

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

September 2018 Version 1.0

Candidate Logbook

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds
1 Giltspur Street
London EC1A 9DD
www.cityandguilds.com
learnersupport@cityandguilds.com

Contents

Contents	3
1 Introduction	3
2. About your candidate logbook	4
3. Structure	5
4. The assessment process	7
5. Using your logbook	8
6. Candidate progress record	9
5 Units	10
Unit 480 Introduction to working in healthcare, adult care and child care	11
Unit 481 Introduction to safeguarding in health care, adult care and child care	14
Unit 482 Introduction to working in a person-centred way in health and adult care	17
Unit 402 Managing personal finance	20
Unit 404 Effective communication	23
Unit 407 Interview skills	26
Unit 408 Searching for a job	29
Unit 409 Career progression	31
Unit 410 Keeping safe	34
Unit 412 Contribute to own healthy living	37
Unit 417 Investigating rights and responsibilities at work	40
Unit 418 Candidate project	43
Unit 423 Recognise the benefits of having a work/life balance	46
Unit 424 Introduction to health and safety awareness in the workplace	48
Unit 428 Business and customer awareness	51
Unit 429 Alternatives to paid work	53
Unit 431 Developing personal confidence	55
Unit 432 Understanding assertive behaviour	57
Unit 434 Interpersonal relationships	59
Unit 435 Awareness of equality and diversity	61
Unit 436 Valuing equality and diversity	64

Unit 439	Environmental awareness	67
Unit 440	Family relationships	70
Unit 441	Rights and responsibilities in the workplace	73
Unit 442	Introduction to alcohol awareness	75
Unit 444	Introduction to drug awareness	79
Unit 445	Understanding crime and its effects	82
Unit 447	Understanding eating disorders	84
Unit 448	Awareness of stress and stress management	87
Unit 449	Understanding conflict at work	91
Unit 450	Understanding personal finance for employment	94
Unit 451	Assertive living	97
Unit 452	Parenting awareness	100
Unit 453	Developing skills in caring for young children	102
Unit 454	Understanding child development	105
Unit 455	Understanding children's social and emotional development	107
Unit 456	Introduction to understanding growth, social and emotional development in children	109

1 Introduction

About your candidate logbook

Contact Details:

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Quality Assurer	
Quality Assurance Contact	

2. Error! Not a valid bookmark self-reference.

Introduction to the logbook

This logbook will help you complete the units in City & Guilds' Level 1 Certificate for Skills for Working in the Health, Adult and Child Care Sectors (5546-61). It contains forms you can use to record your evidence of what you have done.

There are units in total available in this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The units in this logbook are for Level 1. Logbooks for Entry 2, Entry 3 and Level 2 units are available separately.

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website www.cityandguilds.com

3. 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

UAN	City & Guilds unit number	Unit title	Group (if applicable)	Credit Value	GLH
Mandatory					
M/507/4985	5546-480	Introduction to working in health care, adult care and child care		3	27
Optional Group A					
L/507/5027	5546-481	Introduction to safeguarding in health care, adult care and child care		2	13
Y/507/5029	5546-482	Introduction to working in a person-centred way in health and adult care		2	14
Optional Group B					
T/506/2708	5546-402	Managing personal finance		3	20
R/506/2702	5546-404	Effective communication		2	13
K/505/4654	5546-407	Interview skills		3	18
J/506/2731	5546-408	Searching for a job		2	20
F/505/4658	5546-409	Career progression		2	16
L/506/2732	5546-410	Keeping safe		3	26
D/504/8169	5546-412	Contribute to own healthy living		2	20
L/506/3136	5546-417	Investigating rights and responsibilities at work		2	17
Y/501/6899	5546-418	Learner project		3	20
M/506/2710	5546-423	Recognise the benefits of having a work/life balance		2	9
J/600/7805	5546-424	Introduction to health and safety awareness in the workplace		2	18
J/506/2700	5546-428	Business and customer awareness		1	7

