

Level 1 Certificate in Self-development Through Learning (3071)

Modules and evidence records.

Below is the list of modules contained in this pack, each module includes a Summary of Achievement:

	Me
400	Me and my learning
401	Coping with violence
402	Coping with challenge
403	Handling conflict
404	Coping with loss
405	Understanding discrimination
406	Conforming and challenging
	My Space
407	My rights and responsibilities
408	Living with diversity
409	Handling anti-social behaviour
	What I Do
410	Team working
411	Leadership
412	Supervisor
413	Giving feedback
414	Motivating
415	Selecting goods

Level 1 is defined as the learner 'is confidently moving into a sustainable independent way of life'

The framework, of which Level 1 forms part, is made up of a variety of modules under the headings of 'me', 'my space' and 'what I do'. These have been designed for centres to focus on the individual needs of the homeless and vulnerable and to capture their capacity to learn and develop.

The four phases are not seen as 'levels' but routes to progression either within the same phase or across the phases.

Learners can pick modules across each of the phases according to their individual needs, thus creating a 'spiky' profile.

The **aim** of each module is to provide a supportive learning process tailored to the learners' needs.

The **objective** of each module is threefold:

- firstly, to provide the learner with a clear explanation of what is expected of them
- secondly, to provide a 'teaching programme' for the support worker, or those working closely with the learner, detailing the boundaries within which to plan individual teaching and learning support
- thirdly, as an evidence recording log in which to show where the evidence is located in the learner's portfolio and the date of assessment.

The structure

The **module** gives a clear overview of what is expected of the learner once the module has been successfully completed.

Me

406 Conforming and Challenging

This module is about following rules and understanding what behaviours are appropriate.

When you have finished this module you will have shown that you

- *understand there are rules in society*
- *know what behaviours are acceptable*
- *can give advice and support*

There must be **evidence** to show how the learning outcome is achieved. The types of **evidence** listed are only suggestions and not exhaustive. Types of evidence could include:

- **paper-based** eg report, notes, letter, diary, questionnaire, witnesses statements, assessor records, records of discussion
- **audio and visual** eg recorded discussion/presentation/interview supported by assessor records, diagram, picture, poster, map, photographs
- **artefact** eg product, model, sculpture, display, exhibition

*Naturally occurring evidence is by far the best and if this is included it must show clearly how the **learning outcome** has been achieved and may need to be supported by an assessment record.*

There are **three learning outcomes** for each module at Phase 1 under the heading '**to do this you must...**'. Each of the learning outcomes is 'measurable' and clearly states 'how' the learning can be achieved eg talk, explain, discuss, find out etc

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
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The **guidance** explains the range within which to plan teaching and learning support to enable the learning outcome to be achieved.

