Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors (5546-61)

October 2015 Version 1.0
## Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Employability</th>
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<tbody>
<tr>
<td>City &amp; Guilds number</td>
<td>5546-61</td>
</tr>
<tr>
<td>Age group approved</td>
<td>Pre 16, 16-18, 19+</td>
</tr>
<tr>
<td>Entry requirements</td>
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<tr>
<td>Assessment</td>
<td>Portfolio of evidence</td>
</tr>
<tr>
<td>Approvals</td>
<td>Fast track</td>
</tr>
<tr>
<td>Support materials</td>
<td>Learning Assistant</td>
</tr>
<tr>
<td>Registration and certification</td>
<td>Consult the Walled Garden/Online Catalogue for last dates</td>
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<table>
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<tr>
<td>Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors</td>
<td>5546-61</td>
<td>601/7376/2</td>
</tr>
</tbody>
</table>
## Contents

### Qualification at a glance

<table>
<thead>
<tr>
<th>Contents</th>
<th>3</th>
</tr>
</thead>
</table>

### 1 Introduction

<table>
<thead>
<tr>
<th>Structure</th>
<th>6</th>
</tr>
</thead>
</table>

### 2 Centre requirements

<table>
<thead>
<tr>
<th>Approval</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource requirements</td>
<td>8</td>
</tr>
<tr>
<td>Learner entry requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

### 3 Delivering the qualification

| Initial assessment and induction | 10 |
| Support materials | 10 |

### 4 Assessment

<table>
<thead>
<tr>
<th>Summary of assessment methods</th>
<th>11</th>
</tr>
</thead>
</table>

### 5 Units

<table>
<thead>
<tr>
<th>Availability of units</th>
<th>12</th>
</tr>
</thead>
</table>

**Unit 480** Introduction to working in health care, adult care and child care 13

**Unit 481** Introduction to safeguarding in health care, adult care and child care 16

**Unit 482** Introduction to working in a person-centred way in health and adult care 18

**Unit 402** Managing personal finance 20

**Unit 404** Effective communication 25

**Unit 407** Interview skills 28

**Unit 408** Searching for a job 31

**Unit 409** Career progression 33

**Unit 410** Keeping safe 36

**Unit 412** Contribute to own healthy living 39

**Unit 417** Investigating rights and responsibilities at work 42

**Unit 418** Candidate project 45

**Unit 423** Recognise the benefits of having a work/life balance 48

**Unit 424** Introduction to health and safety awareness in the workplace 51

**Unit 428** Business and customer awareness 55

**Unit 429** Alternatives to paid work 57

**Unit 431** Developing personal confidence 60
<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>Understanding assertive behaviour</td>
<td>63</td>
</tr>
<tr>
<td>434</td>
<td>Interpersonal relationships</td>
<td>65</td>
</tr>
<tr>
<td>435</td>
<td>Awareness of equality and diversity</td>
<td>68</td>
</tr>
<tr>
<td>436</td>
<td>Valuing equality and diversity</td>
<td>72</td>
</tr>
<tr>
<td>439</td>
<td>Environmental awareness</td>
<td>75</td>
</tr>
<tr>
<td>440</td>
<td>Family relationships</td>
<td>78</td>
</tr>
<tr>
<td>441</td>
<td>Rights and responsibilities in the workplace</td>
<td>81</td>
</tr>
<tr>
<td>442</td>
<td>Introduction to alcohol awareness</td>
<td>84</td>
</tr>
<tr>
<td>444</td>
<td>Introduction to drug awareness</td>
<td>88</td>
</tr>
<tr>
<td>445</td>
<td>Understanding crime and its effects</td>
<td>92</td>
</tr>
<tr>
<td>447</td>
<td>Understanding eating disorders</td>
<td>94</td>
</tr>
<tr>
<td>448</td>
<td>Awareness of stress and stress management</td>
<td>97</td>
</tr>
<tr>
<td>449</td>
<td>Understanding conflict at work</td>
<td>100</td>
</tr>
<tr>
<td>450</td>
<td>Understanding personal finance for employment</td>
<td>103</td>
</tr>
<tr>
<td>451</td>
<td>Assertive living</td>
<td>107</td>
</tr>
<tr>
<td>452</td>
<td>Parenting awareness</td>
<td>110</td>
</tr>
<tr>
<td>453</td>
<td>Developing skills in caring for young children</td>
<td>113</td>
</tr>
<tr>
<td>454</td>
<td>Understanding child development</td>
<td>117</td>
</tr>
<tr>
<td>455</td>
<td>Understanding children's social and emotional development</td>
<td>120</td>
</tr>
<tr>
<td>456</td>
<td>Introduction to understanding growth, social and emotional development in children</td>
<td>122</td>
</tr>
<tr>
<td>457</td>
<td>Understanding the physical and psychological needs of children</td>
<td>124</td>
</tr>
<tr>
<td>458</td>
<td>Sex and relationship education</td>
<td>126</td>
</tr>
<tr>
<td>459</td>
<td>Using cooking skills in a domestic kitchen</td>
<td>131</td>
</tr>
<tr>
<td>462</td>
<td>Applying for a job</td>
<td>134</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>Sources of general information</td>
<td>137</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Useful contacts</td>
<td>138</td>
</tr>
</tbody>
</table>
### 1 Introduction

This document tells you what you need to do to deliver the qualifications:

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the qualification for?</td>
<td>This qualification supports learners embarking on their first experience of work in the Health, Adult Care and Child Care sectors - as part of a work placement, work experience or a Traineeship or in supporting the unemployed in their return to work. This qualification is for learners wishing to gain an understanding of the Health, Adult Care and Child Care sectors alongside gaining essential employability knowledge and skills. On completion learners will be able to understand and demonstrate suitable work, personal skills, attitudes, thinking and behaviour and will be more confident at interview, when completing an application or on their first day working in the Health, Adult Care and Child Care sectors.</td>
</tr>
<tr>
<td>What does the qualification cover?</td>
<td>This qualification combines core Employability Skills including communication, conduct at work, personal finance, team work, attitudes and values for work and undertaking a high quality work placement with introductory knowledge of Healthcare, Adult Care and Child Care sector, safeguarding and person centred care; enabling learners to learn and develop to enter employment in the Healthcare, Adult Care and Child Care sector. The qualification has been developed to meet the latest legislative knowledge requirements of the Care Certificate in England and Social Care Induction Framework in Wales.</td>
</tr>
</tbody>
</table>
| What opportunities for progression are there? | They allow learners to progress into employment or to the following City & Guilds qualifications:  
  - Health, Adult Care and Child Care Apprenticeships  
  - 4222 - Healthcare, Adult Care and Child Care  
  - 4229 - Preparing to Work in Adult Social Care  
  - 3623 - Social Care Induction and Safeguarding Awareness (Wales)  
  - 3051 - Certificates in Clinical Skills |
| Who did we develop the qualification with? | We developed this qualification with over 250 employers, training providers and FE Colleges |
| Is it part of an apprenticeship framework or initiative? | Skills for Work qualifications address the values, principles, skills and attitudes for working in different vocational sectors and are designed as pre-apprenticeship programmes to meet Traineeship and Work Programme requirements and get learners working from day one. |
Structure

To achieve the **Level 1 Certificate for Skills for Working in the Healthcare, Adult Care and Child Care Sectors** learners must achieve:

A minimum of 17 credits in total.
3 credits from the **Mandatory Group** plus either:
- 14 credits from **Optional Group B**.
or
- 2 credits from **Optional Group A** and 12 credits from **Optional Group B**.
or
- 4 credits from **Optional Group A** and 10 from **Optional Group B**.

**Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors**

<table>
<thead>
<tr>
<th>UAN</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Group (if applicable)</th>
<th>Credit Value</th>
<th>GLH</th>
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<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
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<tr>
<td>M/507/4985</td>
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<td>Introduction to working in health care, adult care and child care</td>
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<td><strong>Optional Group A</strong></td>
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<td>M/506/2710</td>
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<td>Recognise the benefits of having a work/life balance</td>
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<td>Sex and relationship education</td>
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<td>Using cooking skills in a domestic kitchen</td>
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<td>Applying for a job</td>
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</tr>
</tbody>
</table>
2 Centre requirements

Approval

If your Centre is approved to offer an existing City & Guilds health and social care qualification you can apply for approval for the new Level 1 Certificate for Skills for Health Care, Adult Care and Child Care Sectors using the fast track approval form, available from the City & Guilds website. A list of all of the existing qualifications offered can be found on the form.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Physical resources and site agreements
Centres must ensure that learners have access to the equipment, resources and space required to successfully complete the tasks detailed in the practical Assessment Pack.

Centres must ensure that learners are familiar, with and act according to, health and safety requirements.

Centre staffing
Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

All staff who quality assure these qualifications must have:

- a good working knowledge and experience within the construction industry;
- an established strategy and documentary audit trail of internal quality assurance;
- a good working knowledge of quality assurance procedures;
- have a CV available demonstrating relevant experience and any qualifications held.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but cannot internally verify their own assessments.
**Learner entry requirements**
City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

**Age restrictions**
There are no age restrictions for this qualification unless this is a legal requirement of the process or the environment.
3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds has developed a set of Recording forms including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.
4 Assessment

Summary of assessment methods
Learners must:
- have a completed portfolio of evidence for each unit.

Recognition of prior learning (RPL)
Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.
5 Units

Availability of units
All of the units which make up this qualification are contained within this section.
Unit 480  Introduction to working in health care, adult care and child care

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/507/4985</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>1</td>
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<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>27</td>
</tr>
<tr>
<td>Aim:</td>
<td>The aim of this unit is to give the learner an overview of the values, principles, skills and attitudes required for working in health, adult care and child care.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
</tr>
<tr>
<td>Barrings:</td>
<td>None.</td>
</tr>
</tbody>
</table>

Learning outcome:
The learner will:

1. Know the range of service provision available in health care, adult care and child care.

Assessment criteria
The learner can:

1.1 identify different services available within:
   a. health care  
   b. adult care  
   c. child care

1.2 give examples of individuals who might access adult care services

1.3 give examples of why individuals might access health care services

1.4 outline the difference between statutory, private and third sector services

1.5 outline how informal care contributes to service provision.

Range
Informal care
Provided by family, friends, neighbours, volunteers, support groups, online forums etc.

Range
Informal care
Provided by family, friends, neighbours, volunteers, support groups, online forums etc.
Learning outcome:
The learner will:

2. Know the range of job roles within health care, adult care and child care.

Assessment criteria
The learner can:

2.1 identify job roles within:
   a. health care
   b. adult care
   c. child care.

Learning outcome:
The learner will:

3. Know the range of skills and attitudes essential to work within health care, adult care and child care.

Assessment criteria
The learner can:

3.1 list skills and attitudes essential to work within health care, adult care and child care.
3.2 identify own skills and attitudes that require further development to gain employment within health care, adult care and child care.

Range
Skills
What you must be able to do.

Attitudes
Ways of thinking that influence how you approach your work with individuals, informal carers and other professionals.

Learning outcome:
The learner will:

4. Know legislation, principles and values that underpin health care, adult care and child care.

Assessment criteria
The learner can:

4.1 identify legislation, standards and guidance that underpin the principles and values of health care, adult care and child care
4.2 outline what is meant by ‘person centred practice’ or ‘child centred practice’
4.3 outline what is meant by ‘confidentiality’ in the context of health care, adult care and child care
4.4 outline what is meant by ‘duty of care’ in health care, adult care and child care
4.5 outline what is mean by ‘equality’ and ‘inclusion’ within health care, adult care and child care
4.6 outline the importance of equality and inclusion within health care, adult care and child care.
Unit 480  Introduction to working in health care, adult care and child care
Supporting information

Guidance and Evidence
For outcome 1.1 different types of service could include any of the following:
• Community based services for adults
• Community based services for children and young people
• Domiciliary services for adults
• Domiciliary services for children and young people
• Day services for adults
• Residential services for adults
• Nursery provision
• Children's Care Learning and Development
• Tele Care
• Extra Care
• Supported Housing
• Supported Employment
• Self Directed Support
• Acute Hospital Services
• Community Hospitals
• General Practitioner Services
• Pharmacy in Hospitals and Community
• Substance Misuse Services
• Complementary Healthcare
• End of life care
• Re-ablement
• Mental health services
• Sexual health services

For outcome 3.1 skills and attitudes include patience, positive body language, empathy, good listener, caring, literate, numerate, effective communicator, reliable, honest, punctual.
Unit 481  Introduction to safeguarding in health care, adult care and child care

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<tr>
<td>GLH:</td>
<td>13</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give the learner an introduction to safeguarding in a health care, adult care and child care context.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
<td>None.</td>
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</table>

**Learning outcome:**
The learner will:

1. Know about protection and safeguarding in the context of health care, adult care and child care.

**Assessment criteria**
The learner can:

1.1 define the term ‘safeguarding’ in the context of health care, adult care and child care.

**Learning outcome:**
The learner will:

2. Know about different types of abuse.

**Assessment criteria**
The learner can:

2.1 define the different types of abuse
2.2 identify indicators of potential abuse
2.3 outline reasons why some individuals are more likely to be abused.
Range

**Types of abuse** as stated in the Care Act 2014.
For Adults these are:
- physical
- psychological / Emotional
- sexual
- financial
- neglect
- discriminatory
- institutional abuse, neglect and poor practice
- self neglect.

For children these are:
- physical
- psychological / emotional
- sexual
- neglect.

**Learning outcome:**
The learner will:

3. Know what to do if abuse is disclosed or suspected.

**Assessment criteria**
The learner can:

3.1 outline the importance of reporting disclosed or suspected abuse
3.2 list the actions that must **not** be taken in cases of disclosed or suspected abuse.
3.3 identify sources of support and information in relation to protection and safeguarding.
Unit 482  Introduction to working in a person-centred way in health and adult care

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<tr>
<td>GLH</td>
<td>14</td>
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<tr>
<td>Aim</td>
<td>The aim of this unit is to introduce learners to person-centred practice in a health or adult care setting.</td>
</tr>
<tr>
<td>Assessment type</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings</td>
<td>None.</td>
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</table>

Learning outcome:
The learner will:

1. Understand person-centred practice.

Assessment criteria
The learner can:

1.1 outline what is meant by the term ‘person-centred’.
1.2 outline how laws and regulations support person-centred practice in a health or adult care setting
1.3 identify how individuals benefit from person-centred practice.

Range
Person-centred practice may include:
- person-centred support
- person-centred care
- person-centred thinking
- person-centred planning.

Individuals
Refers to the person using the health or care service.
Learning outcome:
The learner will:

2. Understand how to work in a person-centred way.

Assessment criteria
The learner can:

2.1 Identify ways of finding out about an individual's:
   a. history
   b. needs
   c. wishes
   d. likes
   e. dislikes

2.2 Outline ways of working that support the person centred values of:
   a. individuality
   b. independence
   c. privacy
   d. partnership
   e. choice
   f. dignity
   g. respect
   h. rights.
Unit 402  Managing personal finance

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<td>GLH:</td>
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</table>

**Aim:** The aim of this unit is to give the learner an understanding of how to manage personal finance.

**Assessment type:** Learner portfolio.

**Barrings:** This unit is barred with the following units within 5546:
- 202 Entry 2 Personal finance
- 302 Entry 3 Personal finance
- 518 Level 2 Managing personal finance

**Learning outcome:**
The learner will:

1. Understand sources of income and outgoings.

**Assessment criteria**
The learner can:

1.1 identify **sources of income**
1.2 give examples of how **money** can be received
1.3 identify a range of **outgoings**
1.4 give examples of how **payments** can be made.

