What I need to do	What help, support or resources do I need?	Date for review

1.2 Use the action plan with a client.

There must be evidence – usually from a report of the mentoring activity – that the Action Plan has been agreed with the mentee (the client) and this should include reviews of progress.

1.3 Maintain an effective mentoring relationship over a given period of time.

'Effective' indicates that the mentee is making progress or has improved their wellbeing. Records of meetings and reviews will be required as evidence. 'Given time' may be determined by the teacher but will certainly be longer than three weeks.

1.4 Describe how good practice has been implemented within a mentoring relationship.

'Good practice' includes:

- The use of listening skills
- Effective body language
- Maintaining the boundaries of the relationship
- Working within the mentoring guidelines
- Behaving in the way that the mentor hopes to promote in the mentee (punctual, courteous, doing what they said they would)
- Completing and submitting reports as required by the mentoring coordinator.

1.5 Give examples of any difficulties which arise.

'Difficulties' may include establishing the relationship, maintaining consistent contact, dealing with ethical issues, challenges to the boundaries of the mentoring relationship.

Note: if the learner has no examples of 'difficulties', they may refer to a different mentoring relationship than the current one.

1.6 Describe how these have been dealt with within the mentoring relationship.

'Difficulties' may include establishing the relationship, maintaining consistent contact, dealing with ethical issues, challenges to the boundaries of the mentoring relationship.

Note: if the learner has no examples of 'difficulties', they may refer to a different mentoring relationship than the current one.

Learning Outcome 2: Understand how to review own practice as a mentor.

2.1 Review own practice as a mentor.

All mentoring relationships should conclude with a review and evaluation by all parties – the mentor, the mentee, the mentoring coordinator – and this will provide the basis for this AC. If the mentoring relationship is the learner's first and is ongoing, a checklist of mentoring skills and attributes may be used (see T/504/8503 Mentoring Level 2 for indicative content if required) or a feedback exercise undertaken with the mentee and mentoring coordinator.

2.2 Give examples of how to improve own practice.

Based on AC2.1, the learner should select areas where they could improve their practice and describe what success would look like.

Alternatively, the learner may identify areas for future development above and beyond their current level.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.
For these Units, it is important for the teacher to work with the agency or organisation with which the mentors are working.

Evidence for this Unit comprises a practice file that must be based on actual mentoring experience.

Additional guidance on indicative content can be found in the Unit J/505/1289 (Mentoring Skills).

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practice file

Additional evidence for this unit may include, but is not limited to:

- Written questions and answers/test/exam
- Report
- Oral question and answer
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Mentoring Skills

Unit Reference	J/505/1289
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the stages of the 'mentoring' relationship.	1.1. Describe the stages of a typical mentoring relationship. 1.2. Define the records that need to be kept regarding an ongoing mentoring relationship.
2. Understand a range of techniques to make mentees feel comfortable and at ease.	2.1 Describe a range of communication skills which would make mentees feel comfortable. 2.2 Perform one of these communication skills. 2.3 Describe the impact of the environment on the mentoring relationship. 2.4 Describe ways of dealing with potential barriers to a good mentoring relationship.

3. Understand the boundaries of a mentoring relationship.	3.1 Discuss why a 'contract' is important for a mentoring relationship. 3.2 Assess the importance of mentoring guidelines. 3.3 Describe potential ethical issues that may arise. 3.4 Describe the process for ending a mentoring relationship.
4. Understand when and to whom referrals should be made.	4.1 Describe key referral routes. 4.2 Describe situations when mentees may benefit from being referred to other professionals.

Supporting Unit Information

Mentoring Skills – J/505/1289 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the stages of the 'mentoring' relationship.

'Mentoring' is a supportive learning relationship where a person (the mentee) is supported by someone more experienced (the mentor) to make changes. This might be related to work performance or to a life situation. The relationship is usually medium- or long-term and has a stated purpose and boundaries.

1.1 Describe the stages of a typical mentoring relationship.

'Stages':

- Match: Mentoring begins by matching someone who wants to be mentored with a trained mentor.
- Mentoring Agreement: At the very beginning of the relationship, there will be a discussion about boundaries and confidentiality, the purpose of the mentoring relationship and what can and cannot be done. Typically, mentors are forbidden to give out personal addresses and other information and the mentee may be told this to avoid potential embarrassment.
- Initial Meeting and Assessment: Over the course of the first meetings, the mentor and mentee will get to know each other and explore what the mentee wants to get from the relationship.
- Setting Goals and Actions: mentor and mentee will agree long-term goals and the actions required to achieve them. This will form the Action Plan.
- Meetings: mentor and mentee meet or communicate at intervals to monitor progress and reinforce motivation and engagement.
- Review: At intervals, the Action Plan and progress towards goals will be reviewed to ensure that it is still relevant and that no major barriers have come up.
- Endings: the mentoring relationship ends when either a) the mentee decides that it is no longer required or b) major goals have been achieved or c) at the close of the period determined during the

Mentoring Agreement.
- Evaluation: after the end of the mentoring relationship, feedback will be sought from all parties to evaluate the extent to which the mentoring relationship was successful and to set learning points for the future.

1.2 Define the records that need to be kept regarding an ongoing mentoring relationship.

Records will include the mentoring agreement, action plan, records of meetings and reviews, and the end-point evaluation. Depending on the programme, there may also be referral forms and reports back to the referrer.

Learning Outcome 2: Understand a range of techniques to make mentees feel comfortable and at ease.

2.1 Describe a range of communication skills which would make mentees feel comfortable.

A mentor should have excellent active listening skills, including knowing the use of different questioning and summarising techniques (open and closed questions, funnelling technique).

The mentor will have a command of body language.

Body language is the use of non-verbal communication and includes:
- Facial expression - (smiling, frowning, grimacing, rolling eyes, etc), keeping eye contact to indicate interest or attention
- Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point
- Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.
- Tone of voice – saying the same thing but in a different way can indicate emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.
- Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention
- Appearance – how we dress says something about how we want to be perceived
- Written skills are important to ensure that the mentee is always completely clear about agreements, goals and actions.

2.2 Perform one of these communication skills.

'Perform' will be in simulation or role play. It is important that only 'good practice' is practised and performed.

2.3 Describe the impact of the environment on the mentoring relationship.

Learners should be able to outline appropriate meeting places and explain how these affect the nature of the relationship and the work undertaken as part of the relationship. For instance, though a confidential meeting room might seem to be the best environment, these can be intimidating as the power balance of the relationship is clearly that of 'client and adviser'. More informal and naturally occurring environments may be more positive as the mentee has more control. Noisy cafes may be more discreet and confidential than very quiet ones. Environments that are lonely or isolated should be avoided.

2.4 Describe ways of dealing with potential barriers to a good mentoring relationship.

Barriers and ways to deal with them:
An imbalance of power, with the mentor being clearly in control in the early stages. To deal with this, the mentor should seek ways to give the mentee more choices – where they meet and when, for instance.

Lack of understanding of the mentee's circumstances and history. To deal with this, the mentor must use active listening skills and encourage the mentee to talk. However, the mentee must not feel forced to reveal things that they are not comfortable to share.
Lack of trust is natural in the opening stages of a relationship. To deal with this, the mentor must make sure that they behave in ways that promote trust and a sense of safety for the mentee. For instance, always being punctual and keeping their commitments - doing what they promised.

Fear of being judged may inhibit the mentee from opening up to the mentor. This will only be dealt with when the mentor has demonstrated over a period of time that they will not be shocked, surprised or horrified by anything they are told. This can be facilitated by gently but assertively challenging the mentee when they make judgements of others.
Persistent non-attendance on the part of the mentee may be a sign that the relationship is breaking down but other causes are common. For instance, the mentee feeling that their current behaviour will not be acceptable to the mentor. In this case, the mentee should be contacted by the coordinator or the referring agency to discuss the causes and remedies.

Learning Outcome 3: Understand the boundaries of a mentoring relationship.

3.1 Discuss why a 'contract' is important for a mentoring relationship.

A 'contract' or mentoring agreement ensures that both parties know the nature, purpose, duration (where relevant) and boundaries of the relationship. This avoids inappropriate demands and disappointments. It also ensures that the mentee knows that there are boundaries to confidentiality and allows them to choose what to share.

3.2 Assess the importance of mentoring guidelines.

Mentoring guidelines will be the guidance given to the mentor during their training and induction or when they are matched to a mentee. Mentoring guidelines ensure that the mentor is completely clear about matters like where to meet (not in a pub); who pays for refreshments; what the budget is for each meeting and how to claim back expenses; when to write reports and how to submit them. In summary, mentoring guidelines give a mentor the confidence to do the role they have agreed to and an 'alibi' when they have to say 'no' to a mentee's request.

3.3 Describe potential ethical issues that may arise.

Ethical issues that often arise in mentoring relationships include:

- Confidentiality: when a mentee tells the mentor something that they then say is 'in confidence', the mentor may have to refer back to the boundaries set at the start of the relationship, which should state that what the mentee tells the mentor is confidential unless it is about harm to them or other people.
- Knowledge of illicit activities: if the mentee is 'in recovery' from drink or substance abuse, the mentor may need to consider whether or not to report that they appeared to have been drinking or taking drugs. Similarly, the mentee may tell the mentor about the illicit activities of other people.
- Inability to maintain non-judgmental attitude and behaviour: mentors sometimes come across behaviours and attitudes that they find intolerable. In these cases, they should seek support and guidance from their coordinator or team leader.

3.4 Describe the process for ending a mentoring relationship.

A mentoring relationship will come to an end either at the point agreed when the relationship was set up or when the mentee decides to end it. In either case, a review and evaluation of the relationship should be done by all parties so that successes can be celebrated and lessons learned.

Mentees must be signposted to further sources of information and support. There may be a formal document that records the end of a relationship and the circumstances.

Learning Outcome 4: Understand when and to whom referrals should be made.

4.1 Describe key referral routes.

'Key referral routes' are likely to include Citizens' Advice, Drug and Alcohol agencies, Counselling providers, Health providers (GPs, walk-in centres, etc) but will depend on the context of the mentoring. The mentoring organisation will have determined whether referrals can be made by the mentor to the provider or whether these must go through the coordinator.

4.2 Describe situations when mentees may benefit from being referred to other professionals.

'Situations' will include any services required which are outside the competence of the mentor. For instance, debt and housing advice, gambling, drugs and alcohol use, medical and mental issues.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.

For these Units, it is important for the teacher to work with the agency or organisation with which the mentors are, or will be, working.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Participating in a Vocational Taster

Unit Reference	A/600/3251
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different job roles within a vocational area.	1.1. Describe three job roles within a vocational area. 1.2. Assess the skills, knowledge and personal qualities required to perform one of the job roles identified.
2. Use relevant skills, knowledge and personal qualities in a vocational context.	2.1 Perform a given task in a vocational context using relevant skills. 2.2. Demonstrate application of relevant knowledge to a vocational context. 2.3. Describe how own personal qualities have been engaged in a vocational context.
3. Understand the health and safety requirements relevant to the vocational context.	3.1 Describe the health and safety issues relevant to the vocational context. 3.2 Assess the risks associated with own role. 3.3 Apply safe working procedures to minimise risks identified.

4. Reflect on suitability for job role in chosen vocational context.	4.1 Describe the skills and knowledge gained from the vocational taster. 4.2 Assess own strengths and areas for development. 4.3 Comment on the positive and negative aspects of the vocational experience.

Supporting Unit Information

Participating in a Vocational Taster – A/600/3251 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different job roles within a vocational area.

1.1 Describe three job roles within a vocational area.

1.2 Assess the skills, knowledge and personal qualities required to perform one of the job roles identified.

Learning Outcome 2: Use relevant skills, knowledge and personal qualities in a vocational context.

2.1 Perform a given task in a vocational context using relevant skills.

2.2 Demonstrate application of relevant knowledge to a vocational context.

2.3 Describe how own personal qualities have been engaged in a vocational context.

Learning Outcome 3: Understand the health and safety requirements relevant to the vocational context.

3.1 Describe the health and safety issues relevant to the vocational context.

3.2 Assess the risks associated with own role.

3.3 Apply safe working procedures to minimise risks identified.

Learning Outcome 4: Reflect on suitability for job role in chosen vocational context.

4.1 Describe the skills and knowledge gained from the vocational taster.

4.2 Assess own strengths and areas for development.

4.3 Comment on the positive and negative aspects of the vocational experience.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Personal Budgeting and Managing Money

Unit Reference	L/504/7843
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by income and expenditure.	1.1. Define the terms "income" and "expenditure". 1.2. Outline different sources of income. 1.3. Outline items of expenditure for a typical household. 1.4. Describe how income and expenditure can be affected by personal circumstances.
2. Know ways to manage a limited budget.	2.1 Identify the factors to be considered when managing a limited budget. 2.2 Compare strategies to manage a limited budget effectively in a particular situation; for example young family, student.
3. Know how to undertake financial transactions.	3.1 Describe different kinds of financial transaction and their purpose. 3.2 Explain why different methods of carrying out financial transactions are used in different circumstances.

4. Understand key financial information on everyday documents.	4.1 Understand the purpose of a receipt and identify key information on it. 4.2 Describe key items recorded on a payslip and state why each item is included. 4.3 Describe key terms on a bank statement and explain their importance. 4.4 Describe how financial information can be checked for errors.
5. Know about saving.	5.1 Explain the benefits of saving. 5.2 Compare ways to save money, describing which is preferable in different circumstances.
6. Be able to produce a budget plan.	6.1 Explain the benefits of planning a budget. 6.2 Assess likely spending and income over a given period. 6.3 Compare predicted and actual spending and income.