Optional Group B Continued				
L/506/2701	5546-431	Developing personal confidence	1	10
T/506/2711	5546-432	Understanding assertive behaviour	1	10
R/505/4664	5546-434	Interpersonal relationships	2	14
D/506/2699	5546-435	Awareness of equality and diversity	2	17
F/600/7804	5546-436	Valuing equality and diversity	2	16
D/506/2704	5546-439	Environmental awareness	2	12
H/506/2705	5546-440	Family relationships	1	10
L/501/6883	5546-441	Rights and responsibilities in the workplace	3	20
T/506/2787	5546-442	Introduction to alcohol awareness	3	30
M/506/2707	5546-444	Introduction to drug awareness	2	12
L/506/2665	5546-445	Understanding crime and its effects	3	18
A/506/2788	5546-447	Understanding eating disorders	1	10
Y/506/6234	5546-448	Awareness of stress and stress management	3	30
L/506/8126	5546-449	Understanding conflict at work	1	6
R/506/8127	5546-450	Understanding personal finance for employment	2	12
Y/506/8128	5546-451	Assertive living	3	27
L/506/8093	5546-452	Parenting awareness	2	20
L/506/8143	5546-453	Developing skills in caring for young children	3	27
R/506/8144	5546-454	Understanding child development	3	30
R/506/8564	5546-455	Understanding children's social and emotional development	3	27
D/506/8146	5546-456	Introduction to understanding growth, social and emotional development in children	3	27
J/506/8562	5546-457	Understanding the physical and psychological needs of children	3	27
J/506/8125	5546-458	Sex and relationship education	3	27
K/506/8120	5546-459	Using cooking skills in a domestic kitchen	3	30
L/507/0295	5546-462	Applying for a job	2	16

4. The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s).

The Assessor/Tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

The Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

The External Quality Assurer

The external quality assurer works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

5. Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

6. Candidate progress record

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

Unit no													
Credits													
Total Credits Achieved:													

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

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 healthcare, adult care and child care

3 credits

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 identify job roles within:						
a. health care						
b. adult care						
c. child care.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 Define the term 'safeguarding' in the context of health care, adult care and child care.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. Know about different types of abuse.

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 482

Introduction to working in a person-centred way in health and adult care

2 Credits

1. Understand person-centred practice.

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

This unit is barred with the following units:

- 202 Entry 2 Personal finance
- 302 Entry 3 Personal finance
- 518 Level 2 Managing personal finance

1. Understand sources of income and outgoings

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

2. Know how to reduce expenditure

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 identify the problems which may occur if expenditure is greater than income		
2.2 describe ways of reducing expenditure.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

3. Understand how to plan a personal budget

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

4. Be able to recognise the products provided by financial institutions

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 identify financial institutions						
4.2 identify products offered by financial institutions.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

5. Understand the advantages and disadvantages of borrowing money

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
5.1 describe the advantages of borrowing		
5.2 describe the disadvantages of borrowing.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Understand how to obtain help with managing own money

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
6.1 identify organisations that can help with money problems.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 402 Managing personal finance

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

This unit is barred with the following units:

- 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

7. Understand why effective communication is important

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
7.1 state the importance of effective verbal communication		
7.2 give examples of appropriate and inappropriate verbal communication		
7.3 state the importance of effective non-verbal communication		
7.4 give examples of appropriate and inappropriate non-verbal communication.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

8. Understand the importance of positive and appropriate behavior

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
8.1 give examples of positive and appropriate behaviour		
8.2 give examples of situations when positive and appropriate behaviour are important.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

9. Understand the importance of feedback

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
9.1 give an example of using positive feedback		
9.2 give an example of using negative feedback		

9.3 state the importance of constructive feedback.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 404 Effective communication
Declaration



I confirm that the evidence listed above was my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

This unit is barred with the following unit:

- 307 Entry 3 Interview skills

10. Know how to prepare for an interview

Assessment criteria (Knowledge) The learner can:	Portfolio reference					
10.1 research:						
a. the company						
b. its values						
c. its impact on the community						
d. the job role						
10.2 prepare answers to a given set of questions that are likely to be asked in the interview						
10.3 prepare questions to ask in the interview based on research						
10.4 describe different interview techniques						
10.5 describe how to seek clarity from the interviewer about questions asked						
10.6 collate any documents that may be asked for at interview						
10.7 describe the route and means of transport to take to attend the interview on time.						
	Type of evidence →					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