**Range**

**Sources of income**
Include benefit payments, wages, grants, money from parents/carers.

**Money**
Includes cash, cheques, BAC transfers.

**Outgoings**
Include rent, telephone, clothing, fuel/travel, entertainment, food.

**Payments**
Include purchases and regular outgoings.
**Learning outcome**
The learner will:

2. Know how to reduce expenditure.

**Assessment criteria**
The learner can:

2.1 identify the problems which may occur if expenditure is greater than income
2.2 describe ways of reducing expenditure.

**Range**

**Income**
All monetary amounts received.

**Expenditure**
All monetary amounts spent.

**Learning outcome**
The learner will:

3. Understand how to plan a personal budget.

**Assessment criteria**
The learner can:

3.1 list own sources of income
3.2 list own sources of outgoings
3.3 produce a personal budget plan
3.4 review personal budget plan.

**Range**

**Income**
All monetary amounts received.

**Outgoings**
Include rent, telephone, clothing, fuel/travel, entertainment, food.

**Budget plan**
A record of all income and expenditure.
Learning outcome
The learner will:
4. Be able to recognise the products provided by financial institutions.

Assessment criteria
The learner can:
4.1 identify financial institutions
4.2 identify products offered by financial institutions.

Range
Financial institutions
Organisations that offer money to borrow or ways to save money.

Learning outcome
The learner will:
5. Understand the advantages and disadvantages of borrowing money.

Assessment criteria
The learner can:
5.1 describe the advantages of borrowing
5.2 describe the disadvantages of borrowing.

Range
Borrowing
Includes informal borrowing from friends and relatives and more formal arrangements such as credit cards, overdrafts, loans and pay day loans.

Learning outcome
The learner will:
6. Understand how to obtain help with managing own money.

Assessment criteria
The learner can:
6.1 identify organisations that can help with money problems.

Range
Organisations
Include local and national help.
Unit 402  Managing personal finance
Supporting information

Guidance and Evidence
For 1.1 the learner must identify sources of income e.g. wages, investments, state benefits, money from parents/carers, grants and loans. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must give examples of how money can be received e.g. cash, cheque, bankers draft, internet banking transfer, Bankers Automated Clearing Service (BACS), vouchers, cash gift card. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.3 the learner must identify a range of outgoings e.g. utility bills, rent, mortgage, food, travel, fuel, entertainment, subscriptions, phone, clothing. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.4 the learner must give examples of how payments can be made e.g. standing orders, direct debit, BACS, pay-pal, cheque, credit/debit card, cash, post office, at the bank. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must identify the problems, which may occur if expenditure is greater than income e.g. get into debt, lose home, legal problems, stress, ill health. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must describe ways of reducing expenditure e.g. budgeting, prioritising spending, understanding the difference between essential and non-essential items, saving for large purchases, look for 0% finance. Evidence may be a written or verbal learner statement, an assessor record.

For 3.1 the learner must list own sources of income. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.2 the learner must list own sources of outgoings. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.3 the learner must produce a personal budget plan e.g. over a period of time with dates, description of income and expenditure, savings, sub totals and totals. Evidence must be a written learner statement/plan (can be written by someone else).

For 3.4 the learner must review a personal budget plan e.g. look at the plan on a regular basis to see if it is working and is being followed and could include making changes where necessary. Evidence may be a written or verbal learner statement, an assessor record, annotated plan.

For 4.1 the learner must identify financial institutions e.g. banks, building societies, post office, investment companies. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.
For 4.2 the learner must identify products offered by financial institutions e.g. loans - mortgages, home improvements, cars, mopeds, insurance - for travel, life, home, mobile phones, pets, cash point, debit/credit cards, credit accounts, savings accounts, internet banking, competitive interest rates. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 5.1 the learner must describe the advantages of borrowing e.g. to start a business, to help purchase expensive/big items, to build a credit history, to fund longer-term lifestyle purchases – home, vehicle. Evidence may be a written or verbal learner statement, an assessor record.

For 5.2 the learner must describe the disadvantages of borrowing e.g. high interest rates, getting into debt, bankruptcy, bailiffs, impact on health, break down in family relationships, distraction from work. Evidence may be a written or verbal learner statement, an assessor record.

For 6.1 the learner must identify organisations that can help with money problems e.g. banks, building societies, credit unions, Citizens Advice Bureau (CAB), voluntary organisations, The Money Advice Service StepChange Debt Charity, National Debtline, Debt Advice Foundation, Christians Against Poverty, Civil Legal Advice, Shelter, Business Debtline, Debt Action NI, Housing Rights Service. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

Note: In the Healthcare, Adult Care and Child Care sector it should be noted that learners may gather evidence by supporting others with any/each of the categories above.
Unit 404  Effective communication

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**Aim:** The aim of this unit is to give the learner an understanding of the importance of effective communication and the role of feedback.

**Assessment:** Learner Portfolio.

**Barrings:** This unit is barred with the following units within 5546:
- 304 Entry 3 Effective communication
- 315 Entry 3 Effective written communication for the workplace
- 322 Entry 3 Effective speaking for the workplace
- 504 Level 2 Communicating with others in the workplace

**Learning Outcome:**
The learner must be able to:

1. Understand why effective communication is important.

**Assessment Criteria:**
The learner must be able to:

1.1 state the importance of effective verbal communication
1.2 give examples of **appropriate** and **inappropriate** verbal communication
1.3 state the importance of effective non-verbal communication
1.4 give examples of **appropriate** and **inappropriate** non-verbal communication.

**Range**
**Appropriate**
Suitable and acceptable.

**Inappropriate**
Unsuitable and unacceptable.
Learning outcome
The learner will:
2. Understand the importance of positive and appropriate behaviour.

Assessment Criteria
The learner can:
2.1 give examples of positive and appropriate behaviour
2.2 give examples of situations when positive and appropriate behaviour are important.

Learning Outcome
The learner will:
3. Understand the importance of feedback

Assessment Criteria
The learner can:
3.1 give an example of using positive feedback
3.2 give an example of using negative feedback
3.3 state the importance of constructive feedback.

Range
Constructive
Feedback that is positive and useful.
Unit 404  Effective communication  
Supporting Information

Guidance and Evidence
For 1.1 the learner must state the importance of effective verbal communication e.g. to avoid misunderstanding, to give accurate instructions, to avoid offence, to give an accurate account of something. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of appropriate and inappropriate verbal communication e.g. will depend on the situation but could include, appropriate – clear instructions, polite and respectful, use of language including level, pitch and tone, inoffensive; inappropriate – rude, swearing, use of slang, shouting, sexist or ageist comments, offensive language. Evidence may be a written or verbal learner statement, an assessor record, mind map or spider diagram.

For 1.3 the learner must state the importance of effective non-verbal communication e.g. reinforces what is said in words e.g. nodding head when saying ‘yes’, can convey an opposite meaning to what is said in words e.g. shrug of shoulders or sad impression, convey meaning about emotional state, define the relationship between people, change the flow of communication e.g. signalling to say finished or wish to say something. Evidence may be a written or verbal learner statement or an assessor record.

For 1.4 the learner must give examples of appropriate and inappropriate non-verbal communication e.g. will depend on the situation but could include:

**Appropriate** – smiling, nodding, a wave, being correctly dressed i.e. a clean uniform, well presented.

**Inappropriate** – rude hand gestures, lack of eye contact, sighing, distracted i.e. using mobile phones. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must give examples of positive and appropriate behaviour. In the Healthcare, Adult Care and Child Care sector this could include; punctuality, reliability, consistency, respectfulness, flexibility. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must give examples of situations when positive and appropriate behaviour are important. In the Healthcare, Adult Care and Child Care sector this should include; the values outlined in 2.1 – where it is particularly important. Evidence may be a written or verbal learner statement, an assessor record, mind map, feedback from service users.

For 3.1 the learner must give an example of using positive feedback e.g. giving words of encouragement. Evidence may be a written or verbal learner statement or an assessor record.

For 3.2 the learner must give an example of using negative feedback e.g. being patronising or discouraging. Evidence may be a written or verbal learner statement or an assessor record.

For 3.3 the learner must state the importance of constructive feedback e.g. to be able to progress/develop/learn, to motivate or stay motivated, to raise self-esteem. Evidence may be a written or verbal learner statement or an assessor record.
Unit 407  Interview skills

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<td>GLH:</td>
<td>18</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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</table>
| Barrings:    | This unit is barred with the following unit within 5546:  
  - 307 Entry 3 Interview skills |

**Learning Outcome**

The learner will:
1. Know how to prepare for an interview.

**Assessment criteria**

The learner can:
1.1 research:
   a. the company
   b. its values
   c. its impact on the community
   d. the job role
1.2 prepare answers to a given set of questions that are likely to be asked in the interview
1.3 prepare questions to ask in the interview based on research
1.4 describe different interview techniques
1.5 describe how to seek clarity from the interviewer about questions asked
1.6 collate any documents that may be asked for at interview
1.7 describe the route and means of transport to take to attend the interview on time.

**Range**

**Interview techniques**

Individual, group, psychometric testing, presentations, skills test.
Learning Outcome
The learner will:
2. Be able to present and perform well at an interview.

Assessment criteria
The learner can
2.1 dress appropriately and display good personal hygiene for the interview
2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview
2.3 take part in a group interview activity
2.4 give clear, straightforward answers to the questions asked
2.5 prepare a short presentation for use at an interview.

Learning Outcome
The learner will:
3. Be able to review own performance at an interview.

Assessment Criteria
The learner can:
3.1 describe aspects of the interview that went well
3.2 describe one aspect of the interview that did not go well
3.3 plan actions to improve performance at future interviews.
Unit 407  Interview skills  Supporting information

Guidance and Evidence
For 1.1 the learner needs to prepare for a real or simulated job interview by researching the company.

For 1.2 the learner needs to prepare answers to a given set of questions that are likely to be asked in the interview.

For 1.3 the learner needs to prepare questions to ask in the interview based on research.

For 1.4 the learner needs to describe different interview techniques.

For 1.5 the learner needs to describe how to seek clarity from the interviewer about questions asked.

For 1.6 the learner needs to collate any documents that may be asked for at interview i.e. certificates, DBS confirmation.

For 1.7 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For 2.1 to 2.4 the learner needs to take part in a real or simulated interview.

For 2.5 the learner must prepare a short 3-5 minute presentation and could be based on achievements, likes or based on what the employer has asked for.

For 3.1 and 3.2 the learner needs to review their performance during a real or simulated interview by considering what went well and what did not go well.

For 3.3 the learner needs to plan actions to improve performance at future interviews.
Unit 408 Searching for a job

UAN: J/506/2731

Level: 1

Credit value: 2

GLH: 20

Aim: The aim of this unit is to help the learner find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.

Assessment type: Learner portfolio.

Barrings: This unit is barred with the following unit within 5546:
- 308 Entry 3 Searching for a job

Learning Outcome
The learner will
1. Be able to research job opportunities.

Assessment Criteria
The learner can:
1.1 describe different resources available to find out about job information
1.2 describe the roles and functions of organisations providing employment services
1.3 use resources to research job opportunities
1.4 describe how to sign up to different organisations’ job alert systems.

Learning Outcome
The learner will:
2. Be able to identify suitable job vacancies.

Assessment Criteria
The learner can:
2.1 list the key elements of job adverts
2.2 extract relevant information from job adverts
2.3 match personal skills and requirements to job vacancies.
Unit 408  Searching for a job
Supporting information

**Guidance and Evidence**
For 1.1 the learner needs to describe different resources available to them to find out about job information. This could include: recruitment agencies, job centres, company websites, word of mouth, direct contact with a company.

For 1.2 the learner needs to describe the roles and functions of organisations providing employment services.

For 1.3 the learner needs to use varied resources to research job opportunities.

For 1.4 the learner needs to describe how to sign up to different organisations’ job alert systems. Jobs could be local, national or global.

For 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.
Unit 409  
Career progression

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<tr>
<td>Aim:</td>
<td>The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.</td>
</tr>
<tr>
<td>Assessment type:</td>
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<td>Barrings:</td>
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**Learning Outcome**

The learner will:

1. Understand the importance of career progression.

**Assessment Criteria**

The learner can:

1.1 explain the importance of career progression.

---

**Learning Outcome**

The learner will:

2. Understand information, advice and guidance available for career progression.

**Assessment Criteria**

The learner can:

2.1 identify sources of career progression information, advice and guidance

2.2 identify different career, course and training options from available sources of information, advice and guidance.
Learning Outcome
The learner will:
3. Understand skills and qualities needed to progress a career.

Assessment Criteria
The learner can:
3.1 list transferable skills, qualities and experience required to develop a career
3.2 review own transferable skills, qualities and experience
3.3 identify areas of work or study that might be best suited to own transferable skills, qualities or experience.

Range
Transferable skills
The skills that can be used across a range of different jobs and industries e.g. communications, numeracy, ICT, good time management.

Learning Outcome
The learner will
4. Be able to plan for career progression.

Assessment Criteria
The learner can:
4.1 identify short-term goals that will help with career progression
4.2 develop a career progression plan.
Unit 409  Career progression  
Supporting Information

Guidance and Evidence
For 1.1 the learner needs to explain the importance of career progression.

For 2.1 the learner needs to identify where to find information, advice and guidance about career progression.

For 2.2 the learner needs to identify different career, course and training options from available sources of information, advice and guidance.

For 3.1 the learner needs to list transferable skills, qualities and experience required to develop a career.

For 3.2 the learner needs to review own transferable skills, qualities and experience.

For 3.3 the learner needs to identify areas of work or study that might be best suited to own transferable skills, qualities or experience.

For 4.1 and 4.2 the learner must identify the activities needed to work towards short term goals and identify timescales and deadlines for the achievement of the goal.
Unit 410  Keeping safe

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<tr>
<td>Aim:</td>
<td>The aim of this unit is to introduce the learner to different risks to personal safety.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
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**Learning Outcome**
The learner will:
1. Understand different types of risk to personal safety.

**Assessment Criteria**
The learner can:
1.1 identify areas of risk in social situations
1.2 identify risks associated with alcohol
1.3 identify risks associated with **drugs**
1.4 identify risks associated with sexual activity
1.5 state risks involved when using **social media**
1.6 state risks involved when using the Internet.

**Range**
**Social media**
Facebook, Twitter, YouTube, chat rooms, forums, dating sites.

**Drugs**
Legal, illegal
Learning Outcome
The learner will:
2. Understand ways of minimising risks to personal safety.

Assessment Criteria
The learner can:
2.1 identify ways to minimise risks to different groups
2.2 identify ways to minimise risks in social situations
2.3 identify ways to keep identity and personal information safe.

Range
Different groups
Children, young adults, older people, vulnerable adults.

Learning Outcome
The learner will:
3. Know sources of support.