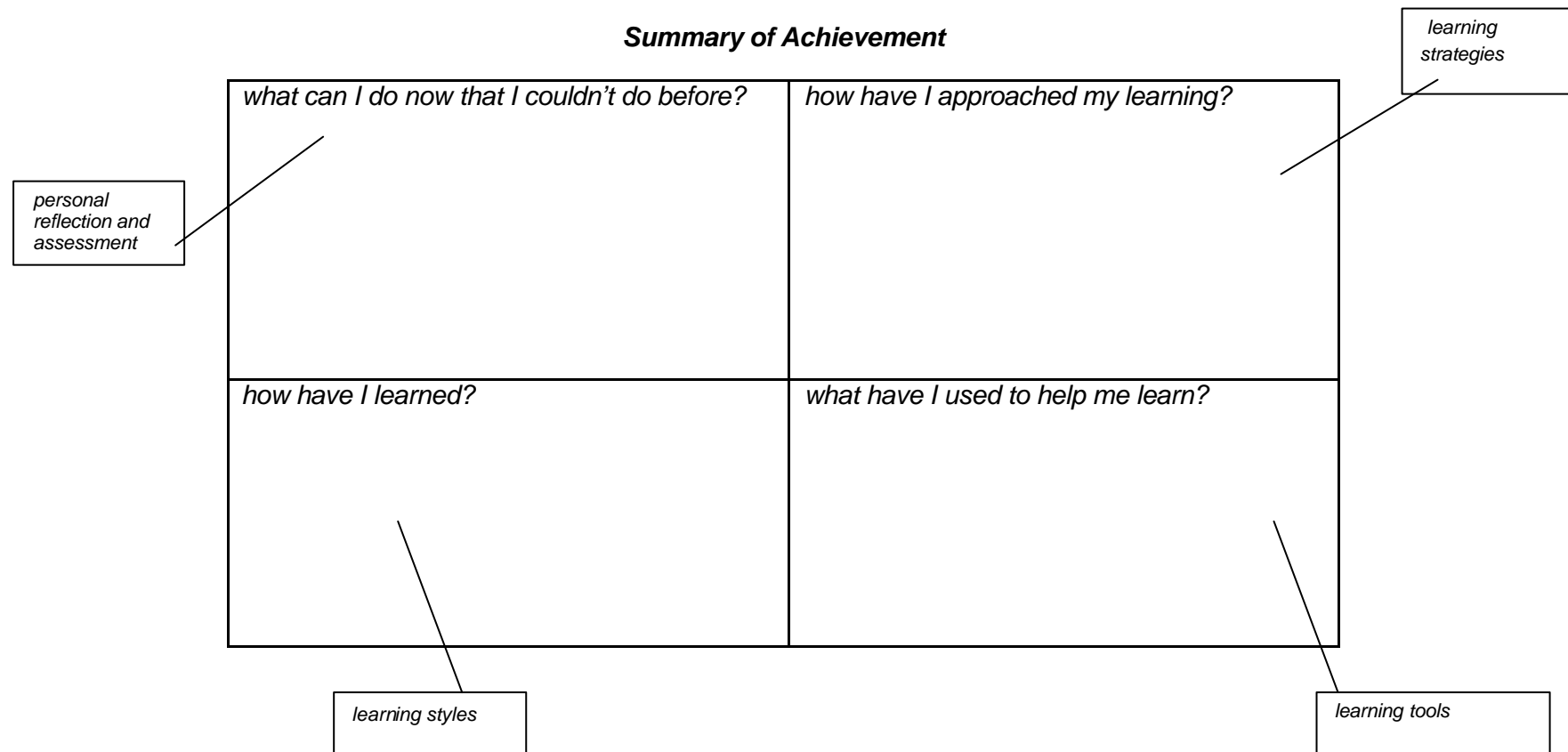
Each piece of evidence must be given a **portfolio reference** eg p.1, p.2 or A, B, C or 406.1, 406.2 etc and the **date** the **learning outcome** was achieved.

Summary of Achievement

On completion of the first part of the module learners should be encouraged to reflect on their learning and, with help, record this on the Summary of Achievement.

The Summary of Achievement is designed to engage the learner through their learning, how they learn and how they take control of their learning. *An example of a completed Summary of Achievement can be found in the Learning Power assessment pack.*

Structure



400 Me and My Learning

Level 1

This module is about using your skills as a learner.

When you have finished this module you will have shown that you know how to

- enjoy your learning
- question your learning
- plan what you want to learn
- learn on your own and with others

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. explain the pleasure you get from learning	<p>Explaining the pleasure you get from learning is about describing to others how you can get caught up in the learning process and being able to recognise the rewards it brings.</p> <p>Give at least four examples.</p>	<ul style="list-style-type: none"> • records of a discussion or a talk to a small group of people stating how you have enjoyed your learning with an example of how it has benefited you 		
2. show how your learning has taught you to be curious and inquisitive	<p>Being curious and inquisitive is about probing deeper into what you are learning by asking questions about different learning situations, trying to work through them rather than letting them become problems.</p> <p>Seek advice and support from others to confirm your findings.</p> <p>Give examples of at least six different learning situations.</p>	<ul style="list-style-type: none"> • a diary or log recording the questions you asked with an explanation of how you worked through different learning situations • the names of people who gave you advice and support with a written explanation of the advice and support given 		