Supporting Unit Information

Personal Budgeting and Managing Money – L/504/7843 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand what is meant by income and expenditure.

1.1 Define the terms "income" and "expenditure".

1.2 Outline different sources of income.

1.3 Outline items of expenditure for a typical household.

1.4 Describe how income and expenditure can be affected by personal circumstances.

Learning Outcome 2: Know ways to manage a limited budget.

2.1 Identify the factors to be considered when managing a limited budget.

2.2 Compare strategies to manage a limited budget effectively in a particular situation; for example young family, student.

Learning Outcome 3: Know how to undertake financial transactions.

3.1 Describe different kinds of financial transaction and their purpose.

3.2 Explain why different methods of carrying out financial transactions are used in different circumstances.

Learning Outcome 4: Understand key financial information on everyday documents.

4.1 Understand the purpose of a receipt and identify key information on it.

4.2 Describe key items recorded on a payslip and state why each item is included.

4.3 Describe key terms on a bank statement and explain their importance.

4.4 Describe how financial information can be checked for errors.

Learning Outcome 5: Know about saving.

5.1 Explain the benefits of saving.

5.2 Compare ways to save money, describing which is preferable in different circumstances.

Learning Outcome 6: Be able to produce a budget plan.

6.1 Explain the benefits of planning a budget.

6.2 Assess likely spending and income over a given period.

6.3 Compare predicted and actual spending and income.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Personal Development Skills

Unit Reference	H/505/5057
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about own strengths, weaknesses and skills.	1.1. Identify: a) Personal strengths b) Personal weaknesses. 1.2. Assess the impact of the identified strengths for the future in: a) Life b) Work c) Training. 1.3. Assess the impact of the identified weaknesses for the future in: a) Life b) Work c) Training.
2. Know own skills and investigate ways of self-improvement.	2.1 Identify personal skills learned in: a) Life b) Work c) Training. 2.2 Assess personal skills learned in: a) Life b) Work c) Training. 2.3 Describe how the identified skills may be used in the future.

3. Understand their current life situation and relationships.	3.1 Describe their current life situation including: a) Home situation b) Relationships.
4. Be able to make positive decisions.	4.1 Make positive decisions. 4.2 Explain the reasons for the decisions made.
5. Be able to set personal objectives and action plans for self-improvement.	5.1 Identify personal goals. 5.2 Record personal goals. 5.3 Produce an action plan.

Supporting Unit Information

Personal Development Skills – H/505/5057 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about own strengths, weaknesses and skills.

1.1 Identify:
- a) Personal strengths
- b) Personal weaknesses.

1.2 Assess the impact of the identified strengths for the future in:
- a) Life
- b) Work
- c) Training.

1.3 Assess the impact of the identified weaknesses for the future in:
- a) Life
- b) Work
- c) Training.

Learning Outcome 2: Know own skills and investigate ways of self-improvement.

2.1 Identify personal skills learned in:
- a) Life
- b) Work
- c) Training.

2.2 Assess personal skills learned in:
- a) Life
- b) Work
- c) Training.

2.3 Describe how the identified skills may be used in the future.

Learning Outcome 3: Understand their current life situation and relationships.

3.2 Describe their current life situation including:
a) Home situation
b) Relationships.

Learning Outcome 4: Be able to make positive decisions.

4.1 Make positive decisions.

4.2 Explain the reasons for the decisions made.

Learning Outcome 5: Be able to set personal objectives and action plans for self-improvement.

5.1 Identify personal goals.

5.2 Record personal goals.

5.3 Produce an action plan.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Prejudice and Discrimination

Unit Reference	A/504/8843
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes. This unit will introduce and explain the terminology, origins and consequences of prejudice and discrimination and the value of Equal Opportunities policies.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the meaning of the terms 'prejudice' and 'discrimination'.	1.1. Define the terms 'prejudice' and 'discrimination'. 1.2. Explain the difference between prejudice and discrimination.
2. Know about stereotypical attitudes.	2.1 Describe different stereotypes. 2.2 Outline positive and negative factors in relation to stereotypes.
3. Know about the origins of attitudes.	3.1. Examine how attitudes have been formed. 3.2. Identify ways in which attitudes may be challenged.
4. Know the consequences of prejudice and discrimination.	4.1. Describe ways in which prejudice may manifest itself. 4.2. Describe how discrimination may be positive and negative. 4.3. Explain how discrimination can lead to disadvantage.

	4.4. Describe how prejudice may be positive and negative. 4.5. Explain how prejudice can lead to disadvantage.
5. Know the importance of Equal Opportunities Policies.	5.1. Explain the meaning of Equal Opportunities. 5.2. Describe the value of Equal Opportunities Policies.

Supporting Unit Information

Prejudice and Discrimination – A/504/8843 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the meaning of the terms 'prejudice' and 'discrimination'.

1.1. Define the terms 'prejudice' and 'discrimination'.

Prejudice is a preconceived and unfair attitude or idea about other groups of people.
Discrimination is the behaviour that exemplifies that attitude or idea

1.2 Explain the difference between prejudice and discrimination.

Examples:
The idea that black people are less intelligent than white people is a prejudice. Denying black people access to Higher Education on the basis of the prejudice is discrimination.

Believing that poor people are 'undeserving' is a prejudice. Making it difficult for poor people to get access to benefits and work is discrimination.

Learning Outcome 2: Know about stereotypical attitudes.

2.1 Describe different stereotypes.

A stereotype is way of grouping people together by one or more of their common characteristics. In AC1.2, 'black people' and 'poor people' are stereotypes. More complex stereotypes associate a range of characteristics. For instance: Asian people and doctors; tall people and powerful people.

2.2 Outline positive and negative factors in relation to stereotypes.

Stereotypes are neutral and do not, in themselves, imply praise or blame, good or bad.

The main advantage is that it enables a rapid response to new situations based on similar situations in the past.

The main disadvantage is that stereotypes are never completely truthful. They enable a simple sorting or selection process that is often useful, though there are always risks that the 'exception proves the rule'.
Not all big, loud dogs are vicious but it makes sense to be wary of them. Much of our humour relies on stereotypes.

Psychologically, stereotypes seem to be a process of maturation – the way the human brain develops in infancy. Babies learn to group things with particular features: for instance, four legs = dog. As they grow and develop, they learn to subdivide the group more subtly: dogs, cats, horses, cows etc. But these are still stereotypes. This clearly has benefits when something with stripes might be a tiger.

Learning Outcome 3: Know about the origins of attitudes.

3.1 Examine how attitudes have been formed.

Attitudes are formed early in life as a result of the culture, beliefs and behaviours in our family or community. As we develop, other attitudes are formed that are based on our experiences. Much of our cultural heritage is embedded as 'attitudes', including religious and ethical principles, the style in which we expect to live, the education we consider acceptable.

3.2 Identify ways in which attitudes may be challenged.

Attitudes that are embedded early in life are hard to recognise and, therefore, challenge whereas attitudes resulting from experience are mutable.
The first step is always to find out the origins of the attitude by asking open questions and then to identify 'exceptions to the rule'. Someone who is open to questioning their attitudes can challenge them by looking for, and noticing, exceptions. A simple example might be that young, male drivers are aggressive and women drivers can't parallel park. This is true of some people but not of the majority. Finding out about other people's attitudes can help to challenge our own.

Learning Outcome 4: Know the consequences of prejudice and discrimination.

4.1 Describe ways in which prejudice may manifest itself.

Any behaviour that is based on a prejudice is 'discrimination' or 'discriminatory behaviour'. There are two examples in AC1.2

4.2 Describe how discrimination may be positive and negative.

If the prejudice is positive or favourable, then positive discrimination results. The best known of these is the 'halo effect', a cognitive bias where positive attitudes about one characteristic of a person inclines us to think favourably of them. Attractive people are more likely to be believed when they are plaintiffs or witnesses in a court case, for example, and pretty children are more likely to be praised for good behaviour.
If the prejudice is unfavourable, discrimination will take a negative form. In the examples above, the corollary is that ugly people are less likely to be believed and unattractive children's good behaviour is less likely to be noticed than their bad behaviour.

4.3 Explain how discrimination can lead to disadvantage.

Discrimination always leads to disadvantage because it is unfair: when one group is treated more favourably than another, the other group is disadvantaged.

4.4 Describe how prejudice may be positive and negative.

See AC4.2.

4.5 Explain how prejudice can lead to disadvantage.

Learning Outcome 5: Know the importance of Equal Opportunities Policies.

5.1 Explain the meaning of Equal Opportunities.

Equal Opportunities is the term used to express the belief that discrimination is always wrong and that we should put in place as many measures as are necessary to eliminate it. If we cannot change people's attitudes, we can make sure that these are not manifested as behaviours.

5.2 Describe the value of Equal Opportunities Policies.

Equal Opportunities policies express the values of organisations in respect of fairness of treatment. The policy sets out what will be done, how and when, to ensure fairness of treatment and what the consequences will be of non-compliance.

Legislation is what you must do: policies are what you should do.

Stating a principle in an organisation policy normalises (generalises) it across the organisation and can change attitudes, since we find it difficult to behave in one way but believe a different way (cognitive dissonance).

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Written description

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Oral question and answer
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Preparation for a Recruitment Interview

Unit Reference	M/504/8662
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the importance of being prepared for a recruitment interview	1.1. Explain the purpose of an interview for the employer. 1.2. Describe what to include in a portfolio of evidence for an interview. 1.3. Explain the purpose of a portfolio of evidence at an interview. 1.4. Explain how to promote self effectively in an interview. 1.5. Describe appropriate dress for an interview. 1.6. Explain the importance of dressing appropriately for an interview.
2. Know the type of questions that may be used at a recruitment interview	2.1 List questions that the interviewer might ask, based on information about the job role. 2.2 List questions to ask the interviewer and explain their relevance. 2.3 Explain the value to the recruitment interviewer of using open questions.

3. Understand how to recognise and respond to different types of interviewer questions	3.1 Respond to complex questions. 3.2 Explain why it is challenging to respond to these questions. 3.3 Respond to straightforward questions. 3.4 Explain why it is easy to respond to these questions.
4. Be able to assess own performance in a recruitment interview	4.1 Describe own performance as the interviewee in a recruitment interview. 4.2 Suggest ways in which own performance may be improved.

Supporting Unit Information

Preparation for a Recruitment Interview – M/504/8662 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the importance of being prepared for a recruitment interview.

1.1 Explain the purpose of an interview for the employer.

The purpose of an interview for an employer is to:

- Select the most suitable applicant to fill a vacancy
- Differentiate between applicants based on how they conduct themselves and how they answer questions put to them at interview.
- Decide which applicant will 'fit in' to the existing team and to the aspirations of the employer.

1.2 Describe what to include in a portfolio of evidence for an interview.

'Evidence' may include a personal CV (curriculum vitae), certificates for qualifications and attendance at training, passport, birth certificate or visa and work permit, references from previous employers, teachers, volunteering roles (or personal references where these are not available). Depending on the nature of the job, a portfolio may include relevant samples of work.

1.3 Explain the purpose of a portfolio of evidence at an interview.

The purpose of a portfolio is to:

- Demonstrate organisational ability
- Prove that information submitted on the job application form is true
- Prove that the applicant has the right to work in the UK
- Demonstrate that previous employers, etc., found the applicant's work satisfactory
- Depending on the nature of the job, to demonstrate skills

1.4 Explain how to promote self effectively in an interview.

'Promote self' might include:
The use of body language to demonstrate attention and respect for the interviewer.

Non-verbal communication that demonstrates 'attention' includes:

- Sit upright and lean slightly forward to pay attention to what the interviewer is saying
- Make eye contact
- Smile and nod
- Keep hands in your lap, though using them to emphasise a point is fine
- Keep feet flat on the floor
- Do not fidget, move around too much, nor touch hair or face

Being able to offer well-structured evidence for personal statements - the use of STAR (Situation, Task, Action, Result) is a straightforward guide to introduce to learners.

Expressing enthusiasm for the role and for the company
Thinking about questions before answering so that answers are to the point.

Appropriate dress, depending on the role (see AC1.5).

1.5 Describe appropriate dress for an interview.

These days, 'appropriate dress' will depend entirely on the job and the employer. As a minimum, clothes should be 'smart casual', clean and ironed, and shoes should be as smart as possible and certainly clean. Avoid noisy prints and slogans or mottoes on shirts. Avoid revealing clothes – very short skirts, for instance – as these are usually considered 'unprofessional' and clothes that are fashionably ripped or torn. For a formal role, a jacket is useful for both women and men and men should wear a tie. Hair should be tidy and avoid fanciful hair decorations.

1.6 Explain the importance of dressing appropriately for an interview.

All interviewers know that the way an interviewee dresses at an interview is likely to be smarter than their normal clothing, so dressing below your 'best' begs a question about your normal work attire. Dressing appropriately for an interview demonstrates respect for the interviewer and for the company. Moreover, it helps the interviewee to feel more confident.

Learning Outcome 2: Know the type of questions that may be used at a recruitment interview.

2.1 List questions that the interviewer might ask, based on information about the job role.

Standard questions in job interviews include:
1. What can you tell me about yourself?
2. Can you list your strengths?
3. What weaknesses do you have?
4. Why should I consider hiring you?
5. Where do you see yourself five years from now?
6. Why do you want to work here?
7. What motivates you?
8. What makes a good team player?
9. Is there anything that you would like to ask me?

