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# Awards in Employability and Personal Development - Community Involvement (7546-04)

## Entry 3 Unit handbook for centres

<b>Qualification title</b>	<b>Number</b>	<b>Ofqual ref.</b>
Entry 3 Award in Employability and Personal Development – Community Involvement	7546-04	600/4116/X
Level 1 Award in Employability and Personal Development – Community Involvement	7546-04	600/4170/5
Level 2 Award in Employability and Personal Development – Community Involvement	7546-04	600/4147/X

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 September 2012	Amendment to qualification structure	1 Qualification Structure

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# 1 Introduction to this unit handbook

City & Guilds offers these Awards in Employability and Personal Development – Preparing for Employment qualifications as part of its Employability and Personal Development qualifications group 7546.

This Unit handbook contains the units needed to complete the Entry 3, Level 1 and Level 2 Awards.

The Unit handbooks should be read in conjunction with the Awards, Certificates and Diplomas in Employability and Personal Development (7546) Qualification handbook for centres, which contains the following important information:

- Introduction to the qualifications
- Centre requirements
- Structure of the qualifications
- Course design and delivery

## Guidance for centres

The majority of the units also contain guidance to support centres. This guidance appears in the following sections:

- Who is this unit for? – this section appears in many of the units and suggests the types of learners who might gain particular benefit from the unit
- Outcome definitions – the learning outcomes are defined where this will add value
- How does this unit go beyond the requirements of the level below? – this section explains how the unit goes beyond the assessment criteria of the level below (where a unit is available at more than one level)
- Explanation of criteria and examples of evidence – the assessment criteria are explained and, where they add value to the guidance, examples of evidence are provided
- How can this unit be delivered? – this section provides guidance on how the unit can be delivered, including recommendations of resources such as web sites.

A glossary (Appendix 1) contains a list of terms that appear in the units.

## Barred combinations

Units that have a significant overlap in content are “barred combinations”. Learners can take units that are barred and they will appear on the learner’s Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

For example, a learner taking the Entry 3 Certificate needs 9 credits from a choice of optional units. Managing personal finance (306) is barred with Managing personal finance (406), so if the learner takes both these units they will accrue only 3 credits from them towards their qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.

## 2 Qualification structure

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

This section provides information about the full qualifications which may be awarded to learners successfully completing the required combinations of units and/or credits as shown in the table below.

### City & Guilds Entry Level Award in Employability and Personal Development – Community Involvement (Entry 3) (QCF)

Learners must achieve a minimum of 4 credits from (310, 322, 326, 329, 338, 341, 356, 363, 377-378, 410-411, 423-424, 426, 429, 439, 449, 483, 485-487, 522, 539, 543, 552, 592, 606, 607). A minimum of 3 credits must come from (310, 322, 326, 329, 338, 341, 356, 363, 377-378) plus 938 for certification.

### City & Guilds Level 1 Award in Employability and Personal Development – Community Involvement (QCF)

Learners must achieve a minimum of 4 credits from (310, 322, 326, 329, 338, 341, 356, 363, 377-378, 410-411, 423-424, 426, 429, 439, 449, 483, 485-487, 522, 539, 543, 552, 592, 606, 607). A minimum of 3 credits must come from (410-411, 423-424, 426, 429, 439, 449, 483, 485-487, 606-607) plus 939 for certification.

### City & Guilds Level 2 Award in Employability and Personal Development – Community Involvement (QCF)

Learners must achieve a minimum of 4 credits from (310, 322, 326, 329, 338, 341, 356, 363, 377-378, 410-411, 423-424, 426, 429, 439, 449, 483, 485-487, 522, 539, 543, 552, 592, 606, 607). A minimum of 3 credits must come from (522, 539, 543, 552, 592, 606, 607) plus 940 for certification.

Unit No.	Units	Level	GLH	Credit value	Barred Units
7546-310	Entry 3 Community project	E3	24	3	326
7546-322	Entry 3 Introduction to sustainable development and global citizenship	E3	18	2	329
7546-326	Entry 3 Community action	E3	20	2	310
7546-329	Entry 3 Environmental awareness	E3	20	2	322
7546-338	Entry 3 Alternatives to paid work	E3	10	1	439, 543
7546-341	Entry 3 Working as a volunteer	E3	10	2	449, 552
7546-356	Entry 3 Introduction to aspects of citizenship	E3	30	3	606, 607
7546-363	Entry 3 Introduction to understanding diversity in society	E3	30	3	424
7546-377	Entry 3 Introduction to understanding young people, law and order	E3	30	3	
7546-378	Entry 3 Introduction to the rights and responsibilities of citizenship	E3	30	3	
7546-410	Level 1 Community project	L1	22	3	426
7546-411	Level 1 Contributing to a team	L1	20	3	