Assessment criteria
The learner can:
3.1 identify different types of support available
3.2 identify the situations when support is needed
3.3 identify the different ways of accessing support
3.4 explain the benefits of seeking support.

Range
Support –
Charities, teachers, counsellors, parents, peers, support groups.
Unit 410  Keeping safe  
Supporting information

**Guidance and Evidence**
For 1.1 the learner needs to identify areas of risk in social situations.

For 1.2 the learner needs to identify risks associated with alcohol – both own use and that of others.

For 1.3 the learner needs to identify risks associated with drugs. In a Healthcare, Adult Care and Child Care situation this should include legal or illegal drugs.

For 1.4 the learner needs to identify risks associated with sexual activity, such as sexually transmitted diseases, pregnancy etc.

For 1.5 the learner needs to state risks involved when using social media - in particular breeches of data protection and confidentiality.

For criteria 1.5 and 1.6 the learner needs to consider grooming, misinformation, cyber bullying, stalking, scamming, phishing.

For 2.1 the learner needs to identify ways to minimise risks to different groups.

For 2.2 the learner needs to identify ways to minimise risks in social situations.

For 2.3 the learner needs to identify ways to keep identity and personal information safe.

For 3.1 the learner needs to identify the different types of support available.

For 3.2 the learner needs to identify the situations when support is needed.

For 3.3 the learner needs to identify the different ways of accessing support.

For 3.4 the learner needs to explain the benefits of seeking support, identify the different methods of support and know that it is readily available.
Unit 412  Contribute to own healthy living

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<th>UAN:</th>
<th>D/504/8169</th>
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<td>GLH:</td>
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**Aim:** In order to begin to understand the effects of a healthy lifestyle, a learner must know and be able to influence their lifestyle. They will then have a better understanding of how food, exercise and the pursuit of different activities contribute to healthy lifestyles of those around them and they will have a solid foundation in place to influence those in their care or those around them.

**Assessment type:** Learner portfolio.

**Barrings:** This unit is barred with the following units within 5546:
- 312 Entry 3 Healthy living
- 514 Level 2 Healthy living

---

**Learning Outcome**
The learner will:
1. Understand the importance of leading a healthy lifestyle.

**Assessment Criteria**
The learner can:
1.1 describe the key elements of a healthy lifestyle
1.2 explain why a healthy lifestyle is important.

---

**Learning Outcome**
The learner will:
2. Describe how they contribute to own healthy lifestyle.

**Assessment Criteria**
2.1 select and carry out activities which contribute to a healthy lifestyle.
**Learning Outcome**

The learner will:

3. Review the activities undertaken to maintain a healthy lifestyle.

**Assessment Criteria**

The learner can:

3.1 carry out a review of their activities
3.2 describe what went well and areas for improvement
3.3 describe how the activities have improved their lifestyle
3.4 describe how the activities have improved their lifestyle.
Unit 412  Contribute to own healthy living
Supporting information

Guidance and Evidence
For 1.1 the learner needs to describe the key elements of a healthy lifestyle. This might include a number of things they are already doing or things they could do e.g. eat a balanced diet, take regular exercise. Ideas could be generated through a group discussion as long as the learner’s own contribution is clearly recorded.

For 1.2 the learner needs to explain why a healthy lifestyle is important. This could draw on the elements described in 1.1, although the learner needs to be clear about why these are important.

For 2.1 and 2.2, the learner needs to select and carry out at least two appropriate activities which contribute to a healthy lifestyle e.g. eat five portions of fruit/vegetables, cycle to work/college. The unit will be of maximum benefit to the learner if this involves taking forward activities described in 1.1.

The learner only needs evidence carrying out each activity once, although in order to review the activities (for 3.1-3.4) it is likely that the activities would need to be repeated/sustained.

For 3.1 and 3.2 the learner needs to review the activities they have carried out. The review need not be lengthy but it must include a description of what went well and identify areas for improvement. Although a written review (perhaps using a proforma) would be one way of tackling the review, it could also take the form of a one-to-one or group discussion as long as the learner’s own contributions are clearly recorded.

For 3.3 the learner also needs to describe how the activities have improved their lifestyle. It is important to appreciate that the assessment is concerned with the learner’s self-awareness rather than how much impact the activity had. In some cases the impact might be minimal and this is acceptable as long as the learner identifies and acknowledges this.

For 3.4 the learner must also suggest further activities they could carry out which could contribute to a healthy lifestyle. The unit will be of maximum benefit to the learner if this takes forward the activities described at the beginning of the process (for 1.1) and takes into account lessons learnt from the review.

Learners should be encouraged to focus on an area which will genuinely contribute to making their own lifestyle healthier and which both presents a personal challenge and is realistic.
Unit 417  Investigating rights and responsibilities at work

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<td>GLH:</td>
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</table>

**Aim:** This unit provides the learner with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.

**Assessment type:** Learner portfolio.

**Barrings:** This unit is barred with the following units within 5546:
- 317 Entry 3 Rights, responsibilities and citizenship
- 318 Entry 3 Investigating rights and responsibilities at work
- 416 Level 1 Rights, responsibilities and citizenship
- 441 Level 1 Rights and responsibilities in the workplace

**Learning Outcome**
The learner will:
1. Understand rights and responsibilities in the workplace.

**Assessment Criteria**
The learner can:
1.1 explain the difference between rights and responsibilities
1.2 give examples of employee rights in the workplace
1.3 give examples of employee responsibilities in the workplace
1.4 give examples of employer responsibilities in the workplace
1.5 explain why the rights of others should be respected
1.6 describe how to access sources of help within the workplace.
**Learning Outcome**

The learner will:

2. Know laws that can protect the rights of employees.

**Assessment Criteria**

The learner can:

2.1 identify laws that can protect employees

2.2 identify laws that can protect employers

2.3 describe employer responsibilities with reference to
   a. fulfilling employment law
   b. health and safety
   c. human rights
   d. equal opportunities.
Unit 417  Investigating rights and responsibilities at work
Supporting information

Guidance and Evidence
For 1.2 the learner needs to give at least three examples of employee rights in the workplace i.e. being safe at work.

For 1.3 the learner needs to give at least three examples of employee responsibilities in the workplace i.e. use of PPE.

For 1.4 the learner needs to give at least three examples of employer responsibilities in the workplace i.e. provide a safe place for work.

For 1.5 the learner needs to describe how to access at least two sources of help within the workplace.

Evidence for 1.1 to 1.5 can be given orally or in writing.

For 2.3 the learner needs to describe employer responsibilities with reference to each of the following:
- fulfilling employment law
- health and safety
- human rights
- equal opportunities.

Evidence for 2.1 to 2.3 can be given orally or in writing.
Unit 418  
Candidate project

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<td>20</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to support the learner in planning, carrying out and evaluating a project (an activity or piece of research) of his/her own choice.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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</table>
| Barrows:  | This unit is barred with the following units in 5546:  
- 319 Entry 3 Learner project  
- 505 Level 2 Learner project for learning and work |

**Learning Outcome**

The learner will:

1. Plan a project (activity or piece of research).

**Assessment Criteria**

The learner can:

1.1 agree a suitable project  
1.2 list the stages involved in the project  
1.3 suggest a timescale for the activities  
1.4 agree the plan with a suitable person.

**Learning Outcome**

The learner will:

2. carry out a project

**Assessment Criteria**

The learner can:

2.1 follow the project plan  
2.2 review progress with a suitable person  
2.3 amend the project plan if necessary  
2.4 complete the project.
**Learning Outcome**
The learner will:
3. evaluate the project

**Assessment Criteria**
The learner can:
3.1 explain what went well
3.2 explain what did not go well describe what he/she has learned from planning and completing the project.
Unit 418 Learner project
Supporting information

**Guidance and Evidence**

For 1.1 the learner needs to agree a suitable project (a practical activity or a piece of research) with the assessor or supervisor. Evidence may be an assessor statement.

For 1.2 the learner needs to list the stages involved in the project.

For 1.3 the learner needs to suggest a timescale for the activities.

For 1.4 the learner needs to agree the plan with a suitable person i.e. tutor or supervisor.

Evidence for 1.2 to 1.4 may be a detailed project plan signed by learner and assessor.

For 2.1 the learner needs to follow the project plan agreed in 1.4. Evidence may be a learner statement, annotated photos or diary and an assessor observation or a witness statement.

For 2.2 the learner needs to review progress with a suitable person e.g. assessor or supervisor. Evidence may be a written review record.

For 2.3 the learner needs to amend the project plan if necessary. This may depend on progress or availability of resources. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

For 2.4 the learner needs to complete the project. Evidence may include the project outcome (e.g. completed piece of research or artefact), assessor statement and/or video, photo or audio recording.

For 3.1 the learner needs to explain what went well. This could be orally or in writing.

For 3.2 the learner needs to explain what could be improved. This could be orally or in writing.

For 3.3 the learner needs to describe what he/she has learned from planning and completing the project.

Evidence for 3.1 to 3.3 may be a learner statement.
Unit 423  Recognise the benefits of having a work/life balance

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<tr>
<td>Aim:</td>
<td>The aim of this unit is to enable the learner to recognise how leisure time contributes to a work/life balance.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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</table>

**Learning Outcome**
The learner will:
1. Be able to recognise the importance of having a work/life balance.

**Assessment Criteria**
The learner can:
1.1 define the meaning of work/life balance
1.2 outline the benefits of a work/life balance.

**Range**
**Work/life balance**
The amount of time you spend doing your job compared with the amount of time you spend with your family and doing things you enjoy.

**Learning Outcome**
The learner will:
2. Know how the effective use of leisure time helps with work/life balance.

**Assessment Criteria**
The learner can:
2.1 outline positive use of leisure time
2.2 state the benefits of positive use of leisure time.
**Range**

**Leisure time**
Time spent with friends and/or family, following a hobby, playing sport/games or time alone etc.

---

**Learning Outcome**

The learner will:

3. Know how to make the most of leisure time.

**Assessment Criteria**

The learner can:

3.1 identify how to make the most of own leisure time
3.2 outline how own leisure activities may contribute to work.
Unit 423  Recognise the benefits of having a work/life balance
Supporting information

Guidance and Evidence

For 1.1 the learner must define the meaning of work/life balance e.g. spending an appropriate portion of time at leisure/relaxation activities as well as at work. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must outline the benefits of a work/life balance e.g. less stressed, feel happier, feel more in control, possibly more effective at work, improved sleep pattern. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must outline positive use of leisure time e.g. relaxation, up skilling, socialising, exploring opportunities, thinking time, time for reflection, time for planning, reduced stress. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.2 the learner must state the benefits of positive use of leisure time e.g. make more friends, less stress, improved organisational skills, time with family, new hobbies or skills. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must identify how to make the most of own leisure time e.g. time management, keeping a diary, being organised, research activities, plan in advance. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must outline how own leisure activities may contribute to work e.g. learning a new skill, improved time management, organisational and leadership skills, improved confidence and fitness. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.
Unit 424  
Introduction to health and safety awareness in the workplace

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<td>GLH:</td>
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<tr>
<td>Aim:</td>
<td>The aim of the unit is to introduce the learner to health and safety and its importance in the workplace.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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Learning Outcome
The learner will:
1. Understand the importance of health and safety in the workplace.

Assessment Criteria
The learner can:
1.1 state what is meant by health and safety in the workplace and why it is important
1.2 describe the legal responsibilities of employers, employees and the self-employed
1.3 describe how health and safety law is enforced
1.4 identify sources of health and safety information within his/her organisation
1.5 identify other sources of health and safety information.

Learning Outcome
The learner will:
2. Understand the need for risk assessment.

Assessment Criteria
The learner can:
2.1 define the terms ‘hazard’ and ‘risk’
2.2 describe risk assessment
2.3 give examples of work related accidents and ill health.
Learning Outcome

The learner will:

3. Be aware of the requirements for health and safety in his/her place of work or learning.

Assessment criteria

The learner can:

3.1 list the health and safety information that should be provided for an employee or learner
3.2 describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning
3.3 describe the provision for first aid in his/her place of work or learning
3.4 for a chosen occupational sector describe the appropriate Personal Protective Equipment (PPE) and the hazards against which the PPE offers protection.
Unit 424  
**Introduction to health and safety awareness in the workplace**

Supporting information

*Guidance and Evidence*

This unit focuses on the learner’s knowledge of the responsibilities and requirements for health and safety of individuals and employers.

Learners do not need to know the detail of the law but should be aware of the legal requirements relating to self and employers.

External speakers, such as professionals in health and safety and environmental health, could be invited to talk to the learners.

Learners can use evidence from other units and may wish to add to this unit throughout their programme of study.

For 1.1 the learner needs to state what is meant by health and safety in the workplace and why it is important e.g. to protect workers, customers, visitors, clients, service users.

For 1.2 the learner needs to describe the legal responsibilities of employers (e.g. to carry out risk assessments, tell you how to do your job safely), employees (e.g. take care of your own health and safety and that of others), and the self-employed (e.g. providing your own Personal Protective Equipment (PPE)).

For 1.3 the learner needs to describe how health and safety law is enforced e.g. Health and Safety Executive, Environmental Health Agency.

For 1.4 the learner needs to identify sources of health and safety information within his/her organisation e.g. policies, notices.

For 1.5 the learner needs to identify other sources of health and safety information e.g. Sector Skills Councils and Trades Unions websites.

Evidence for 1.1 to 1.5 may be a learner statement or an assessor record.

For the 2.1 the learner needs to define the terms ‘hazard’ and ‘risk’.

For 2.2 the learner needs describe risk assessment i.e. what it is and who is responsible.

For 2.3 the learner needs give examples of work related accidents and ill health e.g. trips, slips and falls, incorrect manual handling.

Evidence for 2.1 to 2.3 may be a learner statement or an assessor record.
For 3.1 the learner needs to list the health and safety information that should be provided for an employee or learner e.g. Health and Safety Executive’s Law Poster displayed.

For 3.2 the learner needs to describe the process for reporting injuries, ill health, unsafe conditions and accidents, within his/her place of work or learning e.g. reporting to the appropriate person, entering details in an accident book.

For 3.3 the learner needs to describe the provision for first aid in his/her place of work or learning e.g. first aider.

For 3.4 the learner needs, for a chosen occupational sector, to describe the appropriate Personal Protective Equipment (PPE) e.g. gloves and apron in the Healthcare, Adult Care and Child Care sector, hazards against which the PPE offers protection.

Evidence for 3.1 to 3.4 may be a learner statement.
Unit 428  Business and customer awareness

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<td>GLH:</td>
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<tr>
<td>Aim:</td>
<td>The learner will be able to understand the importance of knowing the expectations of a business or organisation, what it means to be an employee.</td>
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<td>Assessment type:</td>
<td>Learner portfolio.</td>
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**Learning Outcome**
The learner will:
1. Be able to recognise different types of employers.

**Assessment Criteria**
The learner can:
1.1 outline different types of local employers
1.2 outline different types of national employers.

**Range**
**Employers**
Service, manufacturing, retail, public sector, import, export.

**Learning Outcome**
The learner will:
2. Understand employer needs in the workplace.

**Assessment Criteria**
The learner can:
2.1 describe a range of transferable skills
2.2 identify own transferable skills
2.3 give examples of how transferable skills could be used in the workplace.