11. Be able to present and perform well at an interview

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
11.1 dress appropriately and display good personal hygiene for the interview						
11.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview						
11.3 take part in a group interview activity						
11.4 give clear, straightforward answers to the questions asked						

11.5 prepare a short presentation for use at an interview.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

12. Be able to review own performance at an interview

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
12.1 describe aspects of the interview that went well						
12.2 describe one aspect of the interview that did not go well						
12.3 plan actions to improve performance at future interviews.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

This unit is barred with the following unit:

- 308 Entry 3 Searching for a job

13. Be able to research job opportunities

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
13.1 describe different resources available to find out about job information						
13.2 describe the roles and functions of organisations providing employment services						
13.3 use resources to research job opportunities						
13.4 describe how to sign up to different organisations' job alert systems.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

14. Be able to identify suitable job vacancies

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
14.1 list the key elements of job adverts						
14.2 extract relevant information from job adverts						
14.3 match personal skills and requirements to job vacancies.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

15. Understand the importance of career progression

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
15.1 explain the importance of career progression.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
16.1 identify sources of career progression information, advice and guidance		
16.2 identify different career, course and training options from available sources of information, advice and guidance.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

17. Understand skills and qualities needed to progress a career

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
17.1 list transferable skills, qualities and experience required to develop a career		
17.2 review own transferable skills, qualities and experience		
17.3 identify areas of work or study that might be best suited to own transferable skills, qualities or experience.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

18. Be able to plan for career progression

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
18.1 identify short-term goals that will help with career progression						
18.2 develop a career progression plan.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

19. Understand different types of risk to personal safety

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
19.1 identify areas of risk in social situations		
19.2 Identify risks associated with alcohol		
19.3 identify risks associated with drugs		
19.4 identify risks associated with sexual activity		
19.5 state risks involved when using social media		
19.6 state risks involved when using the Internet.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

20. Understand ways of minimising risks to personal safety

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
20.1 identify ways to minimise risks to different groups		
20.2 identify ways to minimise risks in social situations		
20.3 identify ways to keep identity and personal information safe.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

21. Know sources of support

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
21.1 identify different types of support available		
21.2 identify the situations when support is needed		
21.3 identify the different ways of accessing support		
21.4 explain the benefits of seeking support.		

Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 412

Contribute to own healthy living

2 credits

This unit is barred with the following units:

- 312 Entry 3 Healthy living
- 514 Level 2 Healthy living

22. Understand the importance of leading a healthy lifestyle

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
22.1 describe the key elements of a healthy lifestyle		
22.2 explain why a healthy lifestyle is important.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

23. Describe how they contribute to own healthy lifestyle

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
23.1 select and carry out activities which contribute to a healthy lifestyle.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

24. Review the activities undertaken to maintain a healthy lifestyle

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
24.1 carry out a review of their activities						
24.2 describe what went well and areas for improvement						
24.3 describe how the activities have improved their lifestyle						

24.4 suggest further activities which could contribute to a healthy lifestyle.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 417

Investigating rights and responsibilities at work

2 credits

This unit is barred with the following units:

- 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

25. Understand rights and responsibilities in the workplace

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
25.1 explain the difference between rights and responsibilities		
25.2 give examples of employee rights in the workplace		
25.3 give examples of employee responsibilities in the workplace		
25.4 give examples of employer responsibilities in the workplace		
25.5 explain why the rights of others should be respected		
25.6 describe how to access sources of help within the workplace.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

26. Know laws that can protect the rights of employees

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
26.1 identify laws that can protect employees		
26.2 identify laws that can protect employers		
26.3 describe employer responsibilities with reference to		
a. fulfilling employment law		
b. health and safety		
c. human rights		
d. equal opportunities.		
Type of evidence →		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

This unit is barred with the following units:

- 319 Entry 3 Candidate project
- 505 Level 2 Candidate project for learning and work

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
27.1 agree a suitable project						
27.2 list the stages involved in the project						
27.3 suggest a timescale for the activities						
27.4 agree the plan with a suitable person.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

28. Carry out a project

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
28.1 follow the project plan						
28.2 review progress with a suitable person						
28.3 amend the project plan if necessary						
28.4 complete the project.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

29. Evaluate the project

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
29.1 explain what went well						
29.2 explain what did not go well						
29.3 describe what he/she has learned from planning and completing the project.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 423