7546-423	Level 1 Understanding the language and culture of a community	L1	26	3	
7546-424	Level 1 Valuing equality and diversity	L1	16	2	363, 539, 592
7546-426	Level 1 Community action	L1	20	2	410
7546-429	Level 1 Environmental awareness	L1	20	2	522
7546-439	Level 1 Alternatives to paid work	L1	10	1	338, 543
7546-449	Level 1 Working as a volunteer	L1	10	2	341 , 552
7546-483	Level 1 Understanding young people, law and order	L1	27	3	
7546-485	Level 1 Develop independent skills for living in the community	L1	27	3	
7546-486	Level 1 Diversity and faith	L1	18	2	
7546-487	Level 1 Understanding the role of young people as peer mentors	L1	27	3	
7546-522	Level 2 Introduction to sustainable development and global citizenship	L2	26	3	429
7546-539	Level 2 Identity and cultural diversity	L2	20	2	424
7546-543	Level 2 Alternatives to paid work	L2	10	1	338, 439
7546-552	Level 2 Working as a volunteer	L2	10	2	341, 449
7546-592	Level 2 Recognising prejudice and discrimination	L2	8	1	424
7546-606	Level 1 Active Citizenship in the Local Community	L1	9	1	356
7546-607	Level 1 Aspects of citizenship	L1	27	3	356

**Level:** Entry 3  
**Credit value:** 3  
**UAN:** M/501/6942

**Unit aim**

The aim of this unit is to help the learner to plan, carry out and review a community project.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Agree a suitable community project
2. Plan a suitable community project
3. Contribute to a risk assessment for the project
4. Follow the project plan
5. Review the project

**Outcome definitions**

A *community project* might be an individual activity but is more likely to be a group activity eg painting a community centre, tidying a play park.

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **24** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-310      Community project

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1    Agree a suitable community project

The learner can:

1. list options for a community project
2. agree a suitable community project.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **list** options for a community project eg decorating a community centre, clearing an overgrown play area.

For 1.2 the learner must **agree** a suitable community project ie a project that is feasible within constraints such as skill level and time. The project must be agreed with the assessor or supervisor.

Evidence for 1.1 and 1.2 may be a learner statement supported by annotated or highlighted documentation signed by the assessor and learner.

### Outcome 2    Plan a suitable community project

The learner can:

1. list who will do what
2. agree a suitable time frame
3. list any equipment and materials needed
4. identify any help needed
5. agree a suitable plan (with team members if working in a team).

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** who will do what.

For 2.2 the learner needs to **agree** a suitable timeframe. This will depend on the type of project and the time available.

For 2.3 the learner needs to **list** any equipment and materials needed.

For 2.4 the learner needs to **identify** any help needed. This may be from the assessor, supervisor or another person.

Evidence for 2.1 to 2.4 may be a learner statement supported by annotated or highlighted documentation signed by the assessor or an assessor record of discussion and/or questioning.

For 2.5 the learner needs to **agree** a suitable plan. This will be with the assessor or supervisor. Evidence should be the project plan with annotations to show agreement from the assessor/supervisor.

### **Outcome 3    Contribute to a risk assessment for the project**

The learner can:

1. list possible risks and hazards
2. plan how to reduce any risks or hazards.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **list** possible risks and hazards.

For 3.2 the learner needs to **plan** how to reduce any risks and/or hazards eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc. Learners should not be asked to carry out risk assessments.

Evidence for 3.1 and 3.2 may be a learner statement or an assessor record.

### **Outcome 4    Follow the project plan**

The learner can:

1. carry out the tasks identified in the plan
2. review progress with tutor (and team members if working in a team)
3. revise plan as necessary
4. work safely.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **carry out** the tasks identified in the plan.

Evidence may be a learner statement or diary and/or an assessor observation or a witness statement.

For 4.2 the learner needs to **review** progress with team members and/or the assessor or supervisor. Evidence may be a written review record.

For 4.3 the learner needs to **revise** the plan as necessary. There may be a number of reasons for revisions eg lack of progress, others not meeting deadlines. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

For 4.4 the learner needs to **work safely** ie follow the organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate. Evidence may be a witness statement or an assessor observation.