Other questions will depend on the context. As part of the learning activity, learners should prepare their own answers to these questions, with support from the teacher.
Competency interviews (also known as behavioural interviews) are common in the Civil Service and other statutory organisations. Candidates are asked questions relating to their behaviour in specific circumstances, which they then need to back up with concrete examples. Examples of questions include 'Tell me about a time when you were innovative' 'Are you a team player?' 'Can you problem-solve?'

2.2 List questions to ask the interviewer and explain their relevance.

Questions to ask the interviewer should be pertinent to either the company or the job role and should be based on careful research to ensure that they are relevant ('I see that your company won an award for productivity last year. Do you set targets for achievement with your employees?' 'I have comparatively little experience with databases. Would there be support while I get up to speed?)
It is unwise to ask questions that the interviewer may consider flippant or irrelevant at this stage ('Do you have social events for staff members?' 'Can I have family photos on my desk?' 'Is it OK if I take September off to visit Australia?').

2.3 Explain the value to the recruitment interviewer of using open questions.

Closed questions seek information. They can be answered 'yes' or 'no' or with a short factual statement. An interviewer will mainly use them for clarification (I note that you attended training on IT. Did that include spreadsheets?')

Open questions invite the disclosure of more information, including opinion and feelings, which is selected by the person answering. Because of this, the way the interviewee answers an open question reveals more about them, including how organised they are in considering what is relevant and should be included in the answer and what should be omitted. Another value to the interviewer is that the answers to open questions may suggest different directions in which to take the interview. Answers to open questions reveal more about the personality of the interviewee, which is one of the purposes of the interview (see AC1.1) Typical open questions start 'how' or 'why' or are in the form of demands 'Tell me about…'

Learning Outcome 3: Understand how to recognise and respond to different types of interviewer questions.

3.1 Respond to complex questions.

Complex questions include open questions (see AC2.3) and competency questions (see AC2.1). They require the interviewee to construct a well-constructed answer that sticks to the point while completely answering the question. Under pressure in an interview situation, this is not easy. To prepare for complex questions, review the person specification and think about how the interviewer might seek evidence that the interviewee meets the specification.

3.2 Explain why it is challenging to respond to these questions.

Complex questions include open questions (see AC2.3) and competency questions (see AC2.1). They require the interviewee to construct a well-constructed answer that sticks to the point while completely answering the question. Under pressure in an interview situation, this is not easy. To prepare for complex questions, review the person specification and think about how the interviewer might seek evidence that the interviewee meets the specification.

3.3 Respond to straightforward questions.

Straightforward questions will be closed questions (see AC2.3) or questions that ask for a narrative (e.g., 'So how did you come to work at your current employer?' 'What do you most enjoy about your current job?') These questions are used principally to 'set the stage' for more complex questions, to put interviewees at their ease, to clarify a previous answer.

3.4 Explain why it is easy to respond to these questions.

Straightforward questions will be closed questions (see AC2.3) or questions that ask for a narrative (e.g., 'So how did you come to work at your current employer?' 'What do you most enjoy about your current job?') These questions are used principally to 'set the stage' for more complex questions, to put interviewees at their ease, to clarify a previous answer.

Learning Outcome 4: Be able to assess own performance in a recruitment interview.

4.1 Describe own performance as the interviewee in a recruitment interview.

This will be based on either a role-play that has covered evidence for AC3.1 and AC3.3 or on a real recruitment interview. The learner should be able to describe their performance in respect of each area covered in the Unit (portfolio, promoting self, appropriate dress, etc.)

4.2 Suggest ways in which own performance may be improved.

The learner must know what success looks like in each area covered in the Unit in order to suggest ways in which to improve their performance. It will be useful for the teacher to prepare a checklist to ensure that each area is covered in this self-assessment.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

While the Unit doesn't prescribe a job interview, this would be the most likely scenario and indicative content is based on this but can be adapted for other interviews by changing the 'standard' questions in AC2.1.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Oral question and answer

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Written description
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Preparing For Work

Unit Reference	L/506/0740
Level	2
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify work or training opportunities.	1.1. Using a range of information sources, record job or training opportunities. 1.2. Choose one opportunity which suits him/her and meets his/her requirements, giving reasons.
2. Understand the requirements for a work or training opportunity.	2.1 Describe the employer or training organisation requirements for successful applicants. 2.2 Assess the extent to which own skills, experience and qualities match the requirements.
3. Be able to complete applications for work or training.	3.1 Complete an application form providing the information requested at the level of detail required. 3.2 Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary. 3.3 Produce a clearly structured and legible CV which includes relevant information and summarises his/her own experience, qualities and skills.

4. Be able to present him/herself at an interview.	4.1 Arrive in good time for an interview. 4.2 Use body language, facial expression and tone of voice to indicate positive interest in the position available. 4.3 Give responses that provide the information requested in interview questions. 4.4 Assess his/her own performance at interview, suggesting improvements.
5. Be able to plan his/her own career path.	5.1 Produce an action plan for future work or training, showing clear objectives and timings for necessary actions.

Supporting Unit Information

Preparing For Work – L/506/0740 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify work or training opportunities.

1.1 Using a range of information sources, record job or training opportunities.

Consider different job roles and organisations, or training required to develop skills. Conduct research in to job opportunities or training courses. Sources may include the Internet, books, newspapers or leaflets.

1.2 Choose one opportunity which suits him/her and meets his/her requirements, giving reasons.

Explain how the job opportunity or training course identified meets your personal requirements in terms of career progression, personal circumstances or development of skills.

Learning Outcome 2: Understand the requirements for a work or training opportunity.

2.1 Describe the employer or training organisation requirements for successful applicants.

Job advertisements or course information will often stipulate the minimum or essential requirements required to apply for a job or training. This may be related to qualifications, experience or particular skills and knowledge.

2.2 Assess the extent to which own skills, experience and qualities match the requirements.

Consider how skills, qualifications, work experience and work ethic match the requirements of the job or training course. A person specification will often list the essential and desirable criteria of the attributes and skills required for a specific job role.

Learning Outcome 3: Be able to complete applications for work or training.

3.1 Complete an application form providing the information requested at the level of detail required.

The application form should be completed in full, signed and dated. If additional information such as equality and diversity forms are required, make sure these are also included. Hand writing is acceptable but must be legible. A written statement of how you meet the criteria for a specific job role is often required in job applications. Any written statements must be appropriate to the role or course.

3.2 Check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary.

A computer may be used for spelling, grammar and punctuation checks but language settings must be set to English (UK). Track changes are also a good way of demonstrating amendments. Reading the application out loud several times or asking another person to read it is a good way to see if the sentence structure is appropriate.

3.3 Produce a clearly structured and legible CV which includes relevant information and summarises his/her own experience, qualities and skills.

This must include name, contact details, qualifications and work experience. A suitable structure should be used with appropriate headings. A written statement highlighting skills, qualities or work ethic, interests and specialist knowledge should also be considered.

Learning Outcome 4: Be able to present him/herself at an interview.

4.1 Arrive in good time for an interview.

Consider the time and location of the interview. Plan how you would get to the interview and how long this would take, also consider delays, breakdowns or other potential problems that may arise.

4.2 Use body language, facial expression and tone of voice to indicate positive interest in the position available.

Speak clearly and confidently using appropriate language with regular eye contact. Also consider body language, posture, facial expressions and gestures when in an interview.

4.3 Give responses that provide the information requested in interview questions.

Respond to questions in a professional manner, giving the information requested using correct terminology. Candidates should not be afraid to ask the interviewer to repeat or rephrase the question if they are unsure how to respond.

4.4 Assess his/her own performance at interview, suggesting improvements.

Following an interview, reflect on individual performance in terms of responses to questions and professionalism. Consider how language, posture, timing, confidence and responses could be improved.

Learning Outcome 5: Be able to plan his/her own career path.

5.1 Produce an action plan for future work or training, showing clear objectives and timings for necessary actions.

Consider an action plan in terms of skills, knowledge, training or career aspirations. Identify specific objectives and explain how these will be achieved? SMART (Specific, Measurable, Attainable, Relevant and Timely) targets are a useful tool for developing specific targets with clear deadlines for work or training purposes.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The aims and aspirations of all learners, including those with identified special needs including learning difficulties/disabilities, should be considered, and appropriate support mechanisms put in place.

Where the learner finds difficulty in writing it is acceptable for the supervisor or assessor to write answers to oral questions on the learner's behalf. The answers, whether right or wrong, should be recorded for marking later. The learner can only be signed off as having passed the unit when correct answers to all of the knowledge related assessment criteria are complete.

Alternatively written, photographic or pictorial questioning of underpinning knowledge could be used with answers recorded and cross referenced to the assessment criteria as knowledge evidence.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Sex and Relationships Education

Unit Reference	Y/504/2886
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has eight learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to explain a range of relationships, family lifestyles and sexuality, including awareness of culture and individual differences.	1.1. Using examples, explain different types of relationships and sexuality. 1.2. Discuss cultural and individual differences that affect relationships and sexuality.
2. Know the qualities and attributes that help form individuals' positive consensual relationships.	2.1 Explain the qualities and attributes that help people form positive relationships.
3. Know that individuals have rights and responsibilities within a relationship.	3.1 Provide examples of how the individual's rights and responsibilities are acknowledged within a relationship. 3.2 Explain how rights and responsibilities interact within a relationship.
4. Know the law in relation to sex and sexuality.	4.1 Outline the law(s) relating to age of consent/marriage/cohabitation/abuse. 4.2 Explain how the law can be used to regulate sexual activity.
5. Know how the body works in relation to sexual activity.	5.1. Describe how the body functions in relation to sexual activity.

	5.2. Explain what happens when the body becomes sexually aroused.
6. Be able to identify the range and purpose of male and female contraception methods including a knowledge of sexually transmitted infections.	6.1. Describe the different methods of Contraception. 6.2. Explain which methods protect against sexually transmitted infections. 6.3. Correctly apply a condom to a dummy.
7. Know agencies able to give help, advice and treatment on contraception and sexual health.	7.1. List a range of agencies to give help and advice on contraception and sexual health. 7.2. Explain what help and advice is available on contraception and sexual health.
8. Be able to communicate about sex, sexuality and relationships.	8.1. Express own views and ask questions about sex, sexuality and relationships, both individually and in groups. 8.2. Take into account different viewpoints when communicating about sex, sexuality and relationships.

Supporting Unit Information

Sex and Relationships Education – Y/504/2886 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to explain a range of relationships, family lifestyles and sexuality, including awareness of culture and individual differences.

1.1 Using examples, explain different types of relationships and sexuality.

1.2 Discuss cultural and individual differences that affect relationships and sexuality.

Learning Outcome 2: Know the qualities and attributes that help form individuals' positive consensual relationships.

2.1 Explain the qualities and attributes that help people form positive relationships.

Learning Outcome 3: Know that individuals have rights and responsibilities within a relationship.

3.1 Provide examples of how the individual's rights and responsibilities are acknowledged within a relationship.

3.2 Explain how rights and responsibilities interact within a relationship.

Learning Outcome 4: Know the law in relation to sex and sexuality.

4.1 Outline the law(s) relating to age of consent /marriage/cohabitation/abuse.

4.2 Explain how the law can be used to regulate sexual activity.

Learning Outcome 5: Know how the body works in relation to sexual activity.

5.1. Describe how the body functions in relation to sexual activity.

5.2. Explain what happens when the body becomes sexually aroused.

Learning Outcome 6: Be able to identify the range and purpose of male and female contraception methods including a knowledge of sexually transmitted infections.

6.1. Describe the different methods of Contraception.

6.2. Explain which methods protect against sexually transmitted infections.

6.3. Correctly apply a condom to a dummy.

Learning Outcome 7: Know agencies able to give help, advice and treatment on contraception and sexual health.

7.1. List a range of agencies to give help and advice on contraception and sexual health.

7.2. Explain what help and advice is available on contraception and sexual health.

Learning Outcome 8: Be able to communicate about sex, sexuality and relationships.

8.1. Express own views and ask questions about sex, sexuality and relationships, both individually and in groups.

8.2. Take into account different viewpoints when communicating about sex, sexuality and relationships.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is

important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Project
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Speaking and Listening Skills

Unit Reference	Y/503/3377
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes. The purpose of this unit is to: • Demonstrate learners' speaking and listening skills, including questioning skills • Understand barriers to communication and how these can be overcome • Prepare information for communication in a logical and coherent manner • Encourage and enable others to communicate • Engage in constructive discussion.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to communicate with others.	1.1. Use language and tone to respond to a range of situations. 1.2. Illustrate actual and potential barriers to effective speaking and listening. 1.3. Use strategies to overcome barriers to effective speaking and listening.
2. Be able to present information to others.	2.1 Select features of effective communication. 2.2 Present information in a logical manner. 2.3 Present ideas in a logical manner. 2.4 Speak clearly and coherently using appropriate pace and volume.

3. Be able to obtain information from others.	3.1 Encourage others in a group to speak. 3.2 Create opportunities for listeners to clarify or question information presented.
4. Be able to engage in discussion.	4.1 Demonstrate the ability to create relevant contributions and help to move discussion forward. 4.2 Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation. 4.3 Use a range of phrases for interruption and change of topic. 4.4 Select evidence to support opinions and arguments. 4.5 Respond to criticism and criticise constructively.

Supporting Unit Information

Speaking and Listening Skills – Y/503/3377 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to communicate with others.

This LO is about using appropriate tone and language to communicate with other people, recognising barriers to effective communication and using strategies to overcome them.