400 Me and My Learning (cont)

Level 1

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
plan in advance what you want to do	<p>The skills needed for learning are called ' process skills' eg target setting, planning, learning and reviewing.</p> <p>Planning in advance is about making an action plan and setting achievable targets which can be reviewed and changed during the learning process.</p> <p>Produce at least six different action plans.</p>	<p>an action plan which includes at least two targets, how the targets were met, deadlines and dates for reviewing progress</p>		
demonstrate your ability to act interdepe	<p>Acting interdependently is about being able to work with others and on your own, developing good interpersonal skills eg communication with others, accepting feedback, negotiating learning opportunities and support.</p> <p>Demonstrate on at least four different occasions; at least one occasion must be working one-to-one; at least one occasion must be working with a team or group; at least one occasion must be working on your own.</p>	<p>annotated photographs showing how you worked in different situations supported by a witness statement by someone who observed you demonstrating good interpersonal skills</p>		

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

401 Coping with Violence

This module is about facing up to and dealing with aggression to yourself and others.

When you have finished this module you will have shown that you

- are aware that violent situations can be avoided
- are aware of how to cope with violent situations
- can get help

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. describe a violent situation you have been involved in	Give an example of an occasion where you were mixed up in a violent situation and the reason why you were part of it. Suggest ways in which it could have been avoided.	<ul style="list-style-type: none"> • a written note describing the violent situation with a note explaining the reason why you were part of it • a list of suggestions stating how the situation could have been avoided 		
2. describe a violent situation which involved other people	<p>A violent situation involving other people could be one that you have witnessed or one that you have heard about. You do not have to name the other people.</p> <p>Explain why the situation occurred and suggest ways in which it could have been avoided.</p>	<ul style="list-style-type: none"> • a written statement describing a violent situation which involved other people • a written explanation or a written record of a discussion stating why the situation occurred and ways in which it could have been avoided 		
3. say how you felt and how you coped with each situation	How you feel and cope with each situation is about how you react when faced with these kinds of situations. It may be in defence of yourself or another person or you may be the person who assisted in trying to resolve it.	<ul style="list-style-type: none"> • a written note stating how you felt about the situation • a written note stating how you coped with the situation 		

Me

Level 1

401 Coping with Violence (continued)

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
4. know how to contact the emergency services	Say how you would get in touch with the appropriate emergency service if you were ever in a position where you needed to.	<ul style="list-style-type: none">• a written record of the discussion stating you know how to contact the emergency services with a note of the contact details		

Me

Level 1

401 Coping with Violence (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

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Date

IV's name

IV's signature

Date

402 Coping with Challenge

This module is about protecting yourself from threatening situations and behaviour.

When you have finished this module you will have shown that you are aware that

- actions of yourself and others can cause harm
- surroundings affect behaviour
- you can get help and advice

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. discuss types of challenging behaviour	The types of challenging behaviour you talk about should be all those that you or someone you know about has experienced.	<ul style="list-style-type: none"> • a written record or audio tape of the discussion 		
2. discuss circumstances that might make you uncomfortable	The circumstances that you talk about should be all those that make you feel vulnerable or unsafe.	<ul style="list-style-type: none"> • a written record or audio tape of the discussion 		
3. say how you might handle each of these situations	Explain how you might deal with at least two challenging situations.	<ul style="list-style-type: none"> • written details stating how you might feel about each situation 		
4. find out who can give you help when faced with a challenging situation	Obtain information about the people and places that can assist you when faced with a difficult situation.	<ul style="list-style-type: none"> • copies of web pages, leaflets or handouts giving details about the people and places that can help you when faced with a challenging situation and the contact details of at least one person or place that can help 		

Me

Level 1

402 Coping with Challenge (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

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IV's signature

Date

403 Handling Conflict

This module is about managing difficult situations.

When you have finished this module you will have shown that you know how to

- face up to difficult circumstances
- take control of a difficult situation
- get help

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. say what the conflict situation is	The conflict situation you describe could be a difference of opinion or disagreement that you or someone else has experienced.	<ul style="list-style-type: none"> • a written note explaining what the conflict situation was 		
2. plan how to deal with it	Planning how to deal with the situation is about confronting it on your own or with another person.	<ul style="list-style-type: none"> • a copy of your plan 		
3. confirm your plan making sure there are no risks to yourself or others and implement	<p>*Discuss your plan with an appropriate person checking that you will not cause harm to yourself or others.</p> <p>Adjust your plan if necessary.</p>	<ul style="list-style-type: none"> • a written statement from the person you confirmed your plan with stating it should not cause harm to yourself or others • a copy of your revised plan, if any adjustments were made 		
4. discuss how your plan went	Put your plan into action and discuss with an appropriate person how it went. Say if you kept to your plan and if you made any alterations explain what they were. Talk about the consequences of the plan not going the way you would have liked it to.	<ul style="list-style-type: none"> • a written record of the discussion explaining how the plan went 		

Me

Level 1

403 Handling Conflict (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

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404 Coping with Loss

This module is about dealing with losing someone close to you.