**Range**
**Transferable skills**
Skills that can be used in work/study/personal life and are not specific to one area.
Unit 428
Business and customer awareness
Supporting information

Guidance and Evidence
For 1.1 the learner must outline different types of local employers e.g. solicitor, doctor, dentist, corner shop, grocers, butcher, takeaway, florist, hairdresser. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 1.2 the learner must outline different types of national employers e.g. National Rail, supermarket chains, HMRC, banks, building societies, insurance companies, clothing chains, fast food outlets, NHS, Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must describe a range of transferrable skills e.g. such as organisational, time management, presentation, IT, communications, listening and leadership skills. Evidence may be a written or verbal learner statement.

For 2.2 the learner must identify own transferrable skills. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.3 the learner must give examples of how transferrable skills could be used in the workplace e.g. IT can be used in any work environment, leadership may have been learned through sport or local clubs and used in the workplace to motivate and manage, presentation skills learned at place of learning can be used within the workplace. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.
Unit 429  Alternatives to paid work

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<td>GLH:</td>
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<tr>
<td>Aim:</td>
<td>The learner will be able to recognise alternatives to paid work and the development of skills and qualities these can bring.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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**Learning Outcome**

The learner will:

1. Be able to recognise the different types of alternatives to paid work.

**Assessment Criteria**

The learner can:

1.1 identify alternatives to paid work.

**Range**

Alternatives to paid work

One off, regular, full time, part-time, temporary.

**Learning Outcome**

The learner will:

2. Know how to access information about alternatives to paid work.

**Assessment criteria**

The learner can:

2.1 list sources of information about alternatives to paid work

2.2 give examples of national organisations associated with alternatives to paid work

2.3 give examples of groups and services that are alternatives to paid work in the local area.
Learning Outcome
The learner will:
3. understand that skills and qualities gained from alternatives to paid work may be used in other areas of life.

Assessment Criteria
The learner can:
3.1 outline the skills and qualities that could be gained from alternatives to paid work

Range
Skills
Learned behaviour throughout life.

Qualities
Characteristics, personality traits.

Other areas of life
Personal relationships, work, study, leisure time.
Unit 429
Alternatives to paid work
Supporting information

**Guidance and Evidence**
For 1.1 the learner must identify alternatives to paid work e.g. voluntary organisations, charity shops, caring for others, community service, mentoring, coaching, internships. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.1 the learner must list sources of information about alternatives to paid work e.g. family, friends, teachers, tutors, assessors, Citizens Advice Bureau (CAB), websites, magazines and newspapers, community notice boards, library, charity shops. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must give examples of national organisations associated with alternatives to paid work e.g. St. John Ambulance, British Red Cross, NSPCC, Barnardo’s, Save the Children, Oxfam, Christian Aid, Voluntary Service Overseas, Prince’s Trust, RNLI, Special Constable, retained fire fighter. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.3 the learner must give examples of groups or services that are an alternative to paid work in the local area e.g. hospices, air ambulance, scouts/guides/rangers/brownies/cubs, meals on wheels, visiting the elderly or sick, hospital transport, CAB, WRVS, Duke of Edinburgh leader. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must outline the skills and qualities that could be gained from alternatives to paid work e.g. communications skills, technical skills, domestic skills, time-management skills, managing people skills, acquiring new knowledge and/or abilities, confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty, improve self-esteem. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must state how skills and qualities gained from alternatives from paid work could help in other areas of life e.g. greater understanding of issues, achieve promotion, improve employment prospects due to new skills, improve understanding of others at work, place of study or home, making new contacts. Evidence may be a written or verbal learner statement or an assessor record.

External speakers could be invited from the Citizens Advice Bureau (CAB) and other appropriate organisations.
Unit 431  Developing personal confidence

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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give the learner an understanding of how to develop personal confidence.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
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**Learning Outcome**

The learner will:
1. Understand the meaning of **personal confidence** and **self-awareness**

**Assessment Criteria**

The learner can:
1.1 define the meaning of **personal confidence**
1.2 define the meaning of **self-awareness**.

**Range**

**Personal confidence**
Belief or faith in oneself and/or one's own abilities, self-assuredness or self-conviction.

**Self-awareness**
Being aware of own character, strengths and weaknesses.
**Learning Outcome**
The learner will
2. Know current levels of personal/self confidence.

**Assessment Criteria**
The learner can:
2.1 outline own levels of personal/self confidence in **different situations**
2.2 give examples of own personal/self confidence in **different situations**.

**Range**
**Different situations**
Work, home, place of study/training, social situations etc.

---

**Learning Outcome**
The learner will:
3. Be able to develop personal confidence and self-awareness.

**Assessment Criteria**
The learner can:
3.1 identify a range of ways to develop personal confidence
3.2 state the benefits of improved self-confidence.
Unit 431  Developing personal confidence
Supporting information

**Guidance and Evidence**
For 1.1 the learner must define the meaning of personal confidence e.g. belief or faith in oneself and/or one's own abilities, self-assuredness or self-conviction. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must define the meaning of self-awareness e.g. being aware of own character, strengths and weaknesses. Evidence may be a written or verbal learner statement or an assessor record.

For 2.1 the learner must outline own levels of personal/self confidence in different situations e.g. when doing public speaking, presentations, socialising, leading, communicating, solving problems and being in new situations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, rate yourself table.

For 2.2 the learner must give examples of own personal/self-confidence in different situations e.g. when doing public speaking, presentations, socialising, leading, communicating, solving problems and being in new situations. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must identify a range of ways to develop personal confidence e.g. listing positive characteristics and abilities, recognising achievements, setting targets/goals, completing a SWOT analysis, learning from past mistakes. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must state the benefits of improved self-confidence e.g. new job, promotion, new activities, reduced stress, new friends, new opportunities, positive attitude. Evidence may be a written or verbal learner statement or an assessor record.
Unit 432  Understanding assertive behaviour

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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give the learner an understanding of how to manage personal finance.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
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**Learning Outcome**
The learner will:
1. Understand the meaning of assertiveness.

**Assessment Criteria**
The learner can:
1.1 define the meaning of assertiveness
1.2 give examples of assertive behaviour.

**Learning Outcome**
The learner will:
2. Understand the effects of assertive behaviour

**Assessment Criteria**
The learner can:
2.1 give examples of when assertive behaviour is appropriate
2.2 state the positive effects of assertive behaviour
2.3 state the negative effects of assertive behaviour.
Unit 432  
Understanding assertive behaviour  
Supporting information

**Guidance and Evidence**
For 1.1 the learner must define the meaning of assertiveness e.g. being confident, self-assured, emphatic, positive, forceful. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of assertive behaviour e.g. speaking up for yourself/others, knowing your rights, confidence in ability, taking control of a situation. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.1 the learner must give examples of when assertive behaviour is appropriate e.g. interviews, meetings, group discussions. Explain to learners that it may not be appropriate in these examples but will always depend on the circumstances. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must state the positive effects of assertive behaviour e.g. creating a good/memorable impression, to influence decision-making, for best chance of a successful outcome e.g. for a meeting, possibly achieve own goals. Evidence may be a written or verbal learner statement or an assessor record.

For 2.3 the learner must state the negative effects of assertive behaviour e.g. isolate self from others, upset colleagues, friends and family, create a poor impression, demonstrate poor attitude, achieve the opposite result to that intended. Consideration should also be given for the effect assertive behaviour has on service users.

Evidence may be a written or verbal learner statement or an assessor record.
## Unit 434 Interpersonal relationships

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<thead>
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<th>UAN:</th>
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<tbody>
<tr>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to help the learner understand interpersonal relationships and to explore ways of developing relationships and interacting positively.</td>
</tr>
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<td>Barrings:</td>
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### Learning Outcome

The learner will:

1. Understand interpersonal relationships.

### Assessment Criteria

The learner can:

1.1 describe what is meant by the term interpersonal relationships
1.2 explain the importance of developing positive interpersonal relationships
1.3 describe the differences between interacting with individuals and interacting as part of a group
1.4 describe qualities important in developing interpersonal relationships
1.5 describe qualities important in developing group relationships.

### Range

**Qualities**

Being sensitive to the needs of others, listening, using appropriate language, leadership skills, understanding emotions, be respectful.
**Learning Outcome**

The learner will:

2. Understand how to interact positively with others.

**Assessment Criteria**

The learner can:

2.1 describe the reasons for having boundaries when interacting with others

2.2 give examples of boundaries in interpersonal relationships

2.3 outline different ways of making decisions.
Unit 434  
Interpersonal relationships  
Supporting information  

Guidance and Evidence  
For 1.1 the learner needs to describe what is meant by the term interpersonal relationships.  
For 1.2 the learner needs to explain the importance of developing positive interpersonal relationships. In a Healthcare, Adult Care and Child Care capacity this could be positive interpersonal relationships with service users and other professionals.  
For 1.3 the learner needs to describe the differences between interacting with individuals and interacting as part of a group.  
For 1.4 the learner needs to describe qualities important in developing interpersonal relationships. For example; trust, respect, empathy.  
For 1.5 the learner needs to describe qualities important in developing group relationships. For example; reliability, team skills, trust, good communication.  
For 2.1 and 2.2 the learner needs to describe the reasons for having boundaries when interacting with others. In the Healthcare, Adult Care and Child Care sector boundaries are there for legal purposes, safeguarding, maintain professionalism.  
For 2.3 the learner needs to outline different ways of making decisions.
### Unit 435  
**Awareness of equality and diversity**

<table>
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<th><strong>UAN:</strong></th>
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<td><strong>GLH:</strong></td>
<td>17</td>
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<tr>
<td><strong>Aim:</strong></td>
<td>The aim of this unit for the learner to become aware of equality &amp; diversity and what this means.</td>
</tr>
<tr>
<td><strong>Assessment type:</strong></td>
<td>Learner portfolio.</td>
</tr>
<tr>
<td><strong>Barrings:</strong></td>
<td>This unit is barred with the following unit within 5546:</td>
</tr>
<tr>
<td></td>
<td>• 515 Level 2 Exploring equality and diversity</td>
</tr>
</tbody>
</table>

#### Learning Outcome
The learner will:
1. Understand the meaning of the term equality.

#### Assessment Criteria
The learner can:
1.1 define the term equality  
1.2 define the term prejudice  
1.3 define the term discrimination  
1.4 list the key legislation that promotes equality and diversity  
1.5 list the key legislation that promotes equality and diversity.

#### Range
**Legislation**  
Laws.

#### Learning Outcome
The learner will:
2. Understand the meaning of diversity.

#### Assessment Criteria
The learner can:
2.1 state the meaning of diversity.
Learning Outcome
The learner will:
3. Understand why it is important to have knowledge of diversity.

Assessment Criteria
The learner can:
3.1 define the term culture
3.2 define inclusiveness
3.3 list individual differences
3.4 give examples of diversity in the workplace.

Learning Outcome
The learner will:
4. Understand why it is important to have knowledge about different faiths.

Assessment Criteria
The learner can:
4.1 list a range of different faiths
4.2 state why it is important to have knowledge of different faiths in the workplace
4.3 give examples of how employers accommodate different faiths within the workplace.

Range
Faiths
Strong belief in a religion, a system of religious beliefs.
Unit 435
Awareness of equality and diversity
Supporting information

Guidance and Evidence
For 1.1 the learner must define the term equality e.g. ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must define the term prejudice e.g. an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason. Evidence may be a written or verbal learner statement or an assessor record.

For 1.3 the learner must define the term discrimination e.g. the unjust or unfair treatment of people, especially because of their race, sex or age. Evidence may be a written or verbal learner statement or an assessor record.


For 1.5 the learner must give examples of discrimination that can happen in the workplace e.g. not promoting a woman just because she is female, paying men and women unequally for doing exactly the same job, not allowing the same opportunities for workers regardless of their sexual orientation, religion, age etc. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.1 the learner must state the meaning of diversity e.g. recognising, valuing and respecting people’s different backgrounds, knowledge, skills, needs and experiences and encouraging and using those differences to create a cohesive community and effective workforce. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must define the term culture e.g. people’s way of life, the way groups of people do things including the ideas, customs and social behaviour of a particular people or society. Evidence may be a written or verbal learner statement or an assessor record.

For 3.2 the learner must define inclusiveness e.g. open to everyone, not limited to certain people, not excluding any section of society. Evidence may be a written or verbal learner statement or an assessor record.

For 3.3 the learner must list individual differences e.g. race, religion, belief, skin colour, gender, sexual orientation, age, disability, hair colour etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.4 the learner must give examples of diversity in the workplace e.g. employing older people with certain experience (B & Q), providing facilities for religious activities during the working day. Evidence may be a written or verbal learner statement, an assessor record, mind map.
For 4.1 the learner must list a range of different faiths e.g. Catholicism, Judaism, Islam, Christianity, Hinduism, Sikhism etc. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 4.2 the learner must state why it is important to have knowledge of different faiths in the workplace e.g. to ensure no offence is caused, to ensure people are respected, to ensure people are treated fairly and with regard to their feelings, wishes and traditions. Evidence may be a written or verbal learner statement or an assessor record.

For 4.3 the learner must give examples of how employers accommodate different faiths within the workplace e.g. providing a prayer room for worship, by observing/accommodating religious holidays/feasts, by allowing religious dress etc. Evidence may be a written or verbal learner statement, an assessor record, mind map.
Unit 436  Valuing equality and diversity

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<tr>
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<td>16</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to help the learner to understand the value of equality and diversity in society.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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</table>
| Barrings:  | This unit is barred with the following unit within 5546:  
  • 515 Level 2 Exploring equality and diversity. |

**Learning Outcome**
The learner will:
1. Understand aspects of equality.

**Assessment Criteria**
The learner can:
1.1 define the term ‘equality’
1.2 list the key legislation
1.3 give examples of inequality in a range of situations
1.4 identify bodies who work on equality issues.

**Learning Outcome**
The learner will:
2. Understand aspects of diversity.

**Assessment Criteria**
The learner can:
2.1 define the term ‘diversity’
2.2 list the key legislation
2.3 give examples of positive and negative stereotyping
2.4 give examples of how diversity can benefit society.
**Learning Outcome**

The learner will:
3. Understand aspects of discrimination.

**Assessment Criteria**

The learner can:
3.1 state the difference between discrimination and prejudice
3.2 list the areas of discrimination covered by legislation
3.3 give an example of direct discrimination
3.4 give an example of indirect discrimination.
Unit 436 Valuing equality and diversity
Supporting information

Guidance and Evidence
This unit focuses on the learner exploring equality, diversity, discrimination and prejudice in society.

The learners need to be introduced to the terms ‘equality’ and ‘diversity’. They should research/discuss what each means and the impact of both. Diversity must include key features, such as ethnicity and gender. Learners should identify bodies who work on equality/diversity issues and the relevant legislation. They are not expected to read the Acts but should know what they are about and the important points.

External speakers could be invited from the Citizens Advice Bureau (CAB) and other appropriate voluntary organisations.

For 1.1 the learner needs to define the term equality.

For 1.2 the learner needs to list the key legislation e.g. Equality Act 2006.