### **Outcome 5    Review the project**

The learner can:

1. list what went well
2. list what could have been improved.

#### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **list** what went well.

For 5.2 the learner needs to **list** what could have been improved.

Evidence for 5.1 and 5.2 may be a learner statement and/or a written review record.

## **Unit 7546-310      Community project**

How can this unit be delivered?

This unit, which is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates, focuses on carrying out a community project.

The length and scope of the project will depend on the time and resources available. The tutor/supervisor will need to ensure all aspects of the project are safe and legal.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

### **Resources**

These websites might be useful:

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.rwp.qia.oxi.net/embeddedlearning/](http://www.rwp.qia.oxi.net/embeddedlearning/)**

**Level:** Entry 3  
**Credit value:** 2  
**UAN:** J/600/9277

**Unit aim**

The aim of this unit is to introduce the learner to sustainable development and global citizenship.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the significance of sustainable development
2. Understand the significance of global citizenship
3. Understand the relationship between sustainable development and global citizenship
4. Be aware of actions to promote sustainable development and/or global citizenship
5. Know how to take action to promote sustainable development and/or global citizenship

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **18** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-322 Introduction to sustainable development and global citizenship

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1 Understand the significance of sustainable development

The learner can:

1. give reasons why sustainable development is important
2. list some of the threats to sustainable development.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give** reasons why sustainable development is important. The learner should give at least two reasons.

For 1.2 the learner needs to **list** at least three threats to sustainable development.

Evidence for 1.1 and 1.2 may be a learner statement or an assessor record.

### Outcome 2 Understand the significance of global citizenship

The learner can:

1. give reasons why global citizenship is important.

#### Explanation of criterion and examples of evidence

For this criterion (2.1) the learner needs to **give** at least two reasons why global citizenship is important. Evidence for 2.1 may be a learner statement or an assessor record.

### Outcome 3 Understand the relationship between sustainable development and global citizenship

The learner can:

1. State how sustainable development and global citizenship relate to one another.

#### Explanation of criterion and examples of evidence

For this criterion (3.1) the learner needs to **state** how sustainable development and global citizenship relate to one another. Evidence for 3.1 may be a learner statement or an assessor record.

## **Outcome 4 Be aware of actions to promote sustainable development and/or global citizenship**

The learner can:

1. give examples of actions that promote sustainable development and/or global citizenship.

### **Explanation of criterion and examples of evidence**

For this criterion (4.1) the learner needs to **give examples** of actions that promote sustainable development and/or global citizenship. The learner should give at least two examples of local and/or national actions. Evidence for 4.1 may be a learner statement or an assessor record.

## **Outcome 5 Know how to take action to promote sustainable development and/or global citizenship**

The learner can:

1. list actions he/she is taking/could take to promote sustainable development and/or global citizenship.

### **Explanation of criterion and examples of evidence**

For this criterion (5.1) the learner needs to **list** at least two actions he/she is taking/could take to promote sustainable development and/or global citizenship. This could be practical action in the home (reduce, reuse) or local area (taking part in a project), raising awareness for a project or raising funds. Evidence for 5.1 may be a learner statement or an assessor record.

## **Unit 7546-322      Introduction to sustainable development and global citizenship**

How can this unit be delivered?

This unit, which is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates, focuses on some key features of sustainable development and global citizenship.

This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate some of the global and local projects.

Delivery should recognise learners' particular circumstances and their broader learning programme.

### **Resources**

These websites might be useful:

**[www.sd-commission.org.uk](http://www.sd-commission.org.uk)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.globalactionplan.org.uk](http://www.globalactionplan.org.uk)**

**[www.foe.co.uk](http://www.foe.co.uk)**

**[www.oxfam.org](http://www.oxfam.org)**

## Unit 7546-326      Community action

**Level:**            **Entry 3**  
**Credit value:**   **2**  
**UAN:**             **F/502/0459**

### **Unit aim**

The aim of this unit is to encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.

### **Who is this unit for?**

Many learners would benefit from completing this unit, although it might be of particular benefit to learners who are:

- interested in the local community
- wanting to gain experience as a volunteer
- new to an area
- not able or yet ready to gain employment.

### **Learning outcomes**

There are **two** learning outcomes to this unit. The learner will be able to:

1. Demonstrate their knowledge of local community groups
2. Demonstrate their participation in community activities

### **Outcome definitions**

*Local community groups* might include: national voluntary groups which operate locally eg BTCV, Help the Aged; associations eg a residents' association that meets to improve the local area; local third sector organisations eg a local arts charity.