1.1 Use language and tone to respond to a range of situations.

Language and tone includes:

- choice of words – 'plain English', appropriate use or avoidance of jargon and technical terms, avoidance of slang terms, clarity in subject and object use in sentences.
- choice of formal or informal tone depending on context, the person being addressed and the situation

1.2 Illustrate actual and potential barriers to effective speaking and listening.

Actual and potential barriers to communication must be recognised and demonstrated. Barriers might include:
Differences in regional, cultural or generational accent, word use and metaphor, differences in comprehension of jargon and technical terms, speech impediments, emotional 'noise' (where emotion leads to different interpretations of the same words), inappropriate or unhelpful body language, lack of planning in presentation of information.

1.3 Use strategies to overcome barriers to effective speaking and listening.

Strategies to overcome barriers might include: the use of 'plain English', avoiding metaphor and cliché that may not be held in common between speaker and listener, explaining or avoiding jargon and technical terms, speaking more slowly, recognising and acknowledging emotional 'noise' in both speaker and listener, being aware of the effect of body language and

adopting effective eye contact, appropriate distance between speaker and listener ('personal space'), gesture, taking time to plan the next sentence, checking out understanding.

Learning Outcome 2: Be able to present information to others.

2.1 Select features of effective communication.

2.2 Present information in a logical manner.

2.3 Present ideas in a logical manner.

2.4 Speak clearly and coherently using appropriate pace and volume.

This LO is about planning, organising and presenting information to other people. Presentations might be formal or informal, to a group or to an individual. Teaching could centre on presenting the features of effective communication (AC2.1, taken from LO1) or a topic of the learner's choice. Whatever the topic for the presentation, the learner should organise both information (facts AC2.2) and ideas (how the learner understands the facts, their opinion on the topic AC2.3) in a logical manner and explain how they arrived at the plan. They should also explain how they considered effective communication techniques (AC2.1) and demonstrate these through speaking clearly and coherently (AC2.4) and with appropriate pace and volume.

Learning Outcome 3: Be able to obtain information from others.

This LO is about finding out information and ideas from other people, including encouraging listeners to ask questions and challenge ideas. Specifically, this must be done in a group setting. The inference from the context of this LO is that the learner has either presented to them OR is facilitating a discussion amongst an audience.

3.1 Encourage others in a group to speak.

3.2 Create opportunities for listeners to clarify or question information presented.

Creating space, using a combination of closed and open questions to elicit contributions, demonstrating that questions and comments are welcome, even if they disagree with the presenter. Consideration can be given to when and whether it is appropriate to call on others by name and when to open up the discussion to volunteer contributions.

Learning Outcome 4: Be able to engage in discussion.

This LO is about the learner engaging in a discussion within a group. They will not necessarily be the leader or facilitator and it may be possible to evidence several learners' achievement within a single discussion, with sufficient planning and preparation.
Topics for the discussion should offer opportunities for debate, disagreement and differing opinions. It will be necessary for the learner not only to contribute to the discussion but also to explain how they chose their contributions and this may be through oral question and answer in a discussion with the group and/or the tutor, as written work is not an option for evidencing this Unit.

4.1 Demonstrate the ability to create relevant contributions and help to move discussion forward.

'Ability to create relevant contribution and help to move the discussion forward' is about sticking to the subject under discussion without digressing into anecdote or repeating previous contributions

4.2 Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation.

'Adapt contributions to discussions' is about keeping contributions relevant to the topic under discussion, whilst keeping the other participants' needs in mind. It might include the efficient use of the time allocated for the discussion.

4.3 Use a range of phrases for interruption and change of topic.

'a range of phrases' might include, summarising contributions of self and others to bring one section of the discussion to a close, suggesting new areas and directions for the discussion, the use of courteous phrases to interrupt or move the discussion forward ('in the interests of time' 'I see we have only 15 minutes left' 'Let's remember to address that another day'

4.4 Select evidence to support opinions and arguments.

'Select evidence to support…' means that the learner should avoid making unsupported statements, instead basing their opinions and arguments on evidence. This might be factual or based on a previous speaker's contribution. For instance, 'I believe, given the results of the survey, that the majority opinion is…' or 'thinking about what you said earlier, I would like to reconsider my position'

4.5 Respond to criticism and criticise constructively.

This AC is about the give and take of opposing views without emotional heat. The learner should accept criticism and disagreement by acknowledging the speaker's opinion and putting forward a reasoned argument of their own. Equally, the learner must demonstrate that they can criticise constructively – that is, in a manner that is forward-looking and that does not antagonise.

It might be useful to evidence this AC through peer feedback and discussion.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

When planning to teach this Unit, consider whether learners will be disadvantaged by anxiety or lack of confidence if a group presentation (as opposed to one-to-one communication) is chosen as evidence for LO2. If done in a group, LO2 and LO3 can be part of the same exercise. If LO2 is done one-to-one, then LO3 and LO4 can be grouped into a single exercise.

The BBC offers ideas on speaking and listening on Skillswise that will be helpful to teachers and learners.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Group discussion

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Role play/simulation

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Take Part in an Activity

Unit Reference	K/505/9174
Level	2
Credit Value	1
Guided Learning	8
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to plan an activity.	1.1. Describe how to plan an activity.
2. Be able to deliver an activity.	2.1 Deliver a planned activity.
3. Be able to participate in an activity.	3.1 Participate in the planned activity. 3.2 Describe ways to improve the activity in the future.
4. Understand how to review an activity.	4.1 Assess the participation of self and others in the activity. 4.2 Describe ways to improve the activity in the future.

Supporting Unit Information

Take Part in an Activity – K/505/9174 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to plan an activity.

1.1 Describe how to plan an activity.

Learning Outcome 2: Be able to deliver an activity.

2.1 Deliver a planned activity.

Learning Outcome 3: Be able to participate in an activity.

3.1 Participate in the planned activity.

3.2 Describe ways to improve the activity in the future.

Learning Outcome 4: Understand how to review an activity.

4.1 Assess the participation of self and others in the activity.

4.2 Describe ways to improve the activity in the future.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Tutor testimony
- Role play/simulation
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Teamwork Skills

Unit Reference	L/504/8877
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to contribute to the setting of team and individual goals	1.1. Identify the team's goals. 1.2. Describe the process involved in planning and deciding the team's goals.
2. Understand own and others' responsibilities in achieving the team's goals	2.1 Organise own activities effectively within the agreed goals of the team. 2.2 Provide information detailing own and other team members' responsibilities.
3. Be able to plan and undertake team activities	3.1 Plan activities that enable the team to reach its goals. 3.2 Identify own responsibilities towards the team in relation to the plan. 3.3 Carry out own responsibilities. 3.4 Contribute to the successful completion of the team activities.
4. Be able to review the team activities	4.1 Feedback on own actions in relation to the overall team activities. 4.2 Describe different team members' contributions.

Supporting Unit Information

Teamwork Skills – L/504/8877 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to contribute to the setting of team and individual goals.

1.1 Identify the team's goals.

'Team goals' means the outcome of tasks undertaken by the team. Depending on the organisation, these may be expressed as KPIs (Key Performance Indicators) or as Targets.

Each team will have objectives set by the organisation, to which the team members may have contributed during the Business Planning process. Team goals will have a close relationship to Business objectives and that relationship should be identifiable. For instance: the team may be targeted to produce a particular number of items, contributing to the overall target set during Business Planning; the team may be targeted to achieve or exceed a particular level of customer satisfaction, based on customer feedback, and this will be the level identified, during Business Planning, as acceptable to the Business; the team may be targeted to undertake a certain number of events that have been determined, during Business Planning, to be the level of activity that will produce a target income or level of customer interaction.

1.2 Describe the process involved in planning and deciding the team's goals.

The usual business process is for senior managers (private companies), shareholders (represented by the Board for publicly quoted companies) or the Trustees (charities) to decide on the overall targets for the business. These are usually based on Mission and Objectives (not-for-profit organisations), income (profit-making companies). These overall targets are broken into the activities required to produce each target and activities are then interpreted into team (or department) goals.

Depending on the organisation, teams may have some input into their goals and the activities required to achieve them. Individuals within the team will have their own responsibilities within these activities and may also have their own targets (KPIs). Individual targets may be based on activity (deadlines, for instance) or on outputs (numbers of product, number of sales, income).

Learning Outcome 2: Understand own and others' responsibilities in achieving the team's goals.

2.1 Organise own activities effectively within the agreed goals of the team.

It will be the individual's responsibility, usually with the direction or support of a team leader, supervisor or line manager, to achieve the targets set for them. Team members often have considerable freedom to organise their own activity and this AC asks learners to explain how they do this effectively, with reference to the team's goals. Explanations might include how the learner approaches planning their work, how they monitor achievement and how they review 'effectiveness'.

2.2 Provide information detailing own and other team members' responsibilities.

Each individual within a team will have their own responsibilities. The learner should identify the team members (including the team leader) Describe, in detail, what each member of the team does and their responsibilities (including the learner's own).

Learning Outcome 3: Be able to plan and undertake team activities.

Note: This learning outcome is best achieved in respect of a short-term plan and activities: for instance, a single event or a short period of time.

3.1 Plan activities that enable the team to reach its goals.

'Plan activities' will be based on participation in a team planning process.

3.2 Identify own responsibilities towards the team in relation to the plan.

The learner's 'own responsibilities towards the team' may be their 'share' of the work involved and/or what they will do to support other members of the team.

3.3 Carry out own responsibilities.

'Carry out' requires the learner to actually do the activities identified in AC3.2. Evidence may come from their own report and/or witness statements from team members or their line manager.

3.4 Contribute to the successful completion of the team activities.

'Contribute' is asking how the learner's activities have supported other members of the team. For instance, they may have stepped in to cover absence of a team member, given information and support, hit deadlines that enabled another team member to achieve their activities.

Learning Outcome 4: Be able to review the team activities.

4.1 Feedback on own actions in relation to the overall team activities.

'Feedback' means summarise their own role, success and challenges in achieving their responsibilities for the plan described in LO3.

4.2 Describe different team members' contributions.

This requires the learner to describe the contribution made by other members of the team. The learner should be able to relate the contribution made by each member of the team to the achievement of the plan, recognising their successes and challenges.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Report
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Work Experience

Unit Reference	J/505/5830
Level	1
Credit Value	3
Guided Learning	27
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the business of the organisation and requirements of own role.	1.1. Explain the main business of the organisation where the work experience will take place. 1.2. Describe own role and its place in the organisational structure. 1.3. Identify learning targets for the work experience.
2. Be able to follow workplace procedures.	2.1 Assess the importance of agreed workplace dress code. 2.2 Describe a workplace health and safety procedure. 2.3 Describe why it is important to follow it. 2.4 Perform a task without direction according to agreed standards and timescales, adhering to workplace procedures.
3. Be able to identify what was learnt from the work experience.	3.1 Assess whether learning targets were met. 3.2 Explain how work experience may influence future employment choices.

Supporting Unit Information

Work Experience – J/505/5830 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know the business of the organisation and requirements of own role.

1.1 Explain the main business of the organisation where the work experience will take place.

'Main business' will be what the organisation does: produces or sells, depending on the nature of the organisation and, for a voluntary organisation, this might include their Mission statement. The learner should know whether this is a profit-making company or a non-profit-making company (charity or Social Enterprise).
Example: Henry Boot is a profit-making construction company. Its main activities are building commercial and domestic properties and managing property.

*NB the future tense of this AC 'will take place' implies that the learner has been familiarised with the requirements of this Unit before starting on the work placement. At Level 2, the ideal scenario for this Unit is that the learner gathers evidence as the work placement progresses.

1.2 Describe own role and its place in the organisational structure.

The learner should know what an organisation chart represents and briefly outline (describe) the management structure of the organisation within this AC, including their own role.

Example: Henry Boot's management team is headed up by a Board of Directors who represent shareholders. Then there is a group of senior managers who work across all the different subsidiaries of the company. Each part of the organisation has a separate management team. The managers in the section I work in are responsible for… and my role reports to… On a day-to-day basis, I do…'

1.3 Identify learning targets for the work experience.

The learner is able to set their own learning goals for the work experience placement.
These should be expressed as SMART goals:

- Specific
- Measurable
- Achievable
- Relevant/Realistic
- Timetabled

Example:
I will be on work experience placement for two weeks
By the end of week one, I will:

- Find out about workplace health and safety procedures and be able to describe what to do in the case of an emergency
- Be able to do at least two elements of my role without direction

By the end of week two, I will:

- Know the structure of the organisation and be able to describe how my role contributes to its success
- Complete at least three tasks to a deadline and to required standards

Learning Outcome 2: Be able to follow workplace procedures.

2.1 Assess the importance of agreed workplace dress code.

Reasons for a dress code might include health and safety, organisational 'culture' (how the organisation wishes the public to perceive them), practicalities like standing all day (shoes) or needing to bend or reach for tall items, hygiene.

For this AC, the learner must 'assess the importance' of a dress code in the workplace. They are not required to justify the existing dress code but they should be able to make a case for dress codes in general as well as against them.

2.2 Describe a workplace health and safety procedure.

Health and Safety procedures may include: evacuation in the case of fire; the use of protective clothing; First Aid reporting in the case of injury; workstation posture checks; signing in and out of the workplace; checks when using potentially hazardous equipment (e.g., working at height); food safety checks of fridge temperature and cleaning food surfaces.
The learner must choose one procedure to describe.

2.3 Describe why it is important to follow it.

Based on AC2.2, the learner must explain the importance of following the health and safety procedure. This might be achieved by describing the potential consequences of not doing so.