Recognise the benefits of having a work/life balance

2 credits

30. Be able to recognise the importance of having a work/life balance

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
30.1 define the meaning of work/life balance						
30.2 outline the benefits of a work/life balance.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

31. Know how the effective use of leisure time helps with work/life balance

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
31.1 outline positive use of leisure time		
31.2 state the benefits of positive use of leisure time.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

32. Know how to make the most of leisure time

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
32.1 identify how to make the most of own leisure time		
32.2 outline how own leisure activities may contribute to work.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 424

Introduction to health and safety awareness in the workplace

2 credits

33. Understand the importance of health and safety in the workplace

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
33.1 state what is meant by health and safety in the workplace and why it is important		
33.2 describe the legal responsibilities of employers, employees and the self-employed		
33.3 describe how health and safety law is enforced		
33.4 identify sources of health and safety information within his/her organisation		
33.5 identify other sources of health and safety information.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

34. Understand the need for risk assessment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
34.1 define the terms 'hazard' and 'risk'		
34.2 describe risk assessment		
34.3 give examples of work related accidents and ill health.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
35.1 list the health and safety information that should be provided for an employee or learner		
35.2 describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning		
35.3 describe the provision for first aid in his/her place of work or learning		
35.4 for a chosen occupational sector describe the appropriate Personal Protective Equipment (PPE) and the hazards against which the PPE offers protection.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

1 credit

36. Be able to recognise different types of employers

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
36.1 outline different types of local employers						
36.2 outline different types of national employers.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

37. Understand employer needs in the workplace

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
37.1 describe a range of transferrable skills		
37.2 identify own transferrable skills		
37.3 give examples of how transferrable skills could be used in the workplace.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
38.1 identify alternatives to paid work.						
	Type of evidence →					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

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

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
39.1 list sources of information about alternatives to paid work		
39.2 give examples of national organisations associated with alternatives to paid work		
39.3 give examples of groups and services that are alternatives to paid work in the local area.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

40. Understand that skills and qualities gained from alternatives to paid work may be used in other areas of life

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
40.1 outline the skills and qualities that could be gained from alternatives to paid work		
40.2 state how skills and qualities gained from alternatives to paid work could help in other areas of life.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standard.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 431

Developing personal confidence

1 credit

41. Understand the meaning of personal confidence and self-awareness

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
41.1 define the meaning of personal confidence		
41.2 define the meaning of self-awareness.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

42. Know current levels of personal/self confidence

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
42.1 outline own levels of personal/self confidence in different situations		
42.2 give examples of own personal/self confidence in different situations.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

43. Be able to develop personal confidence and self-awareness

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
43.1 identify a range of ways to develop personal confidence						
43.2 state the benefits of improved self-confidence.						
	Type of evidence →					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that in the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

1 credit

44. Understand the meaning of assertiveness

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
44.1 define the meaning of assertiveness		
44.2 give examples of assertive behaviour.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

45. Understand the effects of assertive behavior

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
45.1 give examples of when assertive behaviour is appropriate		
45.2 state the positive effects of assertive behaviour		
45.3 state the negative effects of assertive behaviour.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

46. Understand interpersonal relationships

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
46.1 describe what is meant by the term interpersonal relationships		
46.2 explain the importance of developing positive interpersonal relationships		
46.3 describe the differences between interacting with individuals and interacting as part of a group		
46.4 describe qualities important in developing interpersonal relationships		
46.5 describe qualities important in developing group relationships.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

47. Understand how to interact positively with others

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
47.1 describe the reasons for having boundaries when interacting with others		
47.2 give examples of boundaries in interpersonal relationships		
47.3 outline different ways of making decisions.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 434 Interpersonal relationships
Declaration



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

This unit is barred with the following units:

- 515 Level 2 Exploring equality and diversity

48. Understand the meaning of the term equality

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
48.1 define the term equality		
48.2 define the term prejudice		
48.3 define the term discrimination		
48.4 list the key legislation that promotes equality and diversity		
48.5 give examples of discrimination that can happen in the workplace.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

49. Understand the meaning of diversity

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
49.1 state the meaning of diversity.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