*Participation* might include: help with administration; fund-raising; distributing newsletters; practical work eg digging/tidying land; taking part in another kind of activity eg local amateur dramatics society.

### **Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

### **Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-326      Community action

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

#### How does this unit go beyond the requirements at Entry 2?

The learner is expected to be able to carry out more structured tasks and activities with appropriate guidance where needed.

The learner needs to identify at least two groups in their local area and state what each group does.

The learner is expected to be aware of the consequences of actions for self and others (eg in 2.3 in addition to identifying how the activity benefits others, the learner identifies a benefit for themselves from participating in the activities).

Please note that activity has become **activities**.

#### Outcome 1      Demonstrate their knowledge of local community groups

The learner can:

1. identify community groups in their local area and what they do.

#### Explanation of criterion and examples of evidence

For this criterion (1.1) the learner needs to **identify** at least two community groups in their local area and what they do. The groups identified could be part of national organisations or groups specific to the local area. The learner needs to state what the identified groups do to help the local community. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

## **Outcome 2 Demonstrate their participation in community activities**

The learner can:

1. participate in activities within a local community group
2. identify how these activities benefit others
3. Identify a benefit for them self from participating in the activities.

### **Explanation of criteria and examples of evidence**

For 2.1 the learner needs to **participate** in at least two activities within a local community group (eg the one identified in 1.1). Activities might include helping to clean up an area of waste land and taking part in a sponsored silence. If the learner is clearing waste land evidence could include annotated photographs, a video or paper-based diary of the work completed or a witness statement; if the learner has been involved in a fund-raising activity evidence could include a witness statement, a copy of their sponsorship sheet and/or annotated photographs.

For 2.2 the learner needs to **identify** how these activities benefit others eg if the learner is clearing waste land they might produce annotated photographs or a video diary showing the improvements and how the land is now used; if the learner has been involved in a fund-raising activity (eg a sponsored silence) they might state orally, in writing or through other appropriate means of communication such as signing what the money raised will be used for.

For 2.3 the learner needs to **identify** a benefit for themselves from participating in the activities (eg making new friends, learning new skills).

## **Unit 7546-326      Community action**

How can this unit be delivered?

This unit is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates. Delivery should recognise learners' particular circumstances and their broader learning programme. The learner or the tutor may suggest the community activity. In either scenario the tutor needs to agree it and it needs to be relevant to the learner's interests, personal circumstances or future plans.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of some of the groups in the local community.

### **Resources**

Useful sources of information could include your local authority.

These websites might be useful:

**[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)**

**[www.direct.gov.uk/en/HomeAndCommunity](http://www.direct.gov.uk/en/HomeAndCommunity)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www2.btcv.org.uk](http://www2.btcv.org.uk)**

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

# Unit 7546-329 Environmental awareness

**Level:** Entry 3  
**Credit value:** 2  
**UAN:** R/502/0658

## Unit aim

The aim of this unit is to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

## Who is this unit for?

Many learners would benefit from completing this unit, although it might be of particular benefit to learners who are:

- interested in the local community
- interested in ecological or environmental issues
- wanting to gain experience as a volunteer
- new to an area.

## Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate an awareness of how the actions of humans affect the environment
2. Demonstrate an understanding of environmental issues which affects their life
3. Demonstrate ways in which they can help to improve the environment in the local area

## Outcome definitions

*Actions of humans* that affect the environment include: national/global issues eg global warming; local issues eg waste disposal, litter.

*Environmental issues* include: pollution, waste management, renewable energy.

*Ways in which they can help the environment* include: fuel/energy saving eg using low energy light bulbs and other energy efficient products, reducing food miles, reducing car journeys; recycling eg bottles, cans, newspapers; reusing eg taking own carrier bags to the shop, buying second-hand, alternative uses and repairs; caring for the environment eg cleaning up areas of wasteland, preventing pollution.

## Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

## Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-329 Environmental awareness

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

#### How does this unit go beyond the requirements at Entry 2?

The learner is expected to be able to carry out more structured tasks and activities with appropriate guidance where needed. Rather than identifying one example of behaviour harmful to the environment and one example of behaviour helpful to the environment, they are expected to give multiple examples.

Similarly, learners need to identify at least two environmental issues and the effects these have on their life. They need to identify, rather than just agree, an activity to improve the environment. Note that this must have some effect on the local environment.