2.4 Perform a task without direction according to agreed standards and timescales, adhering to workplace procedures.

The learner is required to perform one task to this standard. However, it is important that the chosen task is deadlined and that the 'agreed standard' is defined. This will be evidenced though Practical Demonstration and a Witness or Tutor Testimony will support the learner's own account. The learner must be able to do this task on their own (without direction) to provide evidence for this AC and it must, therefore, be a task that is familiar to them.

Tasks might include: typing up meeting minutes to an agreed template or format, with minimal spelling errors and completing it within the required timescale; laying a course of brickwork, straight and with correct pointing, within the time set by the supervisor; cleaning fridges using the correct cleaner and protective clothing and completing it within the set timescale.

Learning Outcome 3: Be able to identify what was learnt from the work experience.

3.1 Assess whether learning targets were met.

The learner must revisit their initial learning targets and assess the extent to which these were met. There is no inference that the learner will have met all their targets but they must be able to define success and where they fell short of the target.

3.2 Explain how work experience may influence future employment choices.

For this AC, the learner should review their experience and might include: achievement of tasks; workplace relationships; the extent to which they enjoyed the work role; the nature of the organisation. Following on from this review, the learner should draw conclusions about positive and negative influences on future employment choices. For instance: the learner may have enjoyed the tasks but dislike working in a large open office. This would influence the learner to seek similar work in a smaller office.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

As always, learning activities do not have to be limited to the knowledge required to achieve the Unit and might include role play, group discussion, projects and presentations. However, it is important to remember that the Unit is 1 Credit (8 Guided Learning) and gather evidence during the learning activities or during the work placement where possible, remembering to ensure evidence is authentic.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Report
- Oral question and answer
- Written description
- Reflective log/diary

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Writing for Meaning Skills

Unit Reference	J/503/3391
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify the purpose in a piece of writing.	1.1. Use a variety of literary techniques to help interpret the purpose of texts. 1.2. Use a variety of literary techniques to help interpret the meaning of texts.
2. Be able to use different writing styles.	2.1 Use a range of different styles of writing for different purposes.
3. Understand the format of a piece of writing.	3.1 Use a variety of formats of writing. 3.2 Apply structure to a piece of writing to meet the intended purpose. 3.3 Use paragraphs in a sustained piece of work. 3.4 Use format to convey feelings, ideas and experiences in pieces of writing.
4. Use writing in order to communicate.	4.1 Demonstrate a logical development of Ideas. 4.2 Use a variety of sentence constructions. 4.3 Write coherently and fluently, using varied vocabulary.

	4.4 Use a range of strategies to convey a message. 4.5 Use images to support writing. 4.6 Use appropriate tools for presenting a piece of writing.
5. Know how to plan a piece of writing.	5.1 Use a range of planning techniques. 5.2 Develop a detailed plan for a piece of writing. 5.3 Describe the development stages of own writing.
6. Understand the process of drafting a piece of writing.	6.1 Produce first drafts of writing. 6.2 Demonstrate the need to edit a draft. 6.3 Use proof reading techniques. 6.4 Produce a final copy.

Supporting Unit Information

Writing for Meaning Skills – J/503/3391– Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify the purpose in a piece of writing.

1.1 Use a variety of literary techniques to help interpret the purpose of texts.

1.2 Use a variety of literary techniques to help interpret the meaning of texts.

'Literary techniques' or 'literary devices' are ways authors enhance the meaning of their work. By analysing these, we can deduce the purpose and meaning intended by the author. AC1.1 is about purpose and AC1.2 is about meaning.

Genre may include fiction, persuasive text, instruction or direction.
The most common literary techniques used in fiction, and the ones suitable for this level, are:

- Simile – comparing one thing directly to another 'Her needlework was as fine as a spider's web'
- Metaphor – the use of one thing to represent another, with additional connotations. 'The autumn of his years' (meaning old age)
- Hyperbole – over-exaggeration for effect. 'The shopping centre heaved with people'
- Personification – a metaphor attributing human characteristics to an object. 'The moon peeked shyly over the roof tops'
- Pathetic fallacy – the attribution of an emotion to objects or a setting (often the weather) that reflects the subject's feelings. 'My teddy bear is sad when the other toys leave him out of their games' 'The sky lowered threateningly as I hurried to shelter'
- Onomatopoeia – words that sound like their meaning, used to heighten the reader's engagement: 'crack' 'crunch' 'thud' 'tickle' are examples and there are many more.
- Allusion – referring to another event or character within the

work (or body of work) of the author or within other sources – most commonly the Bible and Shakespeare. For instance, calling a character a 'good Samaritan' should recall the New Testament proverb of the man who went out of his way to help someone. The risk is that the reader will not know the original source.

- Diction – this refers to the specific choice of words made by the author from the available options. Worker, employee, staff member are all ways to describe one sort of person but they have some additional connotations that an author might wish to evoke.
- Emotive language – heightened language intended to tell the reader how they should feel, or how the subject feels. 'He sobbed uncontrollably, his heart breaking, when he saw the hideous sight'
- Oxymoron – the use of contradictory terms for emphasis or ironic effect. 'The battle for peace' 'A deafening silence'

Additional literary devices are used in factual and persuasive text:

- Imperative – a command rather than a suggestion 'Take piece A and combine with pieces B and C into a triangle' 'Pay attention!' 'Try this product now'
- Rhetorical question – a question asked for effect and not expecting an answer 'Can you imagine how she felt when she discovered she had won the prize?' 'What could possibly go wrong?'
- Flattery – complimenting the reader 'A person of your intelligence will readily understand the benefits'
- Opinion – a personal viewpoint often expressed as fact 'There is no doubt that whales have emotions'
- Personal pronouns – 'I' 'you' 'we' 'they' can be used effectively in persuasive text
- Triples – often used in speeches for emphasis and rhythm 'blood, sweat and tears' 'your school, your family and yourself'.

Learning Outcome 2: Be able to use different writing styles.

2.1 Use a range of different styles of writing for different purposes.

This AC requires the learner to write in different styles. Styles may be formal or informal or technical, persuasive or instructional and should match the intended purpose and audience. For instance, the use of contractions (two words put together with an apostrophe marking the omitted letter/s – 'do not' and 'don't', for instance) should be limited to informal writing. Though the boundaries are blurred in modern writing, instructions will never include contractions. Formal writing is often in the third person ('the reader will note the importance of…' rather than the

informal 'you may note the importance of…'). The learner should also know where to use imperatives ('Take the bus to the station' rather than 'You can take the bus to the station'). Slang, figures of speech, broken syntax (e.g., dangling participles and prepositions, split infinitives 'to boldly go…') are all used in informal writing, provided that the meaning is clear, but seldom in formal writing.

Instructions and directions will be concise, with little detail, but may include charts or illustrations. Creative writing will have more detail, including the use of adjectives and adverbs and the literary devices listed in LO1.

Learning Outcome 3: Understand the format of a piece of Writing.

3.1 Use a variety of formats of writing**.**

Format is the type of writing. For instance: a blog, letter, diary, newspaper article, report. The learner will need to use a 'variety' – that is, more than three different formats – and each has their own style and literary devices (see LO1 for a list), depending on whether they are descriptive, persuasive, narrative, expository (explanation or information).

3.2 Apply structure to a piece of writing to meet the intended purpose.

'Structure' depends on the format of the writing, but may include Introduction, Body Text, Conclusion or Summary. A newspaper article begins with a single sentence summarising the content of the article. A formal letter has a fixed structure that includes where addresses are placed, salutations and signoffs, alignment of paragraphs, depending on whether it is handwritten or word-processed.

3.3 Use paragraphs in a sustained piece of work.

'A sustained piece of work' will be at least 800 words. Paragraphs should be broken at logical points.

3.4 Use format to convey feelings, ideas and experiences in pieces of writing.

The plural 'pieces' indicates that the learner must produce more than one piece of work: three would be sufficient. 'feelings, ideas and experiences' and evidence for this AC may be combined with AC3.1 and include the writing produced in LO4.

Learning Outcome 4: Use writing in order to communicate.

4.1 Demonstrate a logical development of Ideas.
'Logical development of ideas' may include, for instance, stating two different points of view before summarising own position and reasons for adopting it; in creative writing, the learner may develop a descriptive passage about the environment before focusing on the character/s.

4.2 Use a variety of sentence constructions.

'Sentence constructions' includes Simple Sentences, Compound Sentences, Complex Sentences. A simple sentence contains only one independent clause with one or more subjects and a verb 'Mary had a little lamb', 'My sister and I like to go swimming'. A compound sentence contains at least two independent clauses, usually joined by a conjunction (for, and, nor, but, or, yet, so) or a comma. 'Mary had a little lamb, its fleece was white as snow' 'My sister and I like to go swimming but we prefer different styles'. A complex sentence has an independent clause and a subordinate clause – that is, a clause that does not make complete sense on its own. 'Mary had a little lamb whom she greatly loved' 'My sister and I like to go swimming, though not together'.

4.3 Write coherently and fluently, using varied vocabulary.

'Coherently and fluently' means that the learner's writing should make complete sense and flow. 'Varied vocabulary' encourages a wide vocabulary and the use of a thesaurus will support the learner to achieve this.

4.4 Use a range of strategies to convey a message.

'A range of strategies' – see LO1 for different common strategies.

4.5 Use images to support writing.

'Images' may be similes or metaphors or a powerful use of imaginative adjectives and adverbs. It does not mean pictures.

Learning Outcome 5: Know how to plan a piece of writing.

5.1 Use a range of planning techniques.

'Planning techniques' may include scaffolding, spidergrams, flowcharts, templates, tables. A 'range' indicates at least three different planning techniques must be demonstrated, though they may not be detailed.

5.2 Develop a detailed plan for a piece of writing.

Only one 'detailed plan' is required for this AC.

5.3 Describe the development stages of own writing.

'Development stages' will include how and why the learner chose their writing topic, how they selected style and tone, based on purpose and audience, and the planning process. They will also include the processes from LO6.

Learning Outcome 6: Understand the process of drafting a piece of writing.

This LO underpins LO4 and can be demonstrated through a single piece of work.

6.1 Produce first drafts of writing.

'Drafts' is plural and the learner will need to produce at least two drafts. It might be useful for the learner to write drafts based on different audiences or different purposes.

6.2 Demonstrate the need to edit a draft.

'Demonstrate' means that the learner will edit at least one of the drafts produced in AC6.1. The marked up script will provide suitable evidence. In this AC, 'edit' does not mean proofread. The learner may change the choice of words, the paragraph structure, etc.

6.3 Use proof reading techniques.

'Proofreading techniques' may include: coming to the work fresh, after a break, to proofread; reading each sentence in reverse order (from the last sentence to the first); reading the work aloud, slowly, pausing only where there is a full stop (this helps to prevent over-long sentences split by commas); asking someone else to read the work aloud; covering up the words ahead of where you are reading (use a piece of paper) to focus on spelling; check all words ending in 's' to see whether they need an apostrophe (remembering the exception 'it's' and 'its').

'Proofread' will include: spelling, grammar and punctuation as well as clarity of meaning.

6.4 Produce a final copy.

'Final copy' based on AC6.3

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Young People, Law and Order

Unit Reference	R/505/5121
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has five learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why some young people become involved in crime.	1.1. Identify crimes commonly committed by young people. 1.2. Describe factors that may contribute to the involvement of young people in crime.
2. Understand the consequences of crime on different people.	2.1 Describe the consequences of two given crimes for: a) The victim b) The offender c) Identified/name of others
3. Know about the Criminal/Youth Justice System.	3.1 Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing. 3.2 Describe the role of people involved at each stage.
4. Understand custodial and alternative forms of sentences.	4.1 Assess arguments for and against custodial sentences. 4.2 Explain the advantages and disadvantages of two alternative forms of sentence.
5. Understand the roles of local agencies.	5.1 Describe how local agencies work together to provide support for young offenders and their victims.

Supporting Unit Information

Young People, Law and Order – R/505/5121 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand why some young people become involved in crime.

1.1 Identify crimes commonly committed by young people.

Crimes including: Fighting, damaging property, vandalism, shoplifting, carrying a weapon, drug and alcohol use, disorderly conduct, tobacco offences, curfew violations.

1.2 Describe factors that may contribute to the involvement of young people in crime.

Factors such as: Peer group pressure, poor or a lack of parental discipline or supervision, low family income, social isolation, drug or alcohol misuse, mental illness, troubled home life, school exclusion, the opportunity for crime.

Learning Outcome 2: Understand the consequences of crime on different people.

2.1 Describe the consequences of two given crimes for:

a) The victim
Crime for example fighting, consequences include: Physical effects such as bruising, psychological effects such as fear, depression, anger, being unable to sleep, PTSD, social life becoming limited due to fear.

b) The offender
Crime for example fighting, consequences include: Shame, guilt, embarrassment, family may distance themselves from the individual, criminal conviction can lead to further problems including struggling with employment and housing. This can all then lead to alcohol or drug dependency problems.

c) Identified/name of others
Crime for example fighting, consequences involve: A neighbourhood may feel fear and shock. Community members may feel less safe, property prices may be affected and homeowners may find it more difficult to sell their properties.

Learning Outcome 3: Know about the Criminal/Youth Justice System.

3.1 Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing.