50. Understand why it is important to have knowledge of diversity

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
50.1 define the term culture		
50.2 define inclusiveness		
50.3 list individual differences		
50.4 give examples of diversity in the workplace.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

51. Understand why it is important to have knowledge about different faiths

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
51.1 list a range of different faiths		
51.2 state why it is important to have knowledge of different faiths in the workplace		
51.3 give examples of how employers accommodate different faiths within the workplace.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

This unit is barred with the following units:

- 515 Level 2 Exploring equality and diversity

52. Understand aspects of equality

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
52.1 define the term equality		
52.2 list the key legislation		
52.3 give examples of inequality in a range of situations		
52.4 identify bodies who work on equality issues.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

53. Understand aspects of diversity

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
53.1 define the term diversity		
53.2 list the key legislation		
53.3 give examples of positive and negative stereotyping		
53.4 give examples of how diversity can benefit society.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

54. Understand aspects of discrimination

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
54.1 state the difference between discrimination and prejudice		
54.2 list the areas of discrimination covered by legislation		
54.3 give an example of direct discrimination		
54.4 give an example of indirect discrimination.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

2 credits

This is barred with the following units:

- 219 Entry 2 Environmental awareness
- 335 Entry 3 Environmental awareness.

55. Understand the meaning of environmental awareness

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
55.1 define the meaning of environment		
55.2 define the meaning of environmental awareness.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

56. Know the issues that affect the environment

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
56.1 list issues that affect the local environment		
56.2 list issues that affect the wider environment.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

57. Be able to recognise ways to improve the environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
57.1 outline ways to address environmental issues						
57.2 identify ways to raise awareness of environmental issues.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

1 credit

58. Understand the changing roles of the family

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
58.1 define the different types of family groups		
58.2 list the different members of a family group		
58.3 list roles within a family group.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

59. Understand the causes and effects of problems in family relationships

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
59.1 identify causes of problems in family relationships		
59.2 give examples of possible effects of problems in family relationships.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

60. Understand personal responsibilities within the family

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
60.1 outline personal responsibilities within a family group.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

61. Be able to recognise the changing needs of family members

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
61.1 state how needs may change as circumstances alter.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 441 Rights and responsibilities in the workplace

3 credits



This unit is barred with the following units:

- 317 Entry 3 Rights, responsibilities and citizenship
- 318 Entry 3 Investigating rights and responsibilities at work

62. Understand that employees have rights

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
62.1 list a range of employee rights		
62.2 state how employee rights are protected by law.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

63. Understand that employees have responsibilities

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
63.1 list a range of employee responsibilities		
63.2 describe his/her responsibilities		
63.3 explain why it is important to keep some information confidential.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

64. Understand why health and safety rules are important

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
64.1 recognise and respond to hazards in his/her place of learning or work		
64.2 list requirements for personal health and safety in his/her place of learning or work		
64.3 explain how he/she can contribute to keeping colleagues and customers safe and healthy		
64.4 contribute to a risk assessment		
64.5 work safely following guidelines		
64.6 explain and follow emergency procedures.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 441

Rights and responsibilities in the workplace

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

This unit is barred with the following units:

- 336 Entry 2 introduction to drug and alcohol awareness
- 526 Level 2 Alcohol awareness.

65. Know the difference between soft drinks and alcoholic drinks

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
65.1 outline the difference between soft and alcoholic drinks.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

66. Understand current guidelines regarding alcohol

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
66.1 give examples of current laws governing alcohol		
66.2 state the recommended units for men		
66.3 state the recommended units for women.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

67. Understand the effects of alcohol

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
67.1 give examples of the effects of alcohol on the human body		
67.2 list the signs of alcohol poisoning		
67.3 give examples of the psychological effects of alcohol		
67.4 give examples of responsible drinking.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

68. Understand the impact alcohol misuse can have on others

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
68.1 give examples of the impact of alcohol misuse.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

69. Know where to get help, advice and information to combat alcohol misuse

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
69.1 give examples of where you can get support, advice and treatment to help overcome alcohol misuse.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

This is barred with the following units:

- 336 Entry 3 Introduction to drug and alcohol awareness
- 525 Level 2 Drug awareness

70. Know the difference between legal and illegal drugs

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
70.1 define what a drug is		
70.2 give examples of legal drugs		
70.3 give examples of illegal drugs.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