When you have finished this module you will have shown that you

- understand that responding to a loss is individual and personal
- can give comfort to others
- know where to get help

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. find out where to get counselling about losing someone close to you	Losing someone close to you could be about a relationship breaking up or about bereavement. Obtain information about the people and places where you can go to talk about losing someone close to you.	<ul style="list-style-type: none"> • copies of web pages, leaflets or handouts giving details about the people and places that can help you when you are faced with losing someone and the contact details of at least one person or place that can help 		
2. talk about how you responded when you lost someone close to you	How you respond will be very individual and personal. There are some things people say when a loss occurs e.g. 'I can't believe it', 'why did it have to happen?' Talking about it to someone often helps relieve the pain.	<ul style="list-style-type: none"> • a written record of the talk stating how you responded when you lost someone close to you 		
3. say what feelings you experienced	You will experience a variety of different feelings that you might want to question and know how to cope with.	<ul style="list-style-type: none"> • a list or illustrations of the feelings you experienced 		
4. describe how you could comfort another person	The feelings you experience will help you understand what someone else is going through. Show that you can help someone with the pain and help him or her feel they are not alone.	<ul style="list-style-type: none"> • a witness statement from someone who has seen you give comfort to another person 		

Me

Level 1

404 Coping with Loss (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

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Date

405 Understanding Discrimination

This module is about coping with drawbacks in life.

When you have finished this module you will have shown that you

- are aware there are things that can hold you back
- are aware of discrimination
- know where to get help

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. give examples of how people are discriminated	Talk about at least three different situations where people are put at a disadvantage and treated unfairly e.g. because of their culture, their religion, their gender etc.	<ul style="list-style-type: none"> • a chart showing details of each situation and how each was discriminated against 		
2. describe situations where you felt discriminated against	Give an example of an occasion or occasions where you or others close to you have felt 'held back' with something you wanted to do or where you have been treated unfairly.	<ul style="list-style-type: none"> • a written record stating the situation(s) you were in with written details of how you felt discriminated 		
3. say how you dealt with the situation(s)	How you dealt with the situation(s) is about what you said and how you reacted to ease the situation(s).	<ul style="list-style-type: none"> • a witness statement from the person you told stating how you dealt with the situation(s) 		
4. find out who can help you deal with discrimination	Obtain information about the people and places where you can go to talk if you feel you or someone else is being treated unfairly.	<ul style="list-style-type: none"> • copies of web pages, leaflets or handouts giving details about the people and places that you can go to talk if you feel you or someone else is being treated unfairly and the contact details of at least one person or place that can help 		

Me

Level 1

405 Understanding Discrimination (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

406 Conforming and Challenging

This module is about following rules and understanding what behaviours are appropriate.

When you have finished this module you will have shown that you

- understand there are rules in society
- know what behaviours are acceptable
- can give advice and support

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. explain why society has rules	Why society has rules is about understanding the appropriateness of certain behaviours in the community in which you live.	<ul style="list-style-type: none"> • a written statement stating your understanding of why society has rules 		
2. explain the rules of behaviour in the community where you live	The community where you live could be your living space e.g. your hostel or the wider community e.g. the village, town or city. The rules of behaviour are all those that you are expected to follow to enable you to live alongside others without causing any harassment, fear or distress.	<ul style="list-style-type: none"> • a list of the rules in your community 		
3. describe a situation where you followed rules and acted appropriately	The situation you describe should explain which rule or rules you followed and how your behaviour was appropriate e.g. not smoking on a bus, not walking on the grass in a public place.	<ul style="list-style-type: none"> • written details stating the rule(s) you followed and how your behaviour was appropriate <p>or</p> <ul style="list-style-type: none"> • a witness statement from an appropriate person who observed you following rules and acting appropriately 		

Me

Level 1

406 Conforming and Challenging (continued)

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
4. discuss what advice and support you could give to another person	Talk to another person or a small group of people about appropriate behaviour and how you can advise them to behave appropriately.	<ul style="list-style-type: none">• a written record of the discussion or short talk to a another person or small group of people about following rules and appropriate behaviour		

Me

Level 1

406 Conforming and Challenging (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

My Space

Level 1

407 My Rights and Responsibilities

This module is about what entitlements and obligations you have.