- Arrest takes place on the basis that an individual has committed an offence.
- Police can ask individuals to accompany them voluntarily or they can arrest them, explaining why they are under arrest.
- Usually be released on bail, sometimes with conditions
- As explained on bail notice, court attendance will be required. At least one parent or guardian must also attend.
- At the hearing, the suspect will plead 'guilty' or 'not guilty'. If this is 'guilty' the sentence may be passed straight away, if 'not guilty' it will be suspended for another day.
- A pre-sentence review will take place from youth offending team.
- Decision will be made after evidence given.

3.2 Describe the role of people involved at each stage.

People the individual will meet will depend on the stage they are at, they may include:

Police officer: Responsible for identifying young people at risk, making arrests, ensuring that young people are safe and that appropriate action is taken.

Youth offending team: works with offender to prevent re-offending, sets up community services and restoration plans.

Social workers: Responsible for helping the individual and their families
Judge: Person appointed to decide cases in court

Other roles include: Magistrates / district judge, doctor, psychiatrist, Healthcare staff, Education officer, Chaplain, Independent district Judge, Liaison staff, Offender manager, Personal officer, custody officer, governor

Learning Outcome 4: Understand custodial and alternative forms of sentences.

4.1 Assess arguments for and against custodial sentences.

Arguments for include: Protects the public, Provides individuals with the opportunity for rehabilitation, punishing offender for breaking the law, provides the victim and family with some justice.

Arguments against include: Many offenders re-offend after leaving prison**,** opportunities after prison are often limited**,** prison costs money, suicide rates in prison are high, and they often don't get the rehabilitation they need.

4.2 Explain the advantages and disadvantages of two alternative forms of sentence.

Youth rehabilitation order – A community sentence that can include one or more of 18 different requirements that the offender must comply with for up to three years.

Advantages include: Helps offender think about their behaviour, the harm their behaviour has caused, the harm re-offending can cause. A plan for the future can be put in place. They can be provided with advice on how they can access other services. The YOT worker can increase or decrease the amount of visits to individual depending on their risk factor.

Disadvantages include: Can be expensive as one to one support needs to be in place.

Curfew order – also known as a 'tag', electronic monitoring.

Advantages include: Being able to monitor the movements of individuals, it is relatively cheap, it keeps offenders off the streets and from socialising in the evenings.

Disadvantages include: Their effectiveness is subject to debate and can only stop crime being committed when the individual is out of the house, many people with curfew orders go on to re-offend.

Learning Outcome 5: Understand the roles of local agencies.

5.1 Describe how local agencies work together to provide support for young offenders and their victims.

A range of local agencies including the police, probation officers, health, housing and children's services, schools and education authorities and

charities work together to form youth offending teams. They help young people who have been arrested, help young people and families at court, run local crime prevention programmes, stay in touch with a young person if they are sentenced to custody.

Other support includes: Victim support website and helpline, Gov.com, the police, probation services, court, prison staff, victim information service, victim contact scheme, youth offending teams through government website.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Level 2 - Units from the IT Group

IT Communication Fundamentals

Unit Reference	D/502/4292
Level	2
Credit Value	2
Guided Learning	15
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use a variety of sources of information to meet needs.	1.1. Use appropriate sources of IT-based and other forms of information to meet needs. 1.2. Identify different features of information. 1.3. Recognise copyright constraints on the use of information.
2. Access, search for, select and use internet-based information and assess its fitness for purpose.	2.1 Access, navigate and search internet sources of information purposefully and effectively. 2.2 Use appropriate search techniques to locate and select relevant information. 2.3 Outline how the information meets requirements and is fit for purpose.
3. Select and use IT to communicate and exchange information.	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication. 3.2 Use IT tools to maintain an address book and schedule activities.

Supporting Unit Information

IT Communication Fundamentals – D/502/4292 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Use a variety of sources of information to meet needs.

1.1 Use appropriate sources of IT-based and other forms of information to meet needs.

1.2 Identify different features of information.

1.3 Recognise copyright constraints on the use of information.

Learning Outcome 2: Access, search for, select and use Internet-based information and assess its fitness for purpose.

2.1 Access, navigate and search Internet sources of information purposefully and effectively.

2.2 Use appropriate search techniques to locate and select relevant information.

2.3 Outline how the information meets requirements and is fit for purpose.

Learning Outcome 3: Select and use IT to communicate and exchange information.

3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication.

3.2 Use IT tools to maintain an address book and schedule activities.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all

learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Presentation Software

Unit Reference	M/502/4622
Level	2
Credit Value	4
Guided Learning	30
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Enter text and other information using layouts appropriate to type of information. 1.3. Insert charts and tables into presentation slides. 1.4. Insert images, video or sound to enhance the presentation. 1.5. Identify any constraints which may affect the presentation. 1.6. Organise and combine information of different forms or from different sources for presentations. 1.7. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format slide sequences.	2.1 Identify what slide structure and themes to use. 2.2 Select, change and use appropriate templates for slides.

	2.3 Select and use appropriate techniques to edit slides and presentations to meet needs. 2.4 Select and use appropriate techniques to format slides and presentations. 2.5 Identify what presentation effects to use to enhance the presentation. 2.6 Select and use animation and transition effects appropriately to enhance slide sequences.
3. Prepare slideshow for presentation.	3.1 Describe how to present slides to meet needs and communicate effectively. 3.2 Prepare slideshow for presentation. 3.3 Check presentation meets needs, using IT tools and making corrections as necessary. 3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Supporting Unit Information

Presentation Software – M/502/4622 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Input and combine text and other information within presentation slides.

1.1 Identify what types of information are required for the presentation.

Learners must identify a minimum of 4 different types of information. Types of information may include text, numerical data and graphical sources.

1.2 Enter text and other information using layouts appropriate to type of information.

Learners should be confident to enter text, use cut and paste and import from other applications. They should be able to import graphics and tabulated information from a range of sources.

1.3 Insert charts and tables into presentation slides.

Learners should demonstrate that they can insert charts and tables in appropriate places within their presentation. This should include charts output from spreadsheets and other software applications where appropriate.

1.4 Insert images, video or sound to enhance the presentation.

Learners should demonstrate that they can insert videos and images to enhance their presentation ensuring that they do not distract the audience.

1.5 Identify any constraints which may affect the presentation.

Learners should be able to identify any constraints that may affect their presentation such as, copyright ©, file size, file type and accessibility issues.

1.6 Organise and combine information of different forms or from different sources for presentations.

Learner's presentations should involve at least 4 different types of information and they should be able to source information from different sources e.g. different web sites. It is good practice for learners to acknowledging sources when using information. Learners should organise and combine information from different sources effectively to support the meaning of their presentation.

1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Learners should demonstrate good file management techniques such as, save or save as, using an appropriate file name and saving files in an appropriate format e.g. *ppt or *pptx and in an appropriate location. They should be able to locate their files and open them routinely. It may also be useful for learners to consider saving different versions of their presentation to show progress and achievement over time.

Learning Outcome 2: Use presentation software tools to structure, edit and format slide sequences.

2.1 Identify what slide structure and themes to use.

Most presentation software packages have a good array of slide templates and themes available that are ready for learners to use. Learners should identify appropriate slide structures and themes to use to display content.

2.2 Select, change and use appropriate templates for slides.

Most presentation software packages have a good array of templates available that are ready for learners to use. Learners should show that they know how to access, select, change and use an appropriate slide structure.

2.3 Select and use appropriate techniques to edit slides and presentations to meet needs.

Learners should show appropriate editing techniques. Learners should be able to perform techniques such as, moving and formatting text, emboldening text, underline, word art, front style, font colour or adding bullet points etc. Learners should also be able to add images and videos and format them appropriately. It is expected that candidates should be able to change image file formats e.g. *.svg to *.png or *.jpg, crop and trim images to save space.

2.4 Select and use appropriate techniques to format slides and presentations.

Learners should produce slides where the information is easily accessible and suitable for the audience and its purpose to efficiently present information. This may include using bullet lists, text spacing, consistent use of fonts and font and image sizes.

2.5 Identify what presentation effects to use to enhance the presentation.

Learners should identify what presentation effects to use to enhance the presentation using built in effects such as slide transition. They must ensure that this enhances the presentation rather than distracts from it.

2.6 Select and use animation and transition effects appropriately to enhance slide sequences.

Learners should add animation and transition effects to their presentation for objects on slides and movement between slides, other elements such as 3D letters may also be used to enhance a presentation. Learners should be encouraged to consider the content and the intended audience to ensure these effects are not a distraction.

Learning Outcome 3: Prepare slideshow for presentation.

3.1 Describe how to present slides to meet needs and communicate effectively.

Learners should describe the relationship between the presentation of their slides and the message they are attempting to communicate. The learner should consider their audience and the presentations purpose. Learners should make it clear through a description of the sequencing on the slide, highlighted points or other forms of emphasis, how the presentation meets the needs of the audience. They must consider what information they need, and what the priorities are and how to present the priorities so that they are memorable to the audience. This may include a slide with an overview/ summary of what is to follow and a summary at the end detailing what they should have learnt.

3.2 Prepare slideshow for presentation.

Learners should review timings, sequence and the impact of the presentation making any adjust accordingly. Learners should be encouraged to rehearse their presentations and seek feedback from

others e.g. through peer reviews. Learners should be able to use feedback to improve their presentation.

3.3 Check presentation meets needs, using IT tools and making corrections as necessary.

Learners should check all aspects of their presentation and use feedback from peers/ tutors to ensure that it meets the needs of the intended audience. Checks may include using built in spelling and grammar checks, proof reading, slide orientation, layout, slide order, text alignment and formatting, accuracy, transitions and timings.

3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Learners should use their own checklist together with peer and tutor reviews to identify and resolve any issues they may find. The learner's final presentation must be free from errors and run smoothly.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Case study
- Written question and answer/test/exam
- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Project
- Performance/exhibition
- Practice file

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Level 2 - Units from the Optional Group

Mentoring Practice

Unit Reference	A/505/1287
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has two learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use mentoring skills and demonstrate good practice.	1.1. Write an action plan for use with a client. 1.2. Use the action plan with a client. 1.3. Maintain an effective mentoring relationship over a given period of time. 1.4. Describe how good practice has been implemented within a mentoring relationship. 1.5. Give examples of any difficulties which arise. 1.6. Describe how these have been dealt with within the mentoring relationship.
2. Understand how to review own practice as a mentor.	2.1 Review own practice as a mentor. 2.2 Give examples of how to improve own practice.

Supporting Unit Information

Mentoring Practice – A/505/1287 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to use mentoring skills and demonstrate good practice.

1.1. Write an action plan for use with a client.

Action plans should always be based on the mentee's own goals and agreed actions.
Set goals for achievement, based on the SMART model (specific, measurable, achievable, relevant, timetabled) and create an action plan with steps to achieve improvement, using a straightforward action plan model like the one below.

Goal	How will I know when the goal is achieved?	What I need to do	What help, support or resources do I need?	Date for review

1.2 Use the action plan with a client.

There must be evidence – usually from a report of the mentoring activity – that the Action Plan has been agreed with the mentee (the client) and this should include reviews of progress.

1.3 Maintain an effective mentoring relationship over a given period of time.

'Effective' indicates that the mentee is making progress or has improved their wellbeing. Records of meetings and reviews will be required as evidence. 'Given time' may be determined by the teacher but will certainly be longer than three weeks.

1.4 Describe how good practice has been implemented within a mentoring relationship.

'Good practice' includes:

- The use of listening skills
- Effective body language
- Maintaining the boundaries of the relationship
- Working within the mentoring guidelines
- Behaving in the way that the mentor hopes to promote in the mentee (punctual, courteous, doing what they said they would)
- Completing and submitting reports as required by the mentoring coordinator.

1.5 Give examples of any difficulties which arise.

'Difficulties' may include establishing the relationship, maintaining consistent contact, dealing with ethical issues, challenges to the boundaries of the mentoring relationship.

Note: if the learner has no examples of 'difficulties', they may refer to a different mentoring relationship than the current one.

1.6 Describe how these have been dealt with within the mentoring relationship.

'Difficulties' may include establishing the relationship, maintaining consistent contact, dealing with ethical issues, challenges to the boundaries of the mentoring relationship.

Note: if the learner has no examples of 'difficulties', they may refer to a different mentoring relationship than the current one.

Learning Outcome 2: Understand how to review own practice as a mentor.

2.1 Review own practice as a mentor.

All mentoring relationships should conclude with a review and evaluation by all parties – the mentor, the mentee, the mentoring coordinator – and this will provide the basis for this AC. If the mentoring relationship is the learner's first and is ongoing, a checklist of mentoring skills and attributes may be used (see T/504/8503 Mentoring Level 2 for indicative content if required) or a feedback exercise undertaken with the mentee and mentoring coordinator.

2.2 Give examples of how to improve own practice.

Based on AC2.1, the learner should select areas where they could improve their practice and describe what success would look like.

Alternatively, the learner may identify areas for future development above and beyond their current level.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.
For these Units, it is important for the teacher to work with the agency or organisation with which the mentors are working.

Evidence for this Unit comprises a practice file that must be based on actual mentoring experience.

Additional guidance on indicative content can be found in the Unit J/505/1289 (Mentoring Skills).