For 1.3 the learner needs to give examples of inequality in a range of situations e.g. differences in the way individuals are treated due to age, gender, disability etc at work or in the community.

For 1.4 the learner needs to identify bodies who work on equality issues e.g. Equal Opportunities Commission.

Evidence for 1.1 to 1.4 may be a learner statement or an assessor record.

For 2.2 the learner needs to list the key legislation e.g. Sex Discrimination Act 1975.

For 2.3 the learner needs to give examples of positive and negative stereotyping e.g. for gender, age.

For 2.4 the learner needs to give examples of how diversity can benefit society e.g. enhanced understanding, tolerance.

Evidence for 2.1 to 2.4 may be a learner statement or an assessor record.

For 3.1 the learner needs to state the difference between discrimination (e.g. inequality) and prejudice (preconceived belief).

For 3.2 the learner needs to list the areas of discrimination covered by legislation e.g. race, gender, disability.

Evidence for 3.1 to 3.4 may be a learner statement or an assessor record.
Unit 439  
Environmental awareness

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<td>Aim:</td>
<td>The aim of this unit is to encourage learners to be aware of their environment.</td>
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<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
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**Learning Outcome**
The learner will:
1. Understand the meaning of environmental awareness.

**Assessment Criteria**
The learner can:
1.1 define the meaning of environment
1.2 define the meaning of environmental awareness.

**Range**
**Environment**
The natural world around us.

**Environmental awareness**
Being conscious and concerned about the world around, personally and globally.
Learning Outcome
The learner will:
2. Know the issues that affect the environment.

Assessment Criteria
The learner can:
2.1 list issues that affect the local environment
2.2 list issues that affect the wider environment.

Range
Local
Area near to home/place of work/study.

Wider
Outside of local area county/country/globally.

Learning Outcome
The learner will
3. Be able to recognise ways to improve the environment.

Assessment Criteria
The learner can:
3.1 outline ways to address environmental issues
3.2 identify ways to raise awareness of environmental issues.

Range
Issues
Industrial, domestic, personal, residential.
Unit 439  Environmental awareness
Supporting Information

Guidance and Evidence
For 1.1 the learner must define the meaning of environment e.g. the natural world around us. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must define the meaning of environmental awareness e.g. conscious and concerned about the world around, personally and globally, local environmental conditions that may affect the work environment i.e. lone working, poor lighting. Evidence may be a written or verbal learner statement or an assessor record.

For 2.1 the learner must list issues that affect the local environment e.g. litter, landfill sites, cost of energy, pollution, flooding. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.2 the learner must list issues that affect the wider environment e.g. pollution, global warming, polar ice caps melting, limited supply of fossil fuels, seeking alternative energy sources, deforestation, disposal of unused medicines, sharps and clinical waste. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.1 the learner must outline ways to address environmental issues e.g. car sharing, buying second hand, turning off computers/TVs at night, recycling, using both sides of a piece of paper, showering instead of bathing, turning off taps completely, buying local produce to reduce fuel miles, switching off unnecessary lights, turning down heating, avoiding using plastic bags, disposable nappies/clinical waste, not fly tipping, sensible disposal of litter, invest in solar panels. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must identify ways to raise awareness of environmental issues e.g. produce and distribute a leaflet or poster, give a talk or presentation, use social media to inform people, take part in discussions. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

These criteria could be met holistically through a presentation in power point or other formats

External speakers, concerned with the environment, could be invited to talk to learners.
### Unit 440  
**Family relationships**

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<th>UAN:</th>
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<td>GLH:</td>
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<td><strong>Aim:</strong></td>
<td>The learner will develop an awareness and understanding of the importance of the roles, responsibilities and needs of family members.</td>
</tr>
<tr>
<td><strong>Assessment type:</strong></td>
<td>Learner portfolio.</td>
</tr>
<tr>
<td><strong>Barrings:</strong></td>
<td>None.</td>
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</table>

#### Learning Outcome
The learner will:
1. Understand the changing roles of the family.

#### Assessment Criteria
The learner can:
1.1 define the different types of family groups
1.2 list the different members of a family group
1.3 list roles within a family group.

#### Learning Outcome
The learner will:
2. Understand the causes and effects of problems in family relationships.

#### Assessment Criteria
The learner can:
2.1 identify causes of problems in family relationships
2.2 give examples of possible effects of problems in family relationships.

#### Learning Outcome
The learner will:
3. Understand personal responsibilities within the family

#### Assessment Criteria
The learner can:
3.1 outline personal responsibilities within a family group.
Learning Outcome
The learner will:
4. Be able to recognise the changing needs of family members.

Assessment Criteria
The learner can:
4.1 state how needs may change as circumstances alter.
Unit 440 Family relationships
Supporting information

Guidance and Evidence
For 1.1 the learner must define the different types of family groups e.g. single parent, more than one parent, siblings, couples, extended, foster, adopted. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must list the different members of a family group e.g. mums, dads, step mums, step dads, brothers, sisters, step sisters, step brothers, step children, half sisters, half brothers, grandmothers, grandfathers, great grandparents, aunts, uncles, nieces, nephews, cousins, in-laws, partners, lodgers, friends. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.3 the learner must list roles within a family group e.g. financial supporter, carer/care giver, friend, leader, emotional supporter, advisor, counsellor, authoritative figure, decision maker, domestic engineer, decorator. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 2.1 the learner must identify causes of problems in family relationships e.g. issues with money, lack of time, illness, redundancy, unemployment, issues in social life, drug and alcohol abuse, criminal behaviour, adultery, divorce, problems with blended families, disability, mental health issues. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.2 the learner must give examples of possible effect of problems in family relationships e.g. divorce, family break up, new family dynamics, isolation, depression, poor performance at work/learning, financial insecurity, lose home, move home, new location, change schools/college/job, feeling of inadequacy, social and emotional deprivation. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must outline personal responsibilities within a family group e.g. financial support, control of finances, emotional support, counsellor, carer, household chores, child care, transport, cooking, babysitting, peace keeping, dog walking. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, rate yourself table.

For 4.1 the learner must state how needs may change as circumstances alter e.g. more/less independence, additional support, greater level of care, more/less responsibility, increased/decreased leisure time, greater/less financial input, more/less space required in the home. Evidence may be a written or verbal learner statement or an assessor record.
Unit 441  Rights and responsibilities in the workplace

<table>
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<td>GLH:</td>
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<tr>
<td>Aim:</td>
<td>The learner will develop an awareness and understanding of the importance of the roles, responsibilities and needs of family members.</td>
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<td>Assessment type:</td>
<td>Learner portfolio.</td>
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| Barrings: | This unit is barred with the following units within 5546:  
- 317 Entry 3 Rights, responsibilities and citizenship  
- 318 Entry 3 Investigating rights and responsibilities at work |

**Learning Outcome**
The learner will:
1. Understand that employees have rights.

**Assessment Criteria**
The learner can:
1.1 list a range of employee rights
1.2 state how employee rights are protected by law.

**Learning Outcome**
The learner will:
2. Understand that employees have responsibilities.

**Assessment Criteria**
The learner can:
2.1 list a range of employee responsibilities
2.2 describe his/her responsibilities
2.3 explain why it is important to keep some information confidential.
**Learning Outcome**

The learner will:

3. Understand why health and safety rules are important.

**Assessment Criteria**

The learner can:

3.1 recognise and respond to hazards in his/her place of learning or work
3.2 list requirements for personal health and safety in his/her place of learning or work
3.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy
3.4 contribute to a risk assessment
3.5 work safely following guidelines
3.6 explain and follow emergency procedures.
Unit 441  
Rights and responsibilities in the workplace  
Supporting information

**Guidance and Evidence**
This unit focuses on some of the rights and responsibilities of individuals as employees.

Learners do not need to know the detail of the law but should be aware of a range of employee rights and responsibilities.

For 1.1 the learner needs to list a range of employee rights. These could include safe and secure workplace, contract of employment, equal opportunities.

For 1.2 the learner needs to state how employee rights are protected by law. This could include both the laws and the enforcement agencies e.g. Health and Safety Executive, Equal Opportunities Commission.

Evidence for 2.1 and 2.2 may be a learner statement or a record of questioning.

For 2.1 the learner needs to list a range of employee responsibilities. These could include health and safety and data protection.

For 2.2 the learner needs to describe his/her responsibilities at his/her place of learning or work e.g. working to the organisation's health and safety guidelines, keeping relevant information confidential.

For 2.3 the learner needs to explain why it is important to keep some information confidential.

Evidence for 2.1 to 2.3 may be a learner statement or a record of questioning.

For 3.1 the learner needs to recognise and respond to hazards in his/her place of learning or work e.g. report trailing wires, report unsafe equipment. These hazards may be real or simulated.

For 3.2 the learner needs to list requirements for personal health and safety in his/her place of learning or work e.g. wearing Personal Protective Equipment (PPE), taking regular breaks.

For 3.3 the learner needs to explain how he/she can contribute to keeping colleagues and customers safe and healthy e.g. by explaining fire safety procedures to visitors, by knowing how to access first aid provision.

For 3.4 the learner needs to contribute to a risk assessment in terms of providing information to a person in a position of responsibility.

Evidence for 3.1 to 3.4 may be oral or written and may be a learner statement or a record of questioning.

For 3.5 the learner needs to work safely following health and safety guidelines i.e. follow organisation's health and safety procedures and use PPE if appropriate.

For 3.6 the learner needs to explain and follow emergency procedures e.g. explaining the purpose of, and taking part in, a fire drill.

Evidence for 3.5 and 3.6 may be a learner statement and assessor observation.
## Unit 442  
**Introduction to alcohol awareness**

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<tr>
<td><strong>Aim:</strong></td>
<td>The aim of this unit is to give the learner an understanding of the harmful effects of alcohol misuse and the related health issues</td>
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</tr>
<tr>
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### Learning Outcome
The learner will:
1. Know the difference between soft drinks and alcoholic drinks.

### Assessment Criteria
The learner can:
1.1 outline the difference between soft and alcoholic drinks.

### Learning Outcome
The learner will:
2. Understand current guidelines regarding alcohol.

### Assessment Criteria
The learner can:
2.1 give examples of current laws governing alcohol
2.2 state the recommended units for men
2.3 state the recommended units for women.

### Range

**Guidelines**  
General rule, piece of advice.

**Recommended units**  
Suggested safe limits for weekly alcohol consumption.
Learning Outcome
The learner will:
3. Understand the effects of alcohol.

Assessment Criteria
The learner can:
3.1 give examples of the effects of alcohol on the human body
3.2 list the signs of alcohol poisoning
3.3 give examples of the psychological effects of alcohol
3.4 give examples of responsible drinking.

Range
Psychological
Mental or emotional state of a person.

Responsible
Having an obligation, care or control to or over someone or something.

Learning Outcome
The learner will:
4. Understand the impact alcohol misuse can have on others.

Assessment Criteria
The learner can:
4.1 give examples of the impact of alcohol misuse.

Range
Impact
Effect or influence of one person, thing, or action, on another.

misuse
Use something for the wrong purpose.

Learning Outcome
The learner will:
5. Know where to get help, advice and information to combat alcohol misuse.

Assessment Criteria
The learner can:
5.1 give examples of where you can get support, advice and treatment to help overcome alcohol misuse.
**Unit 442  Introduction to alcohol awareness**

**Supporting information**

**Guidance and Evidence**

For 1.1 the learner must outline the difference between soft and alcoholic drinks e.g. soft drink – one that does not contain any alcohol such as lemonade, coke, milk, alcoholic drink – one which contains alcohol such as wine, whisky, vodka. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, images with text.

For 2.1 the learner must give examples of current laws governing alcohol e.g. the Licensing Act 2003, Road Traffic Act 1988. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.2 the learner must state the recommended units for men e.g. up to 21 units per week. Evidence may be a written or verbal learner statement or an assessor record.

For 2.3 the learner must state the recommended units for women e.g. up to 14 units per week. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must give examples of the effects of alcohol on the human body e.g. on the brain such as changes mood and behaviour, on the heart such as irregular heart beat, stroke, high blood pressure, on the liver such as cirrhosis, alcoholic hepatitis, on the pancreas such as pancreatitis, on your immune system such as becoming weakened and more susceptible to infection, in general increases risk of cancers such as mouth, oesophagus, throat, liver, breast, impotence in men, harm to unborn foetus in pregnant women, brain damage as a result of B2 deficiency. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.2 the learner must list the signs of alcohol poisoning e.g. confusion, loss of coordination, vomiting, seizures, irregular or slow breathing, blue tinged or pale skin, low body temperature, stupor (conscious but unresponsive). Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 3.3 the learner must give examples of the psychological effects of alcohol e.g. loss of inhibitions, increase in aggression and violence, increase in anxiety, mood swings, depression, uninhibited sexual behaviour/loss of interest in sex, impaired memory and sensory-motor co-ordination. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 3.4 the learner must give examples of responsible drinking e.g. drink with friends to keep an eye on each other, use a buddy system to alert each other to problems, know your limits, know how you are getting home, never drive whilst under the influence of alcohol, know the safe limits do not drink whilst underage, if you are in a negative frame of mind, on an empty stomach, if you are very tired, check with your doctor if taking prescription medications, stay hydrated, know what you are drinking, pace yourself, avoid drinking games. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 4.1 the learner must give examples of the impact of alcohol misuse e.g. family break up and divorce, domestic abuse, unemployment, homelessness, financial problems, accidents, injury, violence, anti social behaviour, unsafe sex, loss of personal possessions, unplanned time off.
work/college. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 5.1 the learner must give examples of where you can get support, advice and treatment to help overcome alcohol misuse e.g. Drinkline, Addaction, Alcoholics Anonymous, Al-Anon, Alcohol Concern, NHS Choices, ADFAM, National Association for Children of Alcoholics, Alcohol Focus Scotland, Talk to Frank, Samaritans. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.
Unit 444  
Introduction to drug awareness

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<thead>
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<th>UAN:</th>
<th>M/506/2707</th>
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<tr>
<td>Level:</td>
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<td>Credit value:</td>
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<tr>
<td>GLH:</td>
<td>12</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give the learner an understanding of the harmful effects of drug misuse and the related health issues.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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**Learning Outcome:**
The learner will:
1. Know the difference between legal and illegal drugs

**Assessment Criteria:**
The learner can:
1.1 define what a drug is
1.2 give examples of **legal** drugs
1.3 give examples of **illegal** drugs.

**Range**

**Legal**
Not breaking the law.

**Illegal**
Breaking the law.
Learning Outcome
The learner will:
2. Understand current drug classification and the law.

Assessment Criteria
The learner can:
2.1 outline the differences between the classifications of drugs
2.2 give an example of a drug from each classification.

Range
Classification of drugs
Under the Misuse of Drugs Act 1971, illegal drugs are placed into one of 3 classes – A, B or C.

Learning Outcome
The learner will:
3. Understand effects of drug misuse

Assessment Criteria
The learner can:
3.1 give examples of the effects of drug misuse.

Range
Misuse
Use something for the wrong purpose

Learning Outcome
The learner will:
4. Understand the impact of drug misuse.

Assessment Criteria
The learner can:
4.1 give examples of the impact of drug misuse.

Range
Impact
Effect or influence of one person, thing, or action, on another.