When you have finished this module you will have shown that you

- know how to obtain information about basic human rights
- are aware of your basic human rights
- are aware of responsibilities that go with human rights

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. find out where to get information about rights and responsibilities of a person living in the UK	Finding out where to get information is about knowing the people and places where you can go to get advice about the rights and responsibilities of a person living in the UK.	<ul style="list-style-type: none"> • a list or chart showing all the people and places you can obtain information about rights and responsibilities of a person living in the UK with copies of the information you obtained 		
2. list the basic human rights you have	The basic human rights you should consider might be to do with physical safety and your rights as a citizen.	<ul style="list-style-type: none"> • a list of your basic human rights 		
3. explain the responsibilities that go with each of the rights you have listed	Discuss why society needs citizens to take responsibility in order to protect everybody's rights.	<ul style="list-style-type: none"> • A flowchart showing the responsibilities that go with each right 		
4. discuss ways in which you can become a more responsible person	<p>Talk about your responsibilities describing ways in which you could change your behaviour to become a more responsible citizen.</p> <p>Discuss what would happen if everyone had rights but no responsibilities.</p>	<ul style="list-style-type: none"> • A written record of your discussion about rights and responsibilities stating ways in which you can become a more responsible person 		

407 My Rights and Responsibilities (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

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Date

IV's name

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Date

My Space

Level 1

408 Living with Diversity

This module is about respecting the opinions of others.

When you have finished this module you will have shown that you can

- show consideration for other people
- live or work with people from different backgrounds
- know where to get help

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. find out how people from different backgrounds live	Name at least three differences between your ethnic group and another.	<ul style="list-style-type: none"> • a list or chart showing the differences between your ethnic group and one other 		
2. discuss how people from different backgrounds might not behave or think as you do	Talk about your background and the behaviour that is expected of you and compare this to at least one other ethnic group.	<ul style="list-style-type: none"> • a flowchart showing the differences in your behaviour and that of one other ethnic group 		
3. respect the differences others have	Show consideration to other people.	<ul style="list-style-type: none"> • a witness statement from someone who has observed you showing consideration to others 		
4. identify and describe how you can live or work with someone from a different background	Recognise that you are able to get on well with someone from a different background.	<ul style="list-style-type: none"> • a written record stating how you got on well with another person from a different background with a note stating whether it was living or working with them 		

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

My Space

Level 1

409 Handling Anti-Social Behaviour

This module is about unacceptable behaviour towards yourself and others in the community.

When you have finished this module you will have shown that you

- are aware of what anti-social behaviour is
- know the consequences of having an ASBO(Anti-Social Behaviour Order) order or an ABC(Acceptable Behavior Contract)
- know how to behave in a way that does not cause harassment

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. explain what anti-social behaviour is	Talk about the type of behaviour anti-social behaviour causes and name at least four different types of anti- social behaviour.	<ul style="list-style-type: none"> • a written note stating what anti-social behaviour causes and a list of different forms of anti- social behaviour 		
2. obtain information about ASBO(anti-social behaviour order)and ABC(Acceptable Behavior Contract)	Get advice from about ASBO and ABC.	<ul style="list-style-type: none"> • copies of web pages, leaflets or articles explaining what ASBOs and ABCs are 		
3. discuss ASBO and ABC	Talk with an appropriate person about what an ASBO and ABC are and the legal implications if you are given an ASBO.	<ul style="list-style-type: none"> • a written record of your discussion stating you have a clear understanding of the legal implications of an ASBO and how an ABC works 		
4. describe how certain behaviours can be intimidating to others and how these can be overcome	Explain how at least six different anti-social behaviours can be threatening e.g. harassment or vandalism and explain how these can best be tackled	<ul style="list-style-type: none"> • a list or chart of intimidating behaviours with a written explanation stating how each can be overcome 		

409 Handling Anti-Social Behaviour (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

What I Do

Level 1

410 Team Working

This module is about working in a team activity.