### Outcome 1 Demonstrate an awareness of how the actions of humans affect the environment

The learner can:

1. give examples of human behaviours which harm the environment
2. give examples of human behaviours which help the environment.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give examples** of at least two human behaviours which harm the environment. These might include dropping litter, not reusing plastic bags and wasting energy. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 1.2 the learner needs to **give examples** of at least two human behaviours which help the environment. These might include recycling, using a 'bag for life' and walking or using public transport instead of travelling by car. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

### Outcome 2 Demonstrate an understanding of environmental issues which affects their life

The learner can:

1. identify two different types of environmental issue which are relevant to their life
2. identify the effects that these issues have on their life.

#### Explanation of criteria and examples of evidence

For 2.1 the learner needs to **identify** two different types of environmental issue which are relevant to their life. Examples might include: the school run, recycling waste, energy bills, street lighting.

For 2.2 the learner needs to **identify** the effect that the issues identified in 2.1 have on their life.

### **Outcome 3 Demonstrate ways in which they can help to improve the environment in the local area**

The learner can:

1. identify an activity that they can carry out to improve the environment in their local area
2. take part in an activity to improve the environment in their local area.

#### **Explanation of criteria and examples of evidence**

For 3.1 the learner needs to **identify** an activity that they can carry out to improve the environment in their local area. This could be an individual activity (eg taking bottles to recycling centre, reusing carrier bags) or a group activity (eg helping to clean up an area of waste land, sorting clothing for a local charity, collecting items for recycling). The activity should be agreed with an appropriate person (eg tutor, trainer or supervisor).

The activity need not be one that affects *only* the local area, although the learner should be able to identify the local relevance (eg car use and congestion or air quality).

For 3.2 the learner needs to **take part** in the activity to improve the local environment agreed for 3.1. Evidence can include annotated photographs, a video/written diary or a witness statement.

## **Unit 7546-329      Environmental awareness**

How can this unit be delivered?

This unit is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates. Delivery should recognise learners' particular circumstances and their broader learning programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of some of the groups in the local community. Tutors should agree, or choose, a suitable activity for the learners to help the environment.

### **Resources**

Useful sources of information could include your local authority.

These websites might be useful:

**[www.direct.gov.uk/en/Environmentandgreenerliving](http://www.direct.gov.uk/en/Environmentandgreenerliving)**

**[www.globalactionplan.org.uk](http://www.globalactionplan.org.uk)**

**[www.keepbritaintidy.org](http://www.keepbritaintidy.org)**

**[www.decc.gov.uk](http://www.decc.gov.uk)**

**[www.defra.gov.uk](http://www.defra.gov.uk)**

**[www.wastewatch.org.uk](http://www.wastewatch.org.uk)**

**Level:** Entry 3  
**Credit value:** 1  
**UAN:** Y/501/6319

**Unit aim**

The aim of this unit is to help the learner understand that there are beneficial alternatives to paid work which provide skills and qualities that are of personal benefit to the learner. The learner will find out about local organisations which provide opportunities, support or information for alternatives to paid work.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know different beneficial alternatives to paid work
2. Know organisations which provide information and opportunities for beneficial alternatives to paid work
3. Know that the skills and qualities gained from beneficial alternatives to paid work can have personal benefits

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-338      Alternatives to paid work

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio.

#### Outcome 1      Know different beneficial alternatives to paid work

The learner can:

1. identify some beneficial alternatives to paid work.

##### Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **identify** at least **three** beneficial alternatives to paid work eg voluntary work, caring for family, training.

Evidence may be a learner statement.

#### Outcome 2      Know organisations which provide information and opportunities for beneficial alternatives to paid work

The learner can:

1. identify local organisations associated with beneficial alternatives to paid work.

##### Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **identify** at least **two** local organisations associated with beneficial alternatives to paid work. Local organisations may include national organisations that operate locally, such as Citizens Advice Bureau, charity shops.

Evidence may be a learner statement, photographic evidence etc.

#### Outcome 3      Know that the skills and qualities gained from beneficial alternatives to paid work can have personal benefits

The learner can:

1. identify the skills and qualities gained from participating in beneficial alternatives to paid work
2. identify some ways in which the skills and qualities gained from participating in beneficial alternatives to paid work may be of personal benefit to the learner.

##### Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** skills, eg communication skills and technical skills, and qualities, eg confidence, which may be gained from participating in the alternatives identified in 1.1.

Evidence may be a learner statement.

For 3.2 the learner needs to **identify** some ways in which the skills and qualities identified in 3.1 may be of personal benefit to him or her.