Learning Outcome
The learner will:
5. Know where to get help, advice and information to combat drug misuse.

Assessment Criteria
The learner can:
5.1 give examples of where you can obtain information for treatment and support to help overcome drug misuse.
Unit 444  
Introduction to drug awareness  
Supporting information

Guidance and Evidence
For 1.1 the learner must define what a drug is e.g. a medicine or other substance which has a physiological effect when swallowed or otherwise introduced into the body. Evidence may be a written or verbal learner statement or an assessor record.

For 1.2 the learner must give examples of legal drugs e.g. prescription, legal highs (from retailers or online), over the counter medicines such as paracetamol, aspirin, tobacco and alcohol (age restricted). Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 1.3 the learner must give examples of illegal drugs e.g. cannabis, heroin, marijuana, amphetamines, cocaine, ecstasy. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 2.1 the learner must outline the differences between the classifications of drugs e.g. they are broadly based on the harms they cause either to the user or to society when they are misused. The class into which a drug is placed affects the maximum penalty for an offence involving the drug. For example, Class A drugs attract the most severe penalty as they are considered likely to cause the most serious harm. Drugs controlled under the Misuse of Drugs Act are illegal to have, produce, give away or sell. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, table.

For 2.2 the learner must give an example of a drug from each classification e.g. A = heroin, B = cannabis, C = ketamine. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 3.1 the learner must give examples of the effects of drug misuse e.g. physical effects will depend on drug taken but could include dizziness and sickness, panic and paranoia, loss of coordination, lung disease and lung cancer, respiratory problems, high blood pressure, infertility, hallucinations, burst blood vessels, insomnia, depression, weight loss and malnutrition, impotence in men. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 4.1 the learner must give examples of the impact of drug misuse e.g. dependency, fear of stopping using drugs, sudden mood changes, negative or changed outlook on life, suicide, loss of motivation, poor performance at work or school, problems with relationships, borrowing or stealing money from friends and family, being secretive about activities and actions. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 5.1 the learner must give examples of where you can obtain information for treatment and support to help overcome drug misuse e.g. National Drugs Helpline, NHS, Narcotics Anonymous, Addaction. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.
For 4.1 the learner must give examples of the impact of drug misuse e.g. dependency, fear of stopping using drugs, sudden mood changes, negative or changed outlook on life, suicide, loss of motivation, poor performance at work or school, problems with relationships, borrowing or stealing money from friends and family, being secretive about activities and actions. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For 5.1 the learner must give examples of where you can obtain information for treatment and support to help overcome drug misuse e.g. National Drugs Helpline, NHS, Narcotics Anonymous, Addaction. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.
Unit 445  
Understanding crime and its effects

<table>
<thead>
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<th><strong>UAN:</strong></th>
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<td><strong>GLH:</strong></td>
<td>18</td>
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<tr>
<td><strong>Aim:</strong></td>
<td>The learner will have an understanding of the effects of crime on both the victim and the offender.</td>
</tr>
<tr>
<td><strong>Assessment type:</strong></td>
<td>Learner portfolio.</td>
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<tr>
<td><strong>Barrings:</strong></td>
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**Learning Outcome**
The learner will:
1. Understand why people can be at risk of being involved in crime.

**Assessment Criteria**
The learner can:
1.1 give examples of what may lead people to offend.

**Learning Outcome**
The learner will:
2. Understand the effects of crime.

**Assessment Criteria**
The learner can:
2.1 describe the effects of crime for the victim(s)
2.2 describe the effects of crime for the offender.

**Learning Outcome**
The learner will:
3. Understand the support available for victims and offenders.

**Assessment Criteria**
The learner can:
3.1 identify the support offered to offenders or those at risk of offending
3.2 identify the support offered to victims of crime.
Unit 445  Understanding crime and its effects
Supporting Information

Guidance and Evidence
For 1.1 the learner must give examples of what may lead people to offend e.g. poverty, drug and alcohol abuse/addiction, mental health problems, peer pressure, lack of education, learnt behaviour, personal/family issues, envy. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 2.1 the learner must describe the effects of crime for the victim(s) e.g. fear, mental/physical trauma, fear of further crimes, loss of confidence, feeling of inadequacy, suspicious, less trusting, loss of job, betrayal by trusted professionals. Evidence may be a written or verbal learner statement or an assessor record.

For 2.2 the learner must describe the effects of crime for the offender e.g. imprisonment, fines, community service, remorse, effect on family and friends, publicity, loss of job, difficulty finding employment due to criminal record, loss of driving licence, higher insurance premiums, curfews, payment of compensation. Evidence may be a written or verbal learner statement or an assessor record.

For 3.1 the learner must identify the support offered to offenders or those at risk of offending e.g. probations service, Prison Fellowship, Prison Reform Trust, Nacro, St Giles Trust, Bridging the Gap, Unlock, Freshwinds, Young Minds, police, local organisations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.2 the learner must identify the support offered to victims of crime e.g. Victim Support, police, Crown Prosecution Service (CPS), Crime Victims Support Association. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.
Unit 447  Understanding eating disorders

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<tr>
<td>Aim:</td>
<td>This unit aims to develop the learner’s awareness of eating disorders.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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**Learning Outcome**

The learner will:
1. Be able to recognise different types of eating disorders.

**Assessment Criteria**

The learner can:
1.1 identify different types of eating disorders
1.2 identify the characteristics of different types of eating disorders.

**Range**

**Eating disorders**

A range of psychological conditions characterised by abnormal or disturbed eating habits.

**Learning Outcome**

The learner will:
2. Understand the physical effects of eating disorders.

**Assessment Criteria**

The learner can:
2.1 outline health risks associated with eating disorders.
Learning Outcome
The learner will:
3. Understand the emotional effects of eating disorders.

Assessment Criteria
The learner can:
3.1 give examples of the emotional effects of an eating disorder.

Learning Outcome
The learner will:
4. Recognise problems that can lead to an eating disorder.

Assessment Criteria
The learner can:
4.1 list a range of factors that can lead to an eating disorder.

Learning Outcome
The learner will:
5. Know the sources of help available to combat eating disorders.

Assessment Criteria
The learner can:
5.1 list sources of help and advice to overcome eating disorders.
Unit 447  Understanding eating disorders
Supporting information

Guidance and Evidence
For 1.1 the learner must identify different types of eating disorders e.g. Anorexia Nervosa, Binge eating/Purging disorder, Bulimia Nervosa, Night Eating Syndrome, Self Neglect. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 1.2 the learner must identify the characteristics of different types of eating disorders e.g. Anorexia Nervosa – fear of gaining weight, inadequate food intake, poor body image, low self esteem, Binge eating/Purging disorder – consuming large amounts of food, self induced vomiting, feeling out of control, feelings of shame and guilt, Bulimia Nervosa - consuming large amounts of food, self induced vomiting, feeling out of control, poor body image, Night Eating Syndrome - excessive night time food intake, Self Neglect – the inability to maintain a balanced diet. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 2.1 the learner must outline health risks associated with eating disorders e.g. repeated vomiting damages teeth and oesophagus, malnutrition leading to low bone density, loss of hair, infertility, fluctuation of menstrual cycle, muscle loss/weakness, low blood pressure, slow heartbeat, severe dehydration, kidney failure, fainting, fatigue, high cholesterol, diabetes, chronic irregular bowel movement, high blood pressure and heart disease. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 3.1 the learner must give examples of the emotional effects of an eating disorder e.g. depression, anxiety, irritability, shame, guilt, disgust, low self esteem, feeling out of control, embarrassment, hopelessness. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For 4.1 the learner must list a range of factors that can lead to an eating disorder e.g. low self esteem, feelings of inadequacy, lack of control in life, depression, anxiety, anger, stress, loneliness, troubled personal relationships, bullying about size or weight, history of physical and/or sexual abuse, cultural media pressure, mental health. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For 5.1 the learner must list sources of help and advice to overcome eating disorders e.g. Mind, NHS, NHS Direct, GPs, National Centre for Eating Disorders, Samaritans and Supportline. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.
Unit 448  
**Awareness of stress and stress management**

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<tr>
<th><strong>UAN:</strong></th>
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<td>30</td>
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**Aim:** This unit develops understanding of the symptoms and causes of stress and how to relax and use coping strategies.

<table>
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<tr>
<th><strong>Assessment type:</strong></th>
<th>Learner portfolio.</th>
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<tr>
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**Learning Outcome**

The learner will:

1. Understand and recognise the symptoms of stress.

**Assessment Criteria**

The learner can:

1.1 state what is meant by stress
1.2 list the symptoms of stress
1.3 give examples of how stress changes behaviour.

**Range**

**Symptoms**

Include emotions, behaviours and physical health.

**Behaviour**

Includes easily agitated, emotional outbursts, violence.
Learning Outcome
The learner will:
2. Understand the impact of stress on an individual.

Assessment Criteria
The learner can:
2.1 outline short-term effects of stress
2.2 outline long-term effects of stress
2.3 describe how causes of stress can vary between people.

Range
Short-term effects
Include “flight or fight”, headaches increase in heart rate.

Long-term effects
Include mood swings, memory loss, substance abuse.

Learning Outcome
The learner will:
3. Be able to recognise different stress management techniques.

Assessment Criteria
The learner can:
3.1 outline a range of stress management techniques
3.2 identify support services available to help with stress management.

Range
Techniques
Include relaxation, exercise, take time out e.g. reading, listening to music go outside.
Unit 448  
**Awareness of stress and stress management**  
Supporting information

*Guidance and Evidence*

For 1.1 the learner must state the meaning of the term stress e.g. anxiety, mind and body reaction to situations, the unknown threat.

For 1.2 the learner must list at least 2 symptoms for each category within the range e.g. changes to normal behaviour like mood swings effecting behaviour.

For 1.3 the learner must give an example for each category within the range e.g. people losing their temper easily over a minor incident.

For 2.1 the learner must outline the short-term effects of stress on the body and general well being.

For 2.2 the learner must outline the long-term effects of stress on the body and general well being.

For 3.1 the learner must outline a range of stress management techniques such as physical activity, social engagement, avoiding unnecessary stress, accepting things that can't be changed.

For 3.2 the learner must identify support services that help to manage stress e.g. NHS, mental health charities, employee support services.
Unit 449  Understanding conflict at work

<table>
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<td>6</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give learners an understanding of conflict in the place of work and how this can be prevented.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
<td>This unit is barred with the following units within 5546:</td>
</tr>
<tr>
<td></td>
<td>- 542 Level 2 Understanding conflict at work</td>
</tr>
</tbody>
</table>

Learning Outcome
The learner will:
1. Understand the cause and effect of conflict in the place of work.

Assessment Criteria
The learner can:
1.1 define common causes of conflict between individuals
1.2 define common causes of conflict between groups/teams
1.3 state the effects of conflict on individuals
1.4 state the effects of conflict on a group/team.

Range
Effects
Motivation and productivity.

Learning Outcome
The learner will:
2. Recognise types of behaviour that are unacceptable in a work situation.

Assessment Criteria
The learner can:
2.1 identify what is acceptable behaviour in the work place
2.2 identify types of behaviour that are unacceptable in a work situation
Learning Outcome
The learner will:
3. Understand how conflict in a work situation can be prevented.

Assessment Criteria
The learner can:
3.1 explain **methods** that can be used in a work situation to prevent conflict
3.2 describe employer **responsibilities** with reference to conflict in the work place.

Range
**Methods**
Include formal, informal.

**Responsibilities**
Include dealing with the issue, communicating procedures and policies.
Unit 449  Understanding conflict at work  
Supporting information

**Guidance and Evidence**
For 1.1 the learner must explain at least three examples of common causes of conflict between individuals, these could include: poor communication, poor management, unfair treatment, unclear job roles, inadequate training, poor communications, poor work environment, lack of equal opportunities, bullying and harassment. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.2 the learner must explain at least three examples of common causes of conflict between groups/teams, these could include: rivalry between colleagues, disagreements over a team’s goals or shared values, resentment that one team is not pulling its weight, non person-centred approaches. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.3 the learner must describe the effects of conflict on individuals. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.4 the learner must describe the effects of conflict on groups/teams. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.1 the learner must describe what is acceptable behaviour in the work place, these could include: code of conduct, verbal communication, dress. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must describe types of behaviour that are unacceptable in a work situation, these could include: abusive someone verbally, bullying, harassment, isolating someone at work.

For criteria 3.1 the learner must explain how conflict in a work situation could be prevented formally and informally, e.g. formally following the company’s grievance procedure, negotiation with other parties, informally could be through discussions/negotiations with the parties involved. In all cases the approach should be person centred. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For criteria 3.2 the learner must describe employer responsibilities with reference to conflict in the work place, giving at least one example for each of the range statements. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.
Unit 450  
Understanding personal finance for employment

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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give the learner an understanding of personal finance in relation to employment income.</td>
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<td>Assessment type:</td>
<td>Learner portfolio.</td>
</tr>
<tr>
<td>Barrings:</td>
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</table>

**Learning Outcome**

The learner will
1. Understand salary expressed in different ways.

**Assessment Criteria**

The learner can:
1.1 identify money related **terms used** in job advertisements
1.2 work out weekly wage from an annual salary
1.3 work out hourly rate from a weekly wage
1.4 estimate annual salary from an hourly rate.

**Range**

Terms used
pa, pw, ph, £k, gross, net.
Learning Outcome
The learner will:
2. Understand a payslip.

Assessment Criteria
The learner can:
2.1 identify the total gross amount to be paid
2.2 identify the deductions made from a payslip
2.3 outline what these deductions are for
2.4 identify the net amount of pay
2.5 check the payslip calculations for accuracy.

Learning Outcome
The learner will:
3. Know how to create a budget to cover work related expenses

Assessment Criteria
The learner can:
3.1 compare different expenditure for travel
3.2 draw up a budget plan to manage work-related expenses over a five day period
3.3 check the calculations for accuracy.

Range
Different expenditure
Including cost of a weekly ticket compared to 10 single tickets or cost of the train compared to the bus.

Work-related expenses
Including travel to and from work, food and drink.
**Unit 450  Understanding personal finance for employment**

**Supporting information**

**Guidance and Evidence**

For 1.1 the learner must identify money related terms used in job advertisements e.g. ph, pw, pa, gross, net, k, pro rata. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For 1.2 the learner must work out weekly wage from an annual salary e.g. taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer e.g. £15600 divided by 52 = £300 pw.

For 1.3 the learner must work out hourly wage from weekly wage e.g. taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer e.g. £400 pw divided by 40 hours = £10 pw.

For 1.4 the learner must estimate annual salary from an hourly rate e.g. taken from a job advertisement in 1.1. Evidence may be the calculation completed by hand, using a calculator or using a computer e.g. £9.95 ph is approximately £10 x 40 x 50 = £20000 pa.

For 2.1 the learner must identify the total gross amount to be paid e.g. on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.2 the learner must identify the deductions made e.g. on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.3 the learner must outline what these deductions are for e.g. deductions for tax and National Insurance on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.4 the learner must identify the net amount of pay e.g. on their own payslip or a sample payslip. Evidence may be a written or verbal learner statement, an assessor record, annotated payslip.