When you have finished this module you will have shown that you

- understand your responsibility in the activity
- support others in the team
- can talk about and suggest ways of improving the activity

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. explain what the activity is and who is taking part	Say what activity the team is doing and name the other team members.	<ul style="list-style-type: none"> • a written note stating the team activity and a list of all those taking part 		
2. list each persons' responsibilities	Responsibilities are about what each individual agrees to do. Responsibilities might be broken down into tasks. Make sure you are clear what your responsibilities and working arrangements are e.g. special clothing.	<ul style="list-style-type: none"> • a list or chart or poster detailing each persons' part in the activity and • a written statement stating you are clear about your responsibilities listing all the tasks you must do with a note of any special working arrangements 		
3. work with the team showing you can work safely and keep a log of what each team member did to achieve the activity	Carry out your responsibilities and keep a record of what everyone did showing who you asked for help, if appropriate, or gave support to, when appropriate.	<ul style="list-style-type: none"> • a written record or diary or log stating what each team member did, the help, if any, you obtained and the name(s) of the person or people you supported and the support you gave 		
4. discuss what went well and what did not go so well	As a group, and with an appropriate person, talk about what went well and what did not go so well. Say how you could improve things should you do the same activity again another time.	<ul style="list-style-type: none"> • a written record of your discussion stating what went well and what did not go so well with a note to say how you might improve working as a team next time should you do the same activity again 		

What I Do

Level 1

410 Team Working (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

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Date

IV's name

IV's signature

Date

What I Do

Level 1

411 Leadership

This module is about demonstrating leadership skills in a team.

When you have finished this module you will have shown that you

- take responsibility
- make decisions
- work safely

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. describe the purpose of the team activity and the responsibility of each member of the group	Explain the reason for the team activity listing the responsibility for each team member including your leadership role.	<ul style="list-style-type: none"> • a written note giving details of the activity • the names of each team member with a written note of their responsibilities 		
2. risk assess the activity and describe what safety measures you need to implement	Take responsibility for assessing the risks to the activity and any necessary safety measures that are required.	<ul style="list-style-type: none"> • a copy of the risk assessment with a list of any safety measures you put in place 		
3. say what support you gave	The support you give is about helping when asked and offering help when there is a need.	<ul style="list-style-type: none"> • a written report stating the types of support you gave 		
4. explain how good working practices were followed to work safely	Following good working practices is about working safely and effectively as a team, identifying and dealing with any hazards that may occur and understanding the requirements for personal health and safety.	<ul style="list-style-type: none"> • a list of hazards, if they occur, with a note explaining how you dealt with each of them • a written record stating the requirements for personal health and safety were followed giving at least two examples 		

What I Do

Level 1

411 Leadership (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

What I Do

Level 1

412 Supervising

This module is about supervising decision making in a team.

When you have finished this module you will have shown that you can

- liaise with the team effectively
- offer advice and support where ready
- check tasks were carried out effectively

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. describe the team activity	Explain the type of activity the team is doing e.g. a community project, a fundraising event.	<ul style="list-style-type: none">• a written note giving details of the type of activity the team took part in		
2. list the decisions made by the group	Help to supervise a team discussion about your activity where decisions are made about who is going to take on each responsibility.	<ul style="list-style-type: none">• a list of the decisions with a written record detailing how you supervised the team discussion.		
3. describe how you made sure tasks were carried out accurately and safely	Discuss with each team member their responsibilities and working arrangements making sure they understand how to work safely.	<ul style="list-style-type: none">• a written statement listing the responsibilities and working arrangements, signed and dated by each team member stating they understand the arrangements for working safely		
4. say what advice and/or support you gave	The advice and/or support you give is about offering help when asked or where you feel there is a need.	<ul style="list-style-type: none">• a witness statement from someone who you gave advice and/or support to explaining in detail the advice and/or support you offered		

What I Do

Level 1

412 Supervising (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

What I do

413 Giving Feedback

Level 1

This module is about giving feedback to a team.