## **Unit 7546-338      Alternatives to paid work**

How can this unit be delivered?

External speakers from organisations offering alternatives to paid work could be invited to talk to the learners or learners could watch videos to find out about different alternatives to paid work.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk/en/HomeAndCommunity](http://www.direct.gov.uk/en/HomeAndCommunity)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

**Level:** Entry 3  
**Credit value:** 2  
**UAN:** L/501/6320

**Unit aim**

The aim of this unit is to help the learner understand the benefits of voluntary work. In order to achieve this unit, the learner must participate in some form of voluntary work.

This is an introduction to the practical and social issues relating to Drugs and Alcohol misuse. It is intended to raise awareness and promote understanding.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about different types of voluntary work
2. Know the potential benefits of participating in voluntary work
3. Undertake voluntary work

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-341 Working as a volunteer

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1 Know about different types of voluntary work

The learner can:

1. identify a range of types of voluntary work
2. identify the role of the volunteer in different types of voluntary work.

#### Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **identify** a range of types of voluntary work. These may be regular activities eg helping in a charity shop or one-off activities eg clearing waste land.

For 1.2 the learner needs to **identify** the role of the volunteer in at least three different types of voluntary work.

Evidence for 1.1 and 1.2 may be a learner statement or table showing roles for different types of voluntary work.

### Outcome 2 Know the potential benefits of participating in voluntary work

The learner can:

1. identify some benefits of voluntary work for the volunteer
2. identify some benefits of voluntary work for the organisation, community or individual being served.

#### Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **identify** at least **three** benefits of voluntary work for the volunteer.

For 1.2 the learner needs to **identify** at least **three** benefits of voluntary work for the organisation, community or individual being served.

Evidence for 2.1 and 2.2 may be a learner statement.

### Outcome 3 Undertake voluntary work

The learner can:

1. participate in voluntary work according to a given brief.

#### Explanation of criteria and examples of evidence

For this criterion (3.1) the learner needs to **participate** in voluntary work according to a given brief. This should be for at least **three** hours.

The evidence may be an assessor observation or witness statement.

## **Unit 7546-341      Working as a volunteer**

How can this unit be delivered?

External speakers from voluntary organisations could be invited to talk to the learners or learners could visit, or watch videos, to find out about different types of volunteering.

Volunteering activities could be undertaken in the place of learning or in the community.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.volunteering.org.uk](http://www.volunteering.org.uk)**

**Level:** Entry 3  
**Credit value:** 3  
**UAN:** K/500/4675

**Unit aim**

The aim of this unit is to help the learner gain fundamental knowledge of the rights and responsibilities of citizenship, including equal opportunity issues and political aspects.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand that individuals have rights and responsibilities
2. Show an awareness of equal opportunity issues
3. Show an awareness of national politics
4. Show an awareness of the range of public services available in the local community

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## **Unit 7546-356 Introduction to aspects of citizenship**

### Assessment criteria and evidence requirements

#### **How is this unit assessed?**

Assessment is by a learner portfolio.

#### **Outcome 1 Understand that individuals have rights and responsibilities**

The learner can:

1. list three legal rights of a British citizen (for example, right to vote, age of consent)
2. identify one responsibility that individuals have to themselves
3. identify one responsibility that individuals have to other people.

#### **Outcome 2 Show an awareness of equal opportunity issues**

The learner can:

1. outline own understanding of the term "Equal Opportunities"
2. give one example of how an equal opportunities issue is reflected in legislation (for example, Disability Discrimination Act)
3. state one example of a group of people who might benefit from equality of opportunity.

#### **Outcome 3 Show an awareness of national politics**

The learner can:

1. state the names of at least two political parties
2. state what a person needs to do in order to be able to vote in an election
3. name the Prime Minister and their political party
4. name at least two services provided by national government.

#### **Outcome 4 Show an awareness of the range of public services available in the local community**

The learner can:

1. list the main public services available in own local community.

**Level:** Entry 3  
**Credit value:** 3  
**UAN:** H/500/4691

**Unit aim**

The aim of this unit is to help the learner gain an awareness of diversity, how it affects groups and practices and the contributions that diverse groups bring to society.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the meaning of the term 'diversity'
2. Demonstrate an awareness of diverse groups and practices
3. Demonstrate an awareness of similarities between groups
4. Know some of the consequences of prejudice and discrimination
5. Recognise the contributions of diverse groups to society

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-363 Introduction to understanding diversity in society

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1 Understand the meaning of the term 'diversity'

The learner can:

1. outline the meaning of the term 'diversity'
2. identify at least two diverse groups.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **outline** the meaning of the term 'diversity'. The learner should have a basic knowledge of what the term diversity means – something or someone that is different from them would be a good starting point for learner at this level. This is a good opportunity for a group discussion and they could form their own opinion from listening to others' points of view.