For 2.5 the learner must check the payslip calculations for accuracy e.g. on their own payslip or a sample payslip. Evidence may be calculations completed by hand, using a calculator or using a computer.

Evidence for learning outcome 2 could be a photocopy of the learner's payslip annotated to cover 2.1 – 2.4 and accompanying calculations for 2.5.

For 3.1 the learner must compare different expenditure for travel. The learner should consider at least two alternatives. These could include modes of transport e.g. bus, train, or types of tickets e.g. single, return, weekly, monthly. If the learner could walk to the place of work, the learner should evidence this criteria by considering another location. Evidence may be a written or verbal learner statement, printouts or leaflets showing costs, calculations completed by hand, using a calculator or using a computer.

For 3.2 the learner must draw up a budget plan to manage work related expenses over a 5 day period. Learner should consider own outgoings, possible outgoings or a case study. Evidence may
be a simple budget plan showing outgoings e.g. transport (possibly from 3.1), drinks, lunch, snacks, any other expenditure.

For 3.3 the learner must check the calculations in 3.2 for accuracy. Evidence may be calculations completed by hand, using a calculator or using a computer.
Unit 451  Assertive living

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<td>27</td>
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<td>Aim:</td>
<td>The aim of this unit is raise awareness of different types of behaviour and how these behaviours and own self esteem impact on everyday life and career goals and how stress can have a negative impact.</td>
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<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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**Learning Outcome**
The learner will:
1. Understand different types of behaviour.

**Assessment Criteria**
The learner can:
1.1 list the main characteristics of different types of behaviour.

**Range**
**Behaviour**
Passive, assertive, aggressive.

**Learning Outcome**
The learner will:
2. Understand what is meant by the term ‘self-esteem’ and how it can be improved.

**Assessment Criteria**
The learner can:
2.1 define the term self esteem
2.2 describe factors which influence a person's self esteem
2.3 identify how self esteem can be improved.
Learning Outcome
The learner will:
3. Know about stress and ways it can be reduced.

Assessment Criteria
The learner can:
3.1 describe what stress is
3.2 outline causes of stress
3.3 identify ways in which stress could be reduced.

Learning Outcome
The learner will:
4. Understand the benefits of being assertive

Assessment Criteria
The learner can:
4.1 state the benefits of being assertive.

Range
Benefits
Include personal and career.
Unit 451  Assertive living
Supporting information

Guidance and Evidence
For 1.1 the learner must list two examples of characteristics in each of the range statements. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For the 2.1 the learner must define the term self esteem. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.2 the learner must describe three examples of factors which influence a person’s self esteem. Factors could include: relationships with family, friends and colleagues, image, success. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 2.3 the learner must identify two examples of how self esteem can be improved. Examples can include self help, support and being valued by others. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.1 the learner must describe what stress is. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.2 the learner must outline three examples of the causes of stress which may be related to their family, education, work, expectations, health and well-being, personality, peer group, friends or conflict. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 3.3 the learner must identify two ways to reduce stress. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 4.1 the learner must state the benefits of being assertive. These could include: gain self-confidence and self-esteem, improve your decision-making skills, and improve work relationships.
Unit 452  Parenting awareness

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<th>UAN:</th>
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<td>GLH:</td>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to introduce learners to some of the issues facing new parents and encourage them to describe sources of help and support.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
<td>None.</td>
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</table>

**Learning Outcome**
The learner will:
1. Understand the demands of looking after a baby.

**Assessment Criteria**
The learner can:
1.1 identify how having a new baby can be emotionally and physically demanding
1.2 identify the signs of stress that new parents may show
1.3 describe the **impact** of a new baby on the family.

**Range**
- **Impact**
- **Effect**

**Learning Outcome**
The learner will:
2. Understand the sources of help and support available for parents.

**Assessment Criteria**
The learner can:
2.1 give examples of sources of help available for new parents
2.2 describe facilities in the local area which supports parents with young children
2.3 describe of the benefits to new parents of a range of help and support.
Learning Outcome

The learner will:

3. Understand how to protect a baby.

Assessment Criteria

The learner can:

3.1 describe a range of ways to ensure the safety and health of a baby
3.2 describe situations when a parent should seek medical advice about a baby's health.
Unit 452  Parenting awareness
Supporting information

Guidance and evidence
For 1.1 the learner must identify at least two ways for how having a new baby can be emotionally demanding and at least two ways they can be physically demanding e.g. impact of 24 hour baby care e.g. lack of sleep, feeding clothing, washing, nurturing, stress, anxiety, lack of personal time and freedom, financial concerns. Evidence may be a written or verbal learner statement, assessor record or spider diagram. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 1.2 the learner must identify at least two signs of stress that new parents may show e.g. irritability, short tempered, emotional distress, insomnia, weight loss/gain, increased alcohol intake, becoming isolated, showing resentment towards the baby, ignoring own appearance, appearing lethargic. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For 1.3 the learner must describe the impact of a new baby on the family e.g. jealousy from siblings and/or partner, change of routines, less time for other members of the family, disturbed sleep, family members may be short tempered, less money available, demands made on family members to care for the baby. Evidence may be a written or verbal learner statement or an assessor record.

For 2.1 the learner must give at least three examples of sources of help for new parents e.g. help with caring for the baby such as health visitor, family and friends, financial help such as maternity grants, child benefit, child tax credits, support networks such as baby/toddler groups, local National Childbirth Trust (NCT) group, breast feeding associations, local Home-Start schemes. Evidence may be a written or verbal learner statement, an assessor record or spider diagram. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 2.2 the learner must describe at least two facilities in the local area which supports parents with young children e.g. children's centre, health centre, community group. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For 2.3 the learner must describe at least two ways in which help and support can benefit new parents e.g. increased income (from child benefit or tax credits), improved self confidence, better feeding or sleep patterns, baby sitting group to give some free time, NCT provide opportunity to talk to other new parents and get advice. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For 3.1 the learner must describe at least two ways to ensure the safety of a baby and at least two ways to ensure the health of a baby e.g. safety - avoid unsafe situations in the home such as rolling off a bed, safety with animals, putting up a stair gate, hold and bath a baby correctly, safety covers for plugs, cupboard locks, store household cleaners out of reach, age appropriate car seat, health - sterilizing equipment, changing nappies regularly, attending health checks, considering vaccinations, age related feeding, clean and hygienic environment. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For 3.2 the learner must describe at least two situations when a parent should seek medical advice about a baby's health e.g. when baby has received a knock to the head, a rash that has Meningitis-like symptoms, concern about poor weight gain, prolonged or unusually high temperature, convulsions (fits), anything that is unusual for own baby. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.
Unit 453  Developing skills in caring for young children

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<td>Credit value:</td>
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<tr>
<td>GLH:</td>
<td>27</td>
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<tr>
<td>Aim:</td>
<td>This unit can be used to raise awareness of the skills needed to care for young children including the practical and social requirements of care, as a starting point for the learner who may wish to explore childcare as a career option.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<tr>
<td>Barrings:</td>
<td>None.</td>
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**Learning Outcome**
The learner will:
1. Be able to support the personal care needs of babies and young children.

**Assessment Criteria**
The learner can:
1.1 explain how to support the personal care of children and babies
1.2 identify products available for personal care of children
1.3 explain the importance of personal care of children and babies
1.4 demonstrate the correct procedure when washing/bathing a baby or young child.

**Range**
**Personal care**
Includes skin, hair and teeth.

**Learning Outcome**
The learner will
2. Know the correct procedures when feeding babies and young children.

**Assessment Criteria**
The learner can
2.1 use a correct method for sterilising feeding equipment
2.2 prepare a formula feed safely
2.3 use appropriate hygiene and safety procedures when feeding young children.
Range
Hygiene procedures
Personal hygiene, feeding area.

Safely
According to manufacturer’s instructions

Safety procedures
Temperature of bottle.

Learning Outcome
The learner will:
3. Know how to dress children appropriately.

Assessment Criteria
The learner can:
3.1 identify suitable clothing for children
3.2 illustrate how to care for these clothes appropriately.

Range
Suitable
Includes for different ages, for different seasons

Care
Includes washing and storing.

Learning Outcome
The learner will:
4. Know how to respond to a baby/child's need for sleep and rest.

Assessment Criteria
The learner can
4.1 identify the signs when a child/baby requires sleep
4.2 describe the correct and safe methods for putting a child/baby to bed
4.3 explain techniques available for aiding rest and sleep.

Range
Methods
Include position, temperature.
Unit 453  
Developing skills in caring for young children
Supporting information

**Guidance and Evidence**
For 1.1 the learner must explain how to support the personal care of children and babies through the care of their skin, hair and teeth. Evidence may be a written or verbal learner statement, an assessor record, statement, or an assessor record.

For 1.2 the learner must identify products available for personal care of children giving at least one example for each of the range statements. Evidence may be a written or verbal learner statement, or an assessor record.

For 1.3 the learner must explain the importance of personal care of children and babies giving at least one example for each of the range statements. Evidence may be a written or verbal learner statement, or an assessor record.

For 1.4 the learner must demonstrate the correct procedure when washing/bathing a baby or young child. Evidence may be through an assessor observation of a simulated activity or through an assessor observation from a real working environment.

For criteria 2.1 the learner must demonstrate a correct method for sterilising feeding equipment. Evidence may be through an assessor observation of a simulated activity or through an assessor observation from a real working environment.

For criteria 2.2 the learner must prepare a formula feed safely according to manufacturer’s instructions. Evidence may be through an assessor observation of a simulated activity or through an assessor observation from a real working environment.

For criteria 2.3 the learner must use appropriate hygiene and safety procedures when feeding young children. Evidence may be through an assessor observation of a simulated activity or through an assessor observation from a real working environment.

For criteria 3.1 the learner must identify suitable clothing for children for different ages and different seasons e.g. not sexualising children. Evidence may be a written or verbal learner statement, or an assessor record.

For criteria 3.2 the learner must illustrate how to care for their clothes. Care for the clothes can include the correct methods for washing and the storing away of the clothes. Evidence may be a written or verbal learner statement, a simulated demonstration or an assessor record.

For criteria 4.1 the learner must identify the signs when a child/baby requires sleep. This can include irritability, physical signs and general demeanour. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.2 the learner must describe the correct method for putting a child/baby to bed. The description should take into account the child’s sleeping position and the temperature of the room and bed. Evidence may be a written or verbal learner statement, a simulated demonstration or an assessor record.
For criteria 4.3 the learner must explain techniques available for aiding rest and sleep such as sound machines and comforters (blanket) creating a routine and ambience that promotes sleep. Evidence may be a written or verbal learner statement, an assessor record.
Unit 454  Understanding child development

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<tr>
<th>UAN:</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>Aim:</td>
<td>The aim of this unit is to give learners an introduction to child development from ages 0-3 and enables the learner to understand the key stages of development whilst recognising the resources available to meet them including childcare provision.</td>
</tr>
<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
<td>None.</td>
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**Learning Outcome**

The learner will:
1. Understand the development of children.

**Assessment Criteria**

The learner can:
1.1 illustrate the development of a child 0 – 1 years
1.2 explain how children’s development is influenced by a range of factors
1.3 give an example of how one aspect of a child’s development can affect another.

**Range**

**Development**
Physical, intellectual, language, emotional, social.

**Factors**
Health, environment.
Learning Outcome
The learner will:
2. Understand the nature and importance of play in the development of children.

Assessment Criteria
The learner can:
2.1 explain the importance of play in the development of children
2.2 give examples of play activities that supports a child’s 0 – 1 year holistic development
2.3 give examples of play activities that will encourage the development of a child 1 – 3 years.

Range
Development
Physical, intellectual, language, emotional, social.

Learning Outcome
The learner will:
3. Understand how to create a safe environment for children.

Assessment Criteria
The learner can:
3.1 explain why a safe but challenging environment is important for children
3.2 identify a variety of safety products for children 0-3 years
3.3 state how safety products contribute to developing a safe environment
3.4 list routine safety checks that should be carried out in a childcare setting to ensure a safe environment for children.
Unit 454  
Understanding child development
Supporting information

Guidance and Evidence
For 1.1 the learner must illustrate the stages of development of a child 0 – 1 year. Evidence may be in the form of a chart/diagram or a written or verbal learner statement, or an assessor record.

For 1.2 the learner must explain how children's development is influenced by factors such as the environment they are born into and health conditions they suffer from, their diet and the exercise they do. Evidence may be a written or verbal learner statement, an assessor record.

For 1.3 the learner must give at least one example of how one aspect of a child's development can be affected by another. For example if a child has a health condition; this can affect their physical, social and intellectual development. Evidence may be a written or verbal learner statement, an assessor record.

For 2.1 the learner must explain the important role play has in the development of a child. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.2 the learner must give examples of a variety of play activities to show how the development of a child 0 – 1 year is supported across the full range. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.3 the learner must give examples of a variety of play activities to show how the development of a child 1 – 3 years is supported across the full range. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.1 the learner must explain why it is important to maintain a balance between providing a safe environment while at the same time offering children a stimulating and challenging environment for exploring and developing their abilities. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.2 the learner must identify safety products that help ensure a safe environment for children, both internal and external. For each product the learner must state how they contribute to a safe environment.

For 3.3 the learner must state how safety products contribute to developing a safe environment for the child both internal and external. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.4 the learner must list both internal and external safety checks that should be carried out in a childcare setting and the purpose of each check. Evidence may be a written or verbal learner statement, an assessor record.
**Unit 455**  
**Understanding children’s social and emotional development**

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<thead>
<tr>
<th>UAN:</th>
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<tr>
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<td>GLH:</td>
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<tr>
<td><strong>Aim:</strong></td>
<td>This unit raises awareness of the social and emotional development of children and will encourage the learner to recognise social and emotional needs in children as well as consider ways of meeting those needs and managing different behaviours.</td>
</tr>
<tr>
<td><strong>Assessment type:</strong></td>
<td>Learner portfolio.</td>
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<tr>
<td><strong>Barrings:</strong></td>
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**Learning Outcome**
The learner will:
1. Understand the social and emotional needs of children.

**Assessment Criteria**
The learner can:
1.1 outline the main stages of children's social and emotional development
1.2 give examples of social and emotional needs
1.3 identify ways to meet the social and emotional needs of young children.

**Learning Outcome**
The learner will:
2. Understand how children acquire their behaviour patterns.

**Assessment Criteria**
The learner can:
2.1 give examples of how and why children learn to behave in particular ways.
2.2 give examples of ways of encouraging children to feel positive about themselves
2.3 identify some of the benefits of encouraging children to feel positive about themselves.
Unit 455  Understanding children’s social and emotional development
Supporting information

**Guidance and Evidence**

For 1.1 the learner should be able to outline two examples of the main stages of children's social and emotional development.

For 1.2 the learner should give one example of social needs e.g. mixing with others, interaction, not being isolated etc and one example of emotional needs e.g. nurturing a sense of belonging, well being etc.

For 1.3 the learner should identify at least two ways to meet the social and emotional needs of young children. Social – nursery/playgroup/pre-school, clubs, family events. Emotional – love, listening and talking, comforting, laughing, boundary setting, time.

For 2.1 the learner will give at least two examples of how and why children learn to behave in particular ways e.g. learn from example.