When you have finished this module you will have shown that you can

- provide support
- make positive comments
- suggest ways to improve work

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. discuss the activity and your role within it	Describe the type of activity the team are taking part in and the specific part you are playing.	<ul style="list-style-type: none"> • a written note stating the team activity with a written explanation detailing your role in the team. 		
2. describe how you monitored progress	Monitoring progress is about keeping a record of the processes of the activity.	<ul style="list-style-type: none"> • a copy of your diary or log or written record giving details of the processes of the team activity 		
3. give feedback	Explain to the team all the things that went well and all the things that did not go so well, giving reasons why. If everything went according to plan it will be necessary to question what the team would do if difficulties did arise e.g. 'what if.....'	<ul style="list-style-type: none"> • a copy of your feedback to the team detailing what went well and what did not go so well with a list of any supplementary questions asked, if any, of the consequences if everything went to plan 		
4. set new targets	Setting new targets is about revising an action plan and deciding the next steps to take. It is a joint decision between the person setting the targets and the person agreeing the targets. They are set over a period of time with a review date to discuss progress.	<ul style="list-style-type: none"> • a copy of the action plan showing the agreed targets, signed and dated by both the person setting the targets and the person agreeing the targets 		

What I Do

Level 1

413 Giving Feedback (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

What I Do

Level 1

414 Motivating

This module is about getting others work together in a team.

When you have finished this module you will have shown that you can

- be a useful member of a team
- communicate effectively
- support others and work safely

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. describe the team activity and list your responsibilities	Explain what the team activity is and the tasks you have agreed to meet your responsibilities.	<ul style="list-style-type: none"> • a written note explaining what the group activity is • a list of the tasks you carried out to meet your responsibilities 		
2. explain ways of encouraging the team to achieve its targets	<p>The ways of encouraging you describe will be all those that are appropriate ways in getting others to do things.</p> <p>There are some ways that are not appropriate that you should be aware of e.g. manipulation and coercion and these should not be considered.</p>	<ul style="list-style-type: none"> • a list of appropriate ways you used to encouraged others to do things • a written note stating you understand there are ways that are not appropriate to make others to do things 		
3. say what support you gave to individual team members to achieve their responsibilities	Give appropriate encouragement to at least two team members to enable them to achieve their responsibilities.	<ul style="list-style-type: none"> • a written statement signed by each team member stating how you encouraged them and that your behaviour was appropriate 		
4. describe how you supported the team to work safely	Supporting the team to work safely is about making sure the requirements for personal health and safety of the team and others is met.	<ul style="list-style-type: none"> • a written statement from another member of the group stating how you made sure the health and safety requirements were followed, giving examples. 		

What I Do

Level 1

414 Motivating (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date

What I do

Level 1

415 Selecting Goods

This module is about selecting the best buy.

When you have finished this module you will have shown that you

- keep within a spending limit
- have personal preferences
- spend you money sensibly

To do this you must	Guidance	The evidence you produce <u>can</u> include	Portfolio reference	Date
1. explain what you bought and how much you spent	Say what you bought, it could be more than one item, with details of how much you spent.	<ul style="list-style-type: none">• a copy of the receipt or a list of the items you bought and written details of the total amount you spent		
2. state your personal preferences	Your personal preference could be a particular brand name, cost, value for money, wastage or shop.	<ul style="list-style-type: none">• a written note stating your personal preference		
3. select the best buy from a range of options and say why you chose it	Selecting the best buy is about taking into account your personal preferences and available resources. Choose the best buy from a maximum of five similar items e.g. five different brands of beans	<ul style="list-style-type: none">• a chart showing your range of options indicating the best buy with a note of your personal preferences for selecting it		
4. keep a record of your spending	Make a note of all the things you buy for at least a month. Record all the items accurately in a suitable format.	<ul style="list-style-type: none">• a copy of your spending record		

What I Do

Level 1

415 Selecting Goods and Services (continued)

Summary of Achievement

what can I do now that I couldn't do before?	how have I approached my learning?
how have I learned?	what have I used to help me learn?

Candidate's name

Candidate's signature.....

Date

Assessor's name

Assessor's signature

Date

IV's name

IV's signature

Date