For 1.2 the learner needs to **identify** at least **two** diverse groups. The diverse groups could be those the learner knows already or those that are new to them. Include this criterion in the discussion for 1.1 to generate the evidence.

### Outcome 2 Demonstrate an awareness of diverse groups and practices

The learner can:

1. give an example of how groups may differ from one another, for example, religious beliefs
2. list different practices in relation to the above, for example, food, drink.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** an example of how groups may differ from one another, for example, religious beliefs. The learner might produce an information leaflet or poster explaining how groups may differ from each other. One of the groups they choose might be one they belong to or know the most about.

For 2.2 the learner needs to **list** different practices in relation to the above, for example, food and/or drink. The learner might identify a religious group and the practices that they follow, for example, days of worship, foods eaten and avoided, alcohols avoidance etc. Each learner could be given a different group to investigate and report their findings in a group discussion or presentation.

### **Outcome 3 Demonstrate an awareness of similarities between groups**

The learner can:

1. select at least one similarity between a number of groups.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **select** at least one similarity between a number of groups. This could be linked to 2.2 with the learner comparing findings and reporting similarities between the groups they have investigated in a discussion or presentation.

### **Outcome 4 Know some of the consequences of prejudice and discrimination**

The learner can:

1. give an example of a lack of tolerance of diverse groups within society.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **give** an example of a lack of tolerance of diverse groups within society. The learner needs to explain the consequences this might have on groups in society for example, exclusion from community activities, discrimination at work and school etc. The example they give could be from points of view from others following a discussion or watching a television programme.

### **Outcome 5 Recognise the contributions of diverse groups to society**

The learner can:

1. name at least one contribution of a group (other than own) or individual from a different group to society, for example, music, food
2. state at least one advantage of living in a diverse society.

#### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **name** at least one contribution of a group (other than own) or individual from a different group to society, for example, music, food. The learner needs to have a wider perspective on how their community is made up and how each sector has an impact on the whole community. The examples given are not the only influences there could be others, for example, dance, fashion, language etc.

For 5.2 the learner needs to **state** at least one advantage of living in a diverse society. The advantage they state could be one that is an advantage they have experienced or one that has been expressed during a group discussion or from another source.

**Level:** Entry 3  
**Credit value:** 3  
**UAN:** J/500/5526

**Unit aim**

The aim of this unit is to help the learner gain an awareness of how young people become involved in crime, appreciate consequences of crime, custodial and alternative forms of sentences, understanding of criminal/youth justice system.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand why young people become involved in crime
2. Demonstrate awareness of the consequences of crime on different people
3. Demonstrate knowledge of the Criminal/Youth Justice System
4. Demonstrate awareness of custodial and alternative forms of sentences
5. Show awareness of the role of local agencies

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-377 Introduction to understanding young people, law and order

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1 Understand why young people become involved in crime

The learner can:

1. give one reason why young people become involved in crime.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give** at least one reason why young people become involved in crime. This learner should be made aware, for example, of peer pressure, the affects of drug and alcohol misuse, debt, homelessness, etc. The reason they give could be one they have personal experience of, although sensitivity must be taken into account, or one that has been talked about in a group discussion.

### Outcome 2 Demonstrate awareness of the consequences of crime on different people

The learner can:

1. identify a consequence of a given crime for:
  - a) the victim
  - b) the offender.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** a consequence of a given crime for the victim and the offender. They should understand the wider impact the consequence of the crime will have on both parties. An observation of a role play situation with the learner experiencing both roles will provide evidence for this unit.

### Outcome 3 Demonstrate knowledge of the Criminal/Youth Justice System

The learner can:

1. list the stages of the Criminal/Youth Justice System from reporting through to sentencing
2. name one person involved at each stage

#### Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **list** all the stages of the Criminal/Youth Justice System from reporting through to sentencing. The learner will need access to outside agencies such as Youth offending teams, Probations service etc as a source of information. The list could be part of an information leaflet or poster.

For 3.2 the learner needs to **name** one person involved at each stage. The person they name should be the main person involved. It may be a title or the name of the actual person. They should include this information on the list they create for 3.1.