For 2.2 the learner should give at least two examples of ways of encouraging children to feel positive about themselves e.g. positive feedback.

For 2.3 the learner should identify some of the benefits of encouraging children to feel positive about themselves e.g. an increased sense of self esteem, confidence, individuality self worth etc.
Unit 456  Introduction to understanding growth, social and emotional development in children

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<tr>
<td>GLH:</td>
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<tr>
<td>Aim:</td>
<td>This unit looks at growth and development from birth to adolescence and considers the factors that affect growth and development both physically, socially and emotionally.</td>
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<tr>
<td>Assessment type:</td>
<td>Learner portfolio.</td>
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<td>Barrings:</td>
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</table>

**Learning outcome**
The learner will:
1. Understand the sequence of growth and development from birth to adolescence.

**Assessment Criteria**
The learner can:
1.1 outline the main stages of children’s **physical development**
1.2 outline the main stages of children’s **social and emotional development**.

**Range**

**Physical development**
Physical appearance, physical abilities

**Social and emotional development**
Mental abilities, ways of learning, communication skills, emotional needs.
Learning Outcome
The learner will:
2. Understand factors that affect development.

Assessment Criteria
The learner can:
2.1 identify how diet and exercise may affect growth and development
2.2 identify how environment may affect growth and development
2.3 identify how diet and exercise may affect growth and development
2.4 outline ways in which social and emotional needs may be affected by experience.

Learning Outcome
The learner will:
3. Understand ways to develop children's communication skills.

Assessment Criteria
The learner can:
3.1 outline different types of communication
3.2 give examples of ways children communicate from birth to adolescence
3.3 give examples of ways to encourage communication skills in children of different ages.

Range
Types of communication
Verbal e.g. utterances, words; non-verbal, e.g. smiling, clapping, hitting.
# Unit 457

**Understanding the physical and psychological needs of children**

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<th><strong>UAN:</strong></th>
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<td><strong>GLH:</strong></td>
<td>27</td>
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<tr>
<td><strong>Aim:</strong></td>
<td>This unit is about recognising the physical and psychological needs of children and how such needs can be met by a variety of agencies and strategies. It will enable the learner to consider their own role in meeting such needs.</td>
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<tr>
<td><strong>Assessment type:</strong></td>
<td>Learner portfolio.</td>
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<td><strong>Barrings:</strong></td>
<td>None.</td>
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</table>

## Learning Outcome

The learner will:

1. Understand the physical needs of children.

## Assessment Criteria

The learner can:

1.1 give examples of the physical needs of children
1.2 state how to provide physical care for children of different ages
1.3 state the importance of exercise and rest in children's healthy development
1.4 identify activities to promote exercise in children of different ages.

## Range

### Physical needs

Safe, warm environment with food and drink, exercise, rest.

### Physical care

In relation to hair, skin, teeth and feet.

### Different ages

Baby, toddler, pre-school and school-aged children.
Learning Outcome
The learner will:
2. Understand the psychological needs of children.

Assessment Criteria
The learner can:
2.1 give examples of the psychological needs of children
2.2 state how to provide support for psychological needs.

Range
Psychological needs
Caring, stimulation.

Learning Outcome
The learner will:
3. Know what support is available to help meet the needs of children.

Assessment Criteria
3.1 give examples of difficulties a carer may have in meeting the needs of a child
3.2 outline the role of agencies and organisations that can offer support.
Unit 458  Sex and relationship education

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<td>GLH:</td>
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Aim: The aim of this unit is to give learners an understanding of a range of relationships and lifestyles and the rights and responsibilities that individuals have within these relationships. It raises awareness of the law in relation to sex and sexuality and equips learners with an understanding of healthy sexual relations and how the body functions.

Assessment type: Learner portfolio.

Barrings: None.

**Learning Outcome**
The learner will:
1. Understand a range of relationships, sexuality and recognise the impact of cultural differences.

**Assessment Criteria**
The learner can:
1.1 identify different types of relationships that can be established with different types of people and sexuality
1.2 describe how different types of relationships vary
1.3 describe how cultural differences may impact upon relationships.

**Range**
**Relationships**
Long term, short term and casual.

**Sexuality**
Includes heterosexuality, homosexuality and bisexuality.
Learning Outcome
The learner will:
2. Understand the qualities and attributes which help individuals form positive consensual relationships.

Assessment Criteria
The learner can:
2.1 describe different qualities and attributes which help people form positive consensual relationships.

Learning Outcome
The learner will:
3. Understand rights and responsibilities within a relationship.

Assessment Criteria
The learner can:
3.1 identify different rights and responsibilities within a relationship
3.2 describe how jointly respecting rights and responsibilities can lead to a healthy relationship.

Learning Outcome
The learner will:

Assessment Criteria
The learner can:
4.1 describe the legal issues in relation to sex and sexuality
4.2 identify the consequences if these laws are broken.

Range
Legal issues
Include age of consent, marriage, cohabitation abuse.

Learning Outcome
The learner will:
5. Understand how the body works in relation to sexual activity.

Assessment Criteria
The learner can:
5.1 identify given body parts
5.2 describe how the body functions during sexual activity.
Learning Outcome
The learner will:
6. Understand the range and purpose of male and female contraception methods.

Assessment Criteria
The learner can:
6.1 describe different types of contraception and their purpose
6.2 identify which methods of contraception protect against sexually transmitted diseases
6.3 demonstrate how to put a condom on a dummy.

Range
Contraception
Male condoms, female condoms, hormonal methods, contraceptive devices.

Learning Outcome
The learner will:
7. Be aware of the agencies able to give help, advice and treatment on contraceptive and sexual health.

Assessment Criteria
The learner can:
7.1 identify a range of agencies able to give help and advice on contraception and sexual health
7.2 identify the help each agency provides.

Range
Agencies
National, regional, local.
Unit 458  
Sex and relationship education
Supporting information

Guidance and Evidence
For the 1.1 the learner must identify at least three examples of different types of relationships and sexuality. The learner must know about different types of relationships that can be established with different types of people, for example, long term marriage, casual relationship, healthy relationship etc and the types of sexuality that may be associated with these relationships, for example, heterosexuality, homosexuality and bisexuality. Evidence may be a written or verbal learner statement, an assessor record.

For 1.2 the learner must describe how different types of relationships vary. Using the evidence in (1.1) the learner must explain the differences between each of the different types of relationships and sexuality given in their examples. Evidence may be a written or verbal learner statement, an assessor record.

For 1.3 the learner must describe how cultural differences may impact upon relationships. Evidence may be a written or verbal learner statement, an assessor record of how the learner contributed to a group discussion.

For 2.1 the learner must describe at least four examples of qualities and attributes which help people form positive consensual relationships. They qualities and attributes they may give could be to do with honesty, trust, friendship, love and understanding. The learner should show an awareness of why the examples they chose contribute to a positive consensual relationship. Evidence may be a written or verbal learner statement, an assessor record.

For 3.1 the learner needs to give at least two examples of different rights and their responsibilities within a relationship. Evidence may be a written or verbal learner statement, an assessor record.

For 3.2 the learner must describe how jointly respecting rights and responsibilities can lead to a healthy relationship. Evidence may be a written or verbal learner statement, an assessor record.

For 4.1 the learner must describe the legal issues in relation to each of the range statements. Evidence may be a written or verbal learner statement, an assessor record.

For 4.2 the learner must identify the consequences if these laws are broken in each of the range statement in 4.1. Evidence may be a written or verbal learner statement, an assessor record.

For the 5.1 the learner must identify and name given body parts. The parts the learner will need to name will be all those to do with sexual activity. Written notes made during a discussion of what they have found out about how different body parts or an annotated photograph or video could provide their evidence.

For 5.2 the learner must describe how the body functions during sexual activity. The learner should be aware of the effect of sexual activity on both the female and male sex organs and any other parts of the body that may be affected during sexual activity. Written notes made during a discussion of what they have found out about how the body functions during sexual activity could provide their evidence or a written or verbal learner statement, an assessor record.
For 6.1 the learner must describe at least one example of contraception and their purpose from each of the range statements. Evidence could be an information leaflet describing the purpose of each method or may be a written or verbal learner statement, an assessor record.

For 6.2 the learner needs to identify which methods protect against sexually transmitted diseases. The methods they identify may be different from those in 6.1. Evidence may be a written or verbal learner statement, an assessor record.

For 6.3 the learner needs to put a condom on a dummy. They should be given the opportunity to put a condom on a dummy penis and in a dummy vagina. An annotated photograph or video would be the best form of evidence.

For the 7.1 the learner must identify a range of agencies able to give help and advice on contraception and sexual health. They should identify at least four different agencies, at least two should be national agencies and at least two should be local agencies. Evidence may be a written or verbal learner statement or an assessor record or annotated information from websites and/or leaflets.

For 7.2 the learner must identify the help each agency identified in 7.1 provides. Evidence may be a written or verbal learner statement or an assessor record.
Unit 459  Using cooking skills in a domestic kitchen

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**UAN:** K/506/8120  
**Level:** 1  
**Credit value:** 3  
**GLH:** 30  
**Aim:** This unit develops awareness of health and safety in a kitchen and allows learners to develop the skills to cook basic, nutritious food safely and according to requirements.  
**Assessment type:** Learner portfolio.  
**Barrings:** None.

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**Learning Outcome**
The learner will:
1. Understand the importance of health and safety in a domestic kitchen.

**Assessment Criteria**
The learner can:
1.1 identify the main health and safety risks in a domestic kitchen  
1.2 outline how to respond to health and safety risks in a domestic kitchen.

**Range**
**Health and safety risks**
Sharp items, cleanliness, electrical and gas safety.

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**Learning Outcome**
The learner will:
2. Understand how to plan and cost nutritionally balanced meals.

**Assessment Criteria**
The learner can:
2.1 plan a two-course meal in line with requirements.  
2.2 give reasons for the choice of meal.

**Range**
**Requirements**
Nutritional value, budget.
Reasons
Consumer preferences, dietary requirements, cost.

Learning Outcome
The learner will:
3. Be able to use a range of domestic equipment and cooking methods to cook a two course meal.

Assessment Criteria
The learner can:
3.1 identify examples of domestic kitchen equipment and their appropriate uses
3.2 describe different food preparation methods
3.3 cook a two course meal using a range of food preparation methods
3.4 clean and store the equipment used.

Range
Domestic kitchen equipment
Cooker, microwave, deep fat fryer.

Food preparation methods
Boiling, frying, grilling.

Cook
Fresh ingredients, convenience foods.
Unit 459  Using cooking skills in the domestic kitchen
Supporting information

**Guidance and Evidence**

For 1.1 the learner needs to identify the main health and safety risks in a domestic kitchen. Risks identified should be in relation to sharp objects, cleanliness and electricity and gas safety. Evidence may be a written or verbal learner statement, report or assessor/witness statement.

For 1.2 the learner needs to outline how to respond to health and safety risks in a domestic kitchen. Risks identified should be in relation to sharp objects, cleanliness and electricity and gas safety. Evidence may be a written or verbal learner statement, report or assessor/witness statement.

For 2.1 the learner needs to plan a two-course meal, taking into account basic nutritional value and costs. The meal can be something suited to themselves, family member or service user with a special requirement or of a different age. Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement of observation of safe working methods.

For 2.2 the learner must give at least three reasons for their choice of meal. The learner should show an underpinning knowledge of nutritional requirements, the consumer’s personal preferences and the overall cost prior to planning their meal. Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement.

For 3.1 the learner needs to identify examples of domestic kitchen equipment and their appropriate uses in the cooking process. Examples should include a cooker, microwave and deep fat fryer. Evidence may be a written or verbal learner statement or report.

For 3.2 the learner needs to describe different food preparation methods. These should include boiling, frying and grilling. Evidence may be a written or verbal learner statement or report.

For 3.3 the learner needs to cook a simple two course meal using both fresh ingredients and convenience foods. The learner may use their plan in Learning Outcome 1. Access to a domestic style kitchen will be required to complete this learning outcome. Evidence may be a written or verbal learner statement, photographs of finished dishes, assessor/witness statement.

For 3.4 the learner needs to clean and store the equipment used. It is important the learner can demonstrate care of the equipment by cleaning it effectively and returning it to the correct storage place. Evidence may be a written or verbal learner statement, assessor/witness statement.
Unit 462 Applying for a job

UAN: L/507/0295
Level: 1
Credit value: 2
GLH: 16

Aim: This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

Assessment type: Learner portfolio.

Barrings: This unit is barred with the following units within 5546:
- 206 Entry 2 Applying for a job
- 306 Entry 3 Applying for a job
- 405 Level 1 Career planning and making applications
- 501 Level 2 Career planning and making applications
- 506 Level 2 Applying for a job

Learning Outcome
The learner will:
1. Understand different methods of applying for jobs.

Assessment Criteria
The learner can:
1.1 describe different methods of applying for a job
1.2 describe when different methods of applying for a job are used
1.3 describe how to apply for a job online.

Range
Methods
Online, paper based, agency, telephone, in person, video.
Learning Outcome
The learner will
2. Be able to complete a job application.

Assessment Criteria
The learner can:
2.1 identify the information needed to prepare a job application
2.2 describe formats and styles of presenting information in a job application
2.3 assemble the relevant information for a job application
2.4 prepare a curriculum vitae
2.5 present the information for a job application in different formats.

Range
Relevant information
National Insurance number, application form, covering letter, appropriate certificates, record of achievement.

Different formats
Online, paper based, video, CV.
Unit 462  Applying for a job
Supporting information

Guidance and evidence
For 1.1 the learner needs to describe at least two different methods of applying for a job.

For 1.2 the learner needs to describe at least two occasions of when different methods of applying for a job are used.

For 1.3 the learner needs to describe how to apply for a job online and how to complete an online job application.

For 2.1 the learner needs to identify the information needed to prepare a job application.

For 2.2 the learner needs to describe formats and styles of presenting information in a job application e.g. CVs, application forms, consistency with fonts etc.

For 2.3 the learner needs to assemble the relevant information for a job application.

For 2.5 the learner needs to present the information for a job application in different formats in line with 2.2.
Appendix 1  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:
- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:
- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)
and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information on such things as:
- Walled Garden: how to register and certificate learners on line
- Qualifications and Credit Framework (QCF): general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- Events: dates and information on the latest Centre events
- Online assessment: how to register for e-assessments.

Linking to this document from web pages
We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.
## Appendix 2 Useful contacts

<table>
<thead>
<tr>
<th>UK learners</th>
<th>General qualification information</th>
<th>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>International learners</td>
<td>General qualification information</td>
<td>F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
</tr>
<tr>
<td>Centres</td>
<td>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results</td>
<td>F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
</tr>
<tr>
<td>Single subject qualifications</td>
<td>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change</td>
<td>F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
</tr>
<tr>
<td>International awards</td>
<td>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports</td>
<td>F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></td>
</tr>
<tr>
<td>Walled Garden</td>
<td>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems</td>
<td>F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></td>
</tr>
<tr>
<td>Employer</td>
<td>Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery</td>
<td>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></td>
</tr>
<tr>
<td>Publications</td>
<td>Logbooks, Centre documents, Forms, Free literature</td>
<td>F: +44 (0)20 7294 2413</td>
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