71. Understand current drug classification and the law

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
71.1 outline the differences between the classifications of drugs		
71.2 give an example of a drug from each classification.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

72. Understand effects of drug misuse

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
72.1 give examples of the effects of drug misuse.		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

73. Understand the impact of drug misuse

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
73.1 give examples of the impact of drug misuse.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

74. Know where to get help, advice and information to combat drug misuse

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
74.1 give examples of where you can obtain information for treatment and support to help overcome drug misuse.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

3 credits

75. Understand why people can be at risk of being involved in crime

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
75.1 give examples of what may lead people to offend.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

76. Understand the effects of crime

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
76.1 describe the effects of crime for the victim(s)		
76.2 describe the effects of crime for the offender.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

77. Understand the support available for victims and offenders

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
77.1 identify the support offered to offenders or those at risk of offending		
77.2 identify the support offered to victims of crime.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

1 credit

78. Be able to recognise different types of eating disorders

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
78.1 identify different types of eating disorders						
78.2 identify the characteristics of different types of eating disorders.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

79. Understand the physical effects of eating disorders

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
79.1 outline health risks associated with eating disorders.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

80. Understand the emotional effects of eating disorders

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
80.1 give examples of the emotional effects of an eating disorder.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

81. Recognise problems that can lead to an eating disorder

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
81.1 list a range of factors that can lead to an eating disorder.		

Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

82. Know the sources of help available to combat eating disorders

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
82.1 list sources of help and advice to overcome eating disorders.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 447
Declaration

Understanding eating disorders



I confirmed that the evidences listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 448

Awareness of stress and stress management

3 credits

83. Understand and recognise the symptoms of stress

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
83.1 State what is meant by stress						
83.2 List the symptoms of stress.						
83.3 Give examples of how stress changes behavior						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

84. Understand the impact of stress on an individual.

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
84.1 Outline short-term effects of stress		
84.2 Outline long-term effects of stress		
84.3 Describe how causes of stress can vary between people.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

85. Be able to recognise different stress management techniques.

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
3.1 Outline a range of stress management techniques		
85.2 Identify support services available to help with stress management.		
Type of evidence →		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional
Discussion R = Report

Unit 448

Awareness of stress and stress management of stress and stress management

Declaration

I confirm that in the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 449

Understanding conflict at work

1 credit

This Unit is barred with the following units:

- 524 Level 2 Understanding conflict at work

86. Understand the cause and effect of conflict in the place of work

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

87. Recognise types of behaviour that are unacceptable in a work situation

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

88. Understand how conflict in a work situation can be prevented

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 449
Declaration

Understanding conflict at work



I confirm that the evidence listed above is my own work and was carried out under the conditions and context in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 450

Understanding personal finance for employment

2 credits

89. Understand salary expressed in different ways

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
89.1 identify money related terms used in job advertisements						
89.2 work out weekly wage from an annual salary						
89.3 work out hourly rate from a weekly wage						
89.4 estimate annual salary from an hourly rate.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

6. Understand a payslip

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Know how to create a budget to cover work related expenses

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 450 Understanding personal finance for
employment

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 451

Assertive living

3 Credits

90. Understand different types of behaviour

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
90.1 list the main characteristics of different types of behaviour.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

91. Understand what is meant by the term 'self-esteem' and how it can be improved

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

92. Know about stress and ways it can be reduced

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
92.1 describe what stress is		
92.2 outline causes of stress		
92.3 identify ways in which stress could be reduced.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

93. Understand the benefits of being assertive

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 state the benefits of being assertive.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 451 Assertive living
Declaration



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 452

Parenting awareness

2 Credits

94. Understand the demands of looking after a baby

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
94.1 identify how having a new baby can be emotionally and physically demanding						
94.2 identify the signs of stress that new parents may show						
94.3 describe the impact of a new baby on the family						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

95. Understand the sources of help and support available for parents

Assessment criteria (Knowledge)	Portfolio reference	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

96. Understand how to protect a baby

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
96.1 describe a range of ways to ensure the safety and health of a baby		
96.2 describe situations when a parent should seek medical advice about a baby's health.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 452 Parenting Awareness
Declaration