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has one prescribed assessment method:

- Practice file

Additional evidence for this unit may include, but is not limited to:

- Written questions and answers/test/exam
- Report
- Oral question and answer
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Mentoring Skills

Unit Reference	J/505/1289
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the stages of the 'mentoring' relationship.	1.1. Describe the stages of a typical mentoring relationship. 1.2. Define the records that need to be kept regarding an ongoing mentoring relationship.
2. Understand a range of techniques to make mentees feel comfortable and at ease.	2.1 Describe a range of communication skills which would make mentees feel comfortable. 2.2 Perform one of these communication skills. 2.3 Describe the impact of the environment on the mentoring relationship. 2.4 Describe ways of dealing with potential barriers to a good mentoring relationship.
3. Understand the boundaries of a mentoring relationship.	3.1 Discuss why a 'contract' is important for a mentoring relationship. 3.2 Assess the importance of mentoring guidelines. 3.3 Describe potential ethical issues that may arise.

	3.4	Describe the process for ending a mentoring relationship.
4. Understand when and to whom referrals should be made.	4.1	Describe key referral routes.
	4.2	Describe situations when mentees may benefit from being referred to other professionals.

Supporting Unit Information

Mentoring Skills – J/505/1289 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the stages of the 'mentoring' relationship.

'Mentoring' is a supportive learning relationship where a person (the mentee) is supported by someone more experienced (the mentor) to make changes. This might be related to work performance or to a life situation. The relationship is usually medium- or long-term and has a stated purpose and boundaries.

1.1 Describe the stages of a typical mentoring relationship.

'Stages'

- Match: Mentoring begins by matching someone who wants to be mentored with a trained mentor.
- Mentoring Agreement: At the very beginning of the relationship, there will be a discussion about boundaries and confidentiality, the purpose of the mentoring relationship and what can and cannot be done. Typically, mentors are forbidden to give out personal addresses and other information and the mentee may be told this to avoid potential embarrassment.
- Initial Meeting and Assessment: Over the course of the first meetings, the mentor and mentee will get to know each other and explore what the mentee wants to get from the relationship.
- Setting Goals and Actions: mentor and mentee will agree long-term goals and the actions required to achieve them. This will form the Action Plan.
- Meetings: mentor and mentee meet or communicate at intervals to monitor progress and reinforce motivation and engagement.
- Review: At intervals, the Action Plan and progress towards goals will be reviewed to ensure that it is still relevant and that no major barriers have come up.
- Endings: the mentoring relationship ends when either a) the mentee decides that it is no longer required or b) major goals have been achieved or c) at the close of the period determined during the

Mentoring Agreement.
- Evaluation: after the end of the mentoring relationship, feedback will be sought from all parties to evaluate the extent to which the mentoring relationship was successful and to set learning points for the future.

1.2 Define the records that need to be kept regarding an ongoing mentoring relationship.

Records will include the mentoring agreement, action plan, records of meetings and reviews, and the end-point evaluation. Depending on the programme, there may also be referral forms and reports back to the referrer.

Learning Outcome 2: Understand a range of techniques to make mentees feel comfortable and at ease.

2.1 Describe a range of communication skills which would make mentees feel comfortable.

A mentor should have excellent active listening skills, including knowing the use of different questioning and summarising techniques (open and closed questions, funnelling technique).

The mentor will have a command of body language.

Body language is the use of non-verbal communication and includes:
- Facial expression - (smiling, frowning, grimacing, rolling eyes, etc), keeping eye contact to indicate interest or attention
- Gestures – using hands to describe or express emotion, looking at one's watch to suggest time is short, indicating that you want the bill in a restaurant by miming scribbling a signature, opening arms wide to emphasise a point
- Body language and posture – leaning forward to indicate interest, nodding and shaking head, crossing arms or legs.
- Tone of voice – saying the same thing but in a different way can indicate emotion or uncertainty. This is called 'paralinguistics'. Turning the end of a sentence upwards to indicate a question, for instance, use of loud or soft tones, raising the pitch of the voice to show excitement or happiness.
- Touching – being aware of personal space, touching someone's arm or wrist in sympathy or to get their attention
- Appearance – how we dress says something about how we want to be perceived
- Written skills are important to ensure that the mentee is always completely clear about agreements, goals and actions.

2.2 Perform one of these communication skills.

'Perform' will be in simulation or role play. It is important that only 'good practice' is practised and performed.

2.3 Describe the impact of the environment on the mentoring relationship.

Learners should be able to outline appropriate meeting places and explain how these affect the nature of the relationship and the work undertaken as part of the relationship. For instance, though a confidential meeting room might seem to be the best environment, these can be intimidating as the power balance of the relationship is clearly that of 'client and adviser'. More informal and naturally occurring environments may be more positive as the mentee has more control. Noisy cafes may be more discreet and confidential than very quiet ones. Environments that are lonely or isolated should be avoided.

2.4 Describe ways of dealing with potential barriers to a good mentoring relationship.

Barriers and ways to deal with them:
An imbalance of power, with the mentor being clearly in control in the early stages. To deal with this, the mentor should seek ways to give the mentee more choices – where they meet and when, for instance.

Lack of understanding of the mentee's circumstances and history. To deal with this, the mentor must use active listening skills and encourage the mentee to talk. However, the mentee must not feel forced to reveal things that they are not comfortable to share.
Lack of trust is natural in the opening stages of a relationship. To deal with this, the mentor must make sure that they behave in ways that promote trust and a sense of safety for the mentee. For instance, always being punctual and keeping their commitments - doing what they promised.

Fear of being judged may inhibit the mentee from opening up to the mentor. This will only be dealt with when the mentor has demonstrated over a period of time that they will not be shocked, surprised or horrified by anything they are told. This can be facilitated by gently but assertively challenging the mentee when they make judgements of others.
Persistent non-attendance on the part of the mentee may be a sign that the relationship is breaking down but other causes are common. For instance, the mentee feeling that their current behaviour will not be acceptable to the mentor. In this case, the mentee should be contacted by the coordinator or the referring agency to discuss the causes and remedies.

Learning Outcome 3: Understand the boundaries of a mentoring relationship.

3.1 Discuss why a 'contract' is important for a mentoring relationship.

A 'contract' or mentoring agreement ensures that both parties know the nature, purpose, duration (where relevant) and boundaries of the relationship. This avoids inappropriate demands and disappointments. It also ensures that the mentee knows that there are boundaries to confidentiality and allows them to choose what to share.

3.2 Assess the importance of mentoring guidelines.

Mentoring guidelines will be the guidance given to the mentor during their training and induction or when they are matched to a mentee. Mentoring guidelines ensure that the mentor is completely clear about matters like where to meet (not in a pub); who pays for refreshments; what the budget is for each meeting and how to claim back expenses; when to write reports and how to submit them. In summary, mentoring guidelines give a mentor the confidence to do the role they have agreed to and an 'alibi' when they have to say 'no' to a mentee's request.

3.3 Describe potential ethical issues that may arise.

Ethical issues that often arise in mentoring relationships include:

- Confidentiality: when a mentee tells the mentor something that they then say is 'in confidence', the mentor may have to refer back to the boundaries set at the start of the relationship, which should state that what the mentee tells the mentor is confidential unless it is about harm to them or other people.
- Knowledge of illicit activities: if the mentee is 'in recovery' from drink or substance abuse, the mentor may need to consider whether or not to report that they appeared to have been drinking or taking drugs. Similarly, the mentee may tell the mentor about the illicit activities of other people.
- Inability to maintain non-judgmental attitude and behaviour: mentors sometimes come across behaviours and attitudes that they find intolerable. In these cases, they should seek support and guidance from their coordinator or team leader.

3.4 Describe the process for ending a mentoring relationship.

A mentoring relationship will come to an end either at the point agreed when the relationship was set up or when the mentee decides to end it. In either case, a review and evaluation of the relationship should be done by all parties so that successes can be celebrated and lessons learned.

Mentees must be signposted to further sources of information and support. There may be a formal document that records the end of a relationship and the circumstances.

Learning Outcome 4: Understand when and to whom referrals should be made.

4.1 Describe key referral routes.

'Key referral routes' are likely to include Citizens' Advice, Drug and Alcohol agencies, Counselling providers, Health providers (GPs, walk-in centres, etc) but will depend on the context of the mentoring. The mentoring organisation will have determined whether referrals can be made by the mentor to the provider or whether these must go through the coordinator.

4.2 Describe situations when mentees may benefit from being referred to other professionals.

'Situations' will include any services required which are outside the competence of the mentor. For instance, debt and housing advice, gambling, drugs and alcohol use, medical and mental issues.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Unit J/505/1289 (Mentoring Skills) and Unit A/505/1287 (Mentoring Practice) provide a full Level 2 course for practising mentors.

For these Units, it is important for the teacher to work with the agency or organisation with which the mentors are, or will be, working.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Essay
- Oral question and answer
- Written description
- Role play/simulation
- Practical demonstration
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Participating in a Vocational Taster

Unit Reference	A/600/3251
Level	2
Credit Value	2
Guided Learning	16
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different job roles within a vocational area.	1.1. Describe three job roles within a vocational area. 1.2. Assess the skills, knowledge and personal qualities required to perform one of the job roles identified.
2. Use relevant skills, knowledge and personal qualities in a vocational context.	2.1 Perform a given task in a vocational context using relevant skills. 2.2. Demonstrate application of relevant knowledge to a vocational context. 2.3. Describe how own personal qualities have been engaged in a vocational context.
3. Understand the health and safety requirements relevant to the vocational context.	3.1 Describe the health and safety issues relevant to the vocational context. 3.2 Assess the risks associated with own role. 3.3 Apply safe working procedures to minimise risks identified.

4. Reflect on suitability for job role in chosen vocational context.	4.1 Describe the skills and knowledge gained from the vocational taster. 4.2 Assess own strengths and areas for development. 4.3 Comment on the positive and negative aspects of the vocational experience.

Supporting Unit Information

Participating in a Vocational Taster – A/600/3251 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand different job roles within a vocational area.

1.1 Describe three job roles within a vocational area.

1.2 Assess the skills, knowledge and personal qualities required to perform one of the job roles identified.

Learning Outcome 2: Use relevant skills, knowledge and personal qualities in a vocational context.

2.1 Perform a given task in a vocational context using relevant skills.

2.2 Demonstrate application of relevant knowledge to a vocational context.

2.3 Describe how own personal qualities have been engaged in a vocational context.

Learning Outcome 3: Understand the health and safety requirements relevant to the vocational context.

3.1 Describe the health and safety issues relevant to the vocational context.

3.2 Assess the risks associated with own role.

3.3 Apply safe working procedures to minimise risks identified.

Learning Outcome 4: Reflect on suitability for job role in chosen vocational context.

4.1 Describe the skills and knowledge gained from the vocational taster.

4.2 Assess own strengths and areas for development.

4.3 Comment on the positive and negative aspects of the vocational experience.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Practical demonstration

Additional evidence for this unit may include, but is not limited to:

- Written question and answer/test/exam
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Speaking and Listening Skills

Unit Reference	Y/503/3377
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has four learning outcomes. The purpose of this unit is to: • Demonstrate learners' speaking and listening skills, including questioning skills • Understand barriers to communication and how these can be overcome • Prepare information for communication in a logical and coherent manner • Encourage and enable others to communicate • Engage in constructive discussion.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to communicate with others.	1.1. Use language and tone to respond to a range of situations. 1.2. Illustrate actual and potential barriers to effective speaking and listening. 1.3. Use strategies to overcome barriers to effective speaking and listening.
2. Be able to present information to others.	2.1 Select features of effective communication. 2.2 Present information in a logical manner. 2.3 Present ideas in a logical manner. 2.4 Speak clearly and coherently using appropriate pace and volume.

3. Be able to obtain information from others.	3.1 Encourage others in a group to speak. 3.2 Create opportunities for listeners to clarify or question information presented.
4. Be able to engage in discussion.	4.1 Demonstrate the ability to create relevant contributions and help to move discussion forward. 4.2 Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation. 4.3 Use a range of phrases for interruption and change of topic. 4.4 Select evidence to support opinions and arguments. 4.5 Respond to criticism and criticise constructively.

Supporting Unit Information

Speaking and Listening Skills – Y/503/3377 – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to communicate with others.

This LO is about using appropriate tone and language to communicate with other people, recognising barriers to effective communication and using strategies to overcome them.

1.1 Use language and tone to respond to a range of situations.

Language and tone includes:

- choice of words – 'plain English', appropriate use or avoidance of jargon and technical terms, avoidance of slang terms, clarity in subject and object use in sentences.
- choice of formal or informal tone depending on context, the person being addressed and the situation

1.2 Illustrate actual and potential barriers to effective speaking and listening.

Actual and potential barriers to communication must be recognised and demonstrated. Barriers might include:
Differences in regional, cultural or generational accent, word use and metaphor, differences in comprehension of jargon and technical terms, speech impediments, emotional 'noise' (where emotion leads to different interpretations of the same words), inappropriate or unhelpful body language, lack of planning in presentation of information.

1.3 Use strategies to overcome barriers to effective speaking and listening.

Strategies to overcome barriers might include: the use of 'plain English', avoiding metaphor and cliché that may not be held in common between speaker and listener, explaining or avoiding jargon and technical terms, speaking more slowly, recognising and acknowledging emotional 'noise' in both speaker and listener, being aware of the effect of body language and

adopting effective eye contact, appropriate distance between speaker and listener ('personal space'), gesture, taking time to plan the next sentence, checking out understanding.

Learning Outcome 2: Be able to present information to others.

2.1 Select features of effective communication.

2.2 Present information in a logical manner.

2.3 Present ideas in a logical manner.

2.4 Speak clearly and coherently using appropriate pace and volume.

This LO is about planning, organising and presenting information to other people. Presentations might be formal or informal, to a group or to an individual. Teaching could centre on presenting the features of effective communication (AC2.1, taken from LO1) or a topic of the learner's choice. Whatever the topic for the presentation, the learner should organise both information (facts AC2.2) and ideas (how the learner understands the facts, their opinion on the topic AC2.3) in a logical manner and explain how they arrived at the plan. They should also explain how they considered effective communication techniques (AC2.1) and demonstrate these through speaking clearly and coherently (AC2.4) and with appropriate pace and volume.