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 453

Developing skills in caring for young children

3 credits

6. Be able to support the personal care needs of babies and young children

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

2. Know the correct procedures when feeding babies and young children

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
2.1 use a correct method for sterilizing feeding equipment		
2.2 prepare a formula feed safely		
2.3 use appropriate hygiene and safety procedures when feeding young children.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Know how to dress children appropriately

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
3.1 identify suitable clothing for children		
3.2 illustrate how to care for these clothes appropriately.		
Type of evidence →		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report

6. Know how to respond to a baby/child's need for sleep and rest

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 453

Developing skills in caring for young children

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 454

Understanding child development

3 credits

6. Understand the development of children.

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

2. Understand the nature and importance of play in the development of children.

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Understand how to create a safe environment for children

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 454
Declaration

Understanding child development



I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 455 Understanding children’s social and emotional development

3 credits

6. Understand the social and emotional needs of children

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

2. Understand the nature and importance of play in the development of children

Assessment criteria (Knowledge)	Portfolio reference	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 455

Understanding children's social and emotional development



Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 456

Introduction to understanding growth, social and emotional development in children

3 credits

6. Understand the sequence of growth and development from birth to adolescence

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 outline the main stages of children's physical development						
1.2 outline the main stages of children's social and emotional development.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

2. Understand factors that affect development

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Understand ways to develop children's communication skills

Assessment criteria (Knowledge)	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 456

Introduction to understanding growth, social and emotional development in children



Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards..

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 457

Understanding the physical and psychological needs of children

3 credits

6. Understand the physical needs of children

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

2. Understand the psychological needs of children

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
2.1 give examples of the psychological needs of children		
2.2 state how to provide support for psychological needs.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Know what support is available to help meet the needs of children

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 457

Understanding the physical and psychological needs of children



Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 458

Sex and relationship education

3 credits

- 6. Understand a range of relationships, sexuality and recognise the impact of cultural differences

Assessment criteria (Performance)	Evidence date					
1.1 identify different types of relationships that can be established with different types of people and sexuality	Portfolio reference					
1.2 describe how different types of relationships vary						
1.3 describe how cultural differences may impact upon relationships.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

- 2. Understand the qualities and attributes which help individuals form positive consensual relationships

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe different qualities and attributes which help people form positive consensual relationships.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

- 6. Understand rights and responsibilities within a relationship

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Understand elements of the law in relation to sex and sexuality

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 describe the legal issues in relation to sex and sexuality		
4.2 identify the consequences if these laws are broken.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Understand how the body works in relation to sexual activity

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
5.1 identify given body parts		
5.2 describe how the body functions during sexual activity.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

6. Understand the range and purpose of male and female contraception methods

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

7. Be aware of the agencies able to give help, advice and treatment on contraceptive and sexual health.

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 458 Sex and Relationship education



i. Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 459

Using cooking skills in a domestic kitchen

3 credits

1. Understand the importance of health and safety in a domestic kitchen

Assessment criteria (Performance)	Evidence date					
1.1 identify the main health and safety risks in a domestic kitchen	Portfolio reference					
1.2 outline how to respond to health and safety risks in a domestic kitchen.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

2. Understand how to plan and cost nutritionally balanced meals

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 plan a two-course meal in line with requirements.		
2.2 give reasons for the choice of meal.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

3. Be able to use a range of domestic equipment and cooking methods to cook a two course meal

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Unit 459

Using cooking skills in a domestic kitchen

Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

Unit 462

Applying for a job

2 credits

This unit is barred with the following units:

- 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

97. Understand different methods of applying for jobs

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
describe different methods of applying for a job		
describe when different methods of applying for a job are used		
describe how to apply for a job online.		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

Be able to complete a job application

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
identify the information needed to prepare a job application						
describe formats and styles of presenting information in a job application						
assemble the relevant information for a job application						
prepare a curriculum vitae						
present the information for a job application in different formats.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

Unit 456

Introduction to understanding growth, social and emotional development in children



Declaration

I confirm that the evidence listed above is my own work and was carried out under the conditions and context specified in the standards.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQAs Name:	
IQAs Signature:	
Date:	

er 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.

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
1 Giltspur Street
London EC1A 9DD
F +44 (0)20 7294 2413
www.cityandguilds.com