Learning Outcome 3: Be able to obtain information from others.

This LO is about finding out information and ideas from other people, including encouraging listeners to ask questions and challenge ideas. Specifically, this must be done in a group setting. The inference from the context of this LO is that the learner has either presented to them OR is facilitating a discussion amongst an audience.

3.1 Encourage others in a group to speak.

3.2 Create opportunities for listeners to clarify or question information presented.

Creating space, using a combination of closed and open questions to elicit contributions, demonstrating that questions and comments are welcome, even if they disagree with the presenter. Consideration can be given to when and whether it is appropriate to call on others by name and when to open up the discussion to volunteer contributions.

Learning Outcome 4: Be able to engage in discussion.

This LO is about the learner engaging in a discussion within a group. They will not necessarily be the leader or facilitator and it may be possible to evidence several learners' achievement within a single discussion, with sufficient planning and preparation.
Topics for the discussion should offer opportunities for debate, disagreement and differing opinions. It will be necessary for the learner not only to contribute to the discussion but also to explain how they chose their contributions and this may be through oral question and answer in a discussion with the group and/or the tutor, as written work is not an option for evidencing this Unit.

4.1 Demonstrate the ability to create relevant contributions and help to move discussion forward.

'Ability to create relevant contribution and help to move the discussion forward' is about sticking to the subject under discussion without digressing into anecdote or repeating previous contributions

4.2 Assess the need to adapt contributions to discussions to suit audience, context, purpose and situation.

'Adapt contributions to discussions' is about keeping contributions relevant to the topic under discussion, whilst keeping the other participants' needs in mind. It might include the efficient use of the time allocated for the discussion.

4.3 Use a range of phrases for interruption and change of topic.

'a range of phrases' might include, summarising contributions of self and others to bring one section of the discussion to a close, suggesting new areas and directions for the discussion, the use of courteous phrases to interrupt or move the discussion forward ('in the interests of time' 'I see we have only 15 minutes left' 'Let's remember to address that another day'

4.4 Select evidence to support opinions and arguments.

'Select evidence to support…' means that the learner should avoid making unsupported statements, instead basing their opinions and arguments on evidence. This might be factual or based on a previous speaker's contribution. For instance, 'I believe, given the results of the survey, that the majority opinion is…' or 'thinking about what you said earlier, I would like to reconsider my position'

4.5 Respond to criticism and criticise constructively.

This AC is about the give and take of opposing views without emotional heat. The learner should accept criticism and disagreement by acknowledging the speaker's opinion and putting forward a reasoned argument of their own. Equally, the learner must demonstrate that they can criticise constructively – that is, in a manner that is forward-looking and that does not antagonise.

It might be useful to evidence this AC through peer feedback and discussion.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

When planning to teach this Unit, consider whether learners will be disadvantaged by anxiety or lack of confidence if a group presentation (as opposed to one-to-one communication) is chosen as evidence for LO2. If done in a group, LO2 and LO3 can be part of the same exercise. If LO2 is done one-to-one, then LO3 and LO4 can be grouped into a single exercise.

The BBC offers ideas on speaking and listening on Skillswise that will be helpful to teachers and learners.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:

- Group discussion

Additional evidence for this unit may include, but is not limited to:

- Oral question and answer
- Role play/simulation

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.

Writing for Meaning Skills

Unit Reference	J/503/3391
Level	2
Credit Value	3
Guided Learning	24
Unit Summary	This unit has six learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify the purpose in a piece of writing.	1.1. Use a variety of literary techniques to help interpret the purpose of texts. 1.2. Use a variety of literary techniques to help interpret the meaning of texts.
2. Be able to use different writing styles.	2.1 Use a range of different styles of writing for different purposes.
3. Understand the format of a piece of writing.	3.1 Use a variety of formats of writing. 3.2 Apply structure to a piece of writing to meet the intended purpose. 3.3 Use paragraphs in a sustained piece of work. 3.4 Use format to convey feelings, ideas and experiences in pieces of writing.
4. Use writing in order to communicate.	4.1 Demonstrate a logical development of Ideas. 4.2 Use a variety of sentence constructions. 4.3 Write coherently and fluently, using varied vocabulary.

	4.4 Use a range of strategies to convey a message. 4.5 Use images to support writing. 4.6 Use appropriate tools for presenting a piece of writing.
5. Know how to plan a piece of writing.	5.1 Use a range of planning techniques. 5.2 Develop a detailed plan for a piece of writing. 5.3 Describe the development stages of own writing.
6. Understand the process of drafting a piece of writing.	6.1 Produce first drafts of writing. 6.2 Demonstrate the need to edit a draft. 6.3 Use proof reading techniques. 6.4 Produce a final copy.

Supporting Unit Information

Writing for Meaning Skills – J/503/3391– Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to identify the purpose in a piece of writing.

1.1 Use a variety of literary techniques to help interpret the purpose of texts.

1.2 Use a variety of literary techniques to help interpret the meaning of texts.

'Literary techniques' or 'literary devices' are ways authors enhance the meaning of their work. By analysing these, we can deduce the purpose and meaning intended by the author. AC1.1 is about purpose and AC1.2 is about meaning.

Genre may include fiction, persuasive text, instruction or direction.
The most common literary techniques used in fiction, and the ones suitable for this level, are:

- Simile – comparing one thing directly to another 'Her needlework was as fine as a spider's web'
- Metaphor – the use of one thing to represent another, with additional connotations. 'The autumn of his years' (meaning old age)
- Hyperbole – over-exaggeration for effect. 'The shopping centre heaved with people'
- Personification – a metaphor attributing human characteristics to an object. 'The moon peeked shyly over the roof tops'
- Pathetic fallacy – the attribution of an emotion to objects or a setting (often the weather) that reflects the subject's feelings. 'My teddy bear is sad when the other toys leave him out of their games' 'The sky lowered threateningly as I hurried to shelter'
- Onomatopoeia – words that sound like their meaning, used to heighten the reader's engagement: 'crack' 'crunch' 'thud' 'tickle' are examples and there are many more.
- Allusion – referring to another event or character within the

work (or body of work) of the author or within other sources – most commonly the Bible and Shakespeare. For instance, calling a character a 'good Samaritan' should recall the New Testament proverb of the man who went out of his way to help someone. The risk is that the reader will not know the original source.

- Diction – this refers to the specific choice of words made by the author from the available options. Worker, employee, staff member are all ways to describe one sort of person but they have some additional connotations that an author might wish to evoke.
- Emotive language – heightened language intended to tell the reader how they should feel, or how the subject feels. 'He sobbed uncontrollably, his heart breaking, when he saw the hideous sight'
- Oxymoron – the use of contradictory terms for emphasis or ironic effect. 'The battle for peace' 'A deafening silence'

Additional literary devices are used in factual and persuasive text:

- Imperative – a command rather than a suggestion 'Take piece A and combine with pieces B and C into a triangle' 'Pay attention!' 'Try this product now'
- Rhetorical question – a question asked for effect and not expecting an answer 'Can you imagine how she felt when she discovered she had won the prize?' 'What could possibly go wrong?'
- Flattery – complimenting the reader 'A person of your intelligence will readily understand the benefits'
- Opinion – a personal viewpoint often expressed as fact 'There is no doubt that whales have emotions'
- Personal pronouns – 'I' 'you' 'we' 'they' can be used effectively in persuasive text
- Triples – often used in speeches for emphasis and rhythm 'blood, sweat and tears' 'your school, your family and yourself'.

Learning Outcome 2: Be able to use different writing styles.

2.1 Use a range of different styles of writing for different purposes.

This AC requires the learner to write in different styles. Styles may be formal or informal or technical, persuasive or instructional and should match the intended purpose and audience. For instance, the use of contractions (two words put together with an apostrophe marking the omitted letter/s – 'do not' and 'don't', for instance) should be limited to informal writing. Though the boundaries are blurred in modern writing, instructions will never include contractions. Formal writing is often in the third person ('the reader will note the importance of…' rather than the

informal 'you may note the importance of…'). The learner should also know where to use imperatives ('Take the bus to the station' rather than 'You can take the bus to the station'). Slang, figures of speech, broken syntax (e.g., dangling participles and prepositions, split infinitives 'to boldly go…') are all used in informal writing, provided that the meaning is clear, but seldom in formal writing.

Instructions and directions will be concise, with little detail, but may include charts or illustrations. Creative writing will have more detail, including the use of adjectives and adverbs and the literary devices listed in LO1.

Learning Outcome 3: Understand the format of a piece of writing.

3.1 Use a variety of formats of writing**.**

Format is the type of writing. For instance: a blog, letter, diary, newspaper article, report. The learner will need to use a 'variety' – that is, more than three different formats – and each has their own style and literary devices (see LO1 for a list), depending on whether they are descriptive, persuasive, narrative, expository (explanation or information).

3.2 Apply structure to a piece of writing to meet the intended purpose.

'Structure' depends on the format of the writing, but may include Introduction, Body Text, Conclusion or Summary. A newspaper article begins with a single sentence summarising the content of the article. A formal letter has a fixed structure that includes where addresses are placed, salutations and signoffs, alignment of paragraphs, depending on whether it is handwritten or word-processed.

3.3 Use paragraphs in a sustained piece of work.

'A sustained piece of work' will be at least 800 words. Paragraphs should be broken at logical points.

3.4 Use format to convey feelings, ideas and experiences in pieces of writing.

The plural 'pieces' indicates that the learner must produce more than one piece of work: three would be sufficient. 'feelings, ideas and experiences' and evidence for this AC may be combined with AC3.1 and include the writing produced in LO4.

Learning Outcome 4: Use writing in order to communicate.

4.1 Demonstrate a logical development of Ideas.
'Logical development of ideas' may include, for instance, stating two different points of view before summarising own position and reasons for adopting it; in creative writing, the learner may develop a descriptive passage about the environment before focusing on the character/s.

4.2 Use a variety of sentence constructions.

'Sentence constructions' includes Simple Sentences, Compound Sentences, Complex Sentences. A simple sentence contains only one independent clause with one or more subjects and a verb 'Mary had a little lamb', 'My sister and I like to go swimming'. A compound sentence contains at least two independent clauses, usually joined by a conjunction (for, and, nor, but, or, yet, so) or a comma. 'Mary had a little lamb, its fleece was white as snow' 'My sister and I like to go swimming but we prefer different styles'. A complex sentence has an independent clause and a subordinate clause – that is, a clause that does not make complete sense on its own. 'Mary had a little lamb whom she greatly loved' 'My sister and I like to go swimming, though not together'.

4.3 Write coherently and fluently, using varied vocabulary.

'Coherently and fluently' means that the learner's writing should make complete sense and flow. 'Varied vocabulary' encourages a wide vocabulary and the use of a thesaurus will support the learner to achieve this.

4.4 Use a range of strategies to convey a message.

'A range of strategies' – see LO1 for different common strategies.

4.5 Use images to support writing.

'Images' may be similes or metaphors or a powerful use of imaginative adjectives and adverbs. It does not mean pictures.

4.6 Use appropriate tools for presenting a piece of writing.

Learning Outcome 5: Know how to plan a piece of writing.

5.1 Use a range of planning techniques.

'Planning techniques' may include scaffolding, spidergrams, flowcharts, templates, tables. A 'range' indicates at least three different planning techniques must be demonstrated, though they may not be detailed.

5.2 Develop a detailed plan for a piece of writing.

Only one 'detailed plan' is required for this AC.

5.3 Describe the development stages of own writing.

'Development stages' will include how and why the learner chose their writing topic, how they selected style and tone, based on purpose and audience, and the planning process. They will also include the processes from LO6.

Learning Outcome 6: Understand the process of drafting a piece of writing.

This LO underpins LO4 and can be demonstrated through a single piece of work.

6.1 Produce first drafts of writing.

'Drafts' is plural and the learner will need to produce at least two drafts. It might be useful for the learner to write drafts based on different audiences or different purposes.

6.2 Demonstrate the need to edit a draft.

'Demonstrate' means that the learner will edit at least one of the drafts produced in AC6.1. The marked up script will provide suitable evidence. In this AC, 'edit' does not mean proofread. The learner may change the choice of words, the paragraph structure, etc.

6.3 Use proof reading techniques.

'Proofreading techniques' may include: coming to the work fresh, after a break, to proofread; reading each sentence in reverse order (from the last sentence to the first); reading the work aloud, slowly, pausing only where there is a full stop (this helps to prevent over-long sentences split by commas); asking someone else to read the work aloud; covering up the words ahead of where you are reading (use a piece of paper) to focus on spelling; check all words ending in 's' to see whether they need an apostrophe (remembering the exception 'it's' and 'its').

'Proofread' will include: spelling, grammar and punctuation as well as clarity of meaning.

6.4 Produce a final copy.

'Final copy' based on AC6.3

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group

Minimum requirements when assessing this unit
Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

Evidence of Achievement

This unit has no prescribed assessment methods. Evidence for this unit may include, but is not limited to:

- Essay
- Report
- Oral question and answer
- Written description
- Reflective log/diary
- Group discussion

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards Website).

Additional Information

Additional guidance for delivering and assessing qualifications and information about Internal Quality Assurance is available on the Skills and Education Group Awards Website.