## **Outcome 4 Demonstrate awareness of custodial and alternative forms of sentences**

The learner can:

1. state what a custodial sentence is
2. name one alternative form of sentence.

### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **state** what a custodial sentence is and have a clear understanding of its meaning. A dictionary meaning could provide the written evidence. They should understand the meaning of the term custodial sentence. This could be in an adult prison, young offenders institute or remand centre.

For 4.2 the learner needs to **name** at least one alternative form of sentence. The learner should be made aware of alternatives to custody, for example, probation and community orders.

Evidence may be a written statement.

## **Outcome 5 Show awareness of the role of local agencies**

The learner can:

1. state one form of support given to the young offender by a local agency.

### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **state** one form of support given to the young offender by a local agency. They should understand the work of the probation service and/or local Youth Offending teams in supporting a young offender in the community.

Evidence could be an information leaflet from a local agency with the support highlighted.

## **Unit 7546-377      Introduction to understanding young people, law and order**

How can this unit be delivered?

### **Potential resources**

These websites might be useful:

**[www.probation.homeoffice.gov.uk](http://www.probation.homeoffice.gov.uk)**

**[www.ldoceonline.com/dictionary/custodial-sentence](http://www.ldoceonline.com/dictionary/custodial-sentence)**

## Unit 7546-378

## Introduction to the rights and responsibilities of citizenship

**Level:** Entry 3  
**Credit value:** 3  
**UAN:** Y/500/4705

### Unit aim

The aim of this unit is to help the learner gain a basic understanding of Human Rights and aspects of the law. It takes the learner through the democratic and electoral process and their rights and responsibilities.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Demonstrate understanding of human rights
2. Demonstrate understanding of aspects of the law
3. Demonstrate understanding of the democratic and electoral process
4. Demonstrate understanding of rights and responsibilities

### Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

### Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-378 Introduction to the rights and responsibilities of citizenship

## Assessment criteria

### Outcome 1 Demonstrate understanding of human rights

The learner can:

1. state two basic human rights.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **state two** basic human rights.

The learner does not need to have an in depth knowledge of the Human Rights Act although knowledge of its existence would be recommended. Human rights include the right to life, right to liberty, right to respect for private and family life, right to education.

Evidence for 1.1 may be a learner statement or evidence of contribution to a discussion.

### Outcome 2 Demonstrate understanding of aspects of the law

The learner can:

1. give a reason why society needs rules
2. give an example of a school rule and say how it is enforced.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** at least one reason why society needs rules.

For 2.2 the learner needs to **give** an example of a rule for school, or if more age appropriate, their current place of study and explain how this is monitored and enforced. The centre handbook could be a good source of reference here.

Evidence for 2.1 and 2.2 may be a learner statement.

### Outcome 3 Demonstrate understanding of the democratic and electoral process

The learner can:

1. identify who cannot vote in a general election
2. state two things an elected student council representative could do for his/her peers.

#### Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least one group of people who cannot vote in a general election eg people too young to vote.

For 3.2 the learner needs to **state two** things an elected student council representative in their place of study could do for their peers.

The learner needs to understand the student council process and how they may be considered as a councillor. They can then identify how they could best represent their peers.

Evidence for 3.1 and 3.2 may be a learner statement.

## **Outcome 4 Demonstrate understanding of rights and responsibilities**

The learner can:

1. give an example of his/her rights and responsibilities as a:
  - a) consumer
  - b) member of a community.
2. state one way in which each of the above rights is protected.

### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **give** an example of his/her rights as a consumer and an example of responsibility as a consumer. The learner needs to give an example of their rights as a member of a community and an example of responsibility as a member of a community.

The learner should understand their personal rights and responsibilities in everyday life including protection as a customer and their responsibility to make fair payment for goods as a customer. In the same way they need to identify their rights and responsibilities in the community, the right to vote at the age of 18 and the responsibility to use their vote effectively.

For 4.2 the learner needs to **state** one way each of the rights in 4.1 is protected eg Sale of Goods Act for protection as a consumer.

Evidence for 4.1 and 4.2 may be a learner statement.

## **Unit 7546-378      Introduction to the rights and responsibilities of citizenship**

How can this unit be delivered?

### **Potential resources**

These websites might be useful:

**[www.directgov.uk/Governmentcitizenship](http://www.directgov.uk/Governmentcitizenship)**

**[www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)**

**Level:** Level 1  
**Credit value:** 3  
**UAN:** T/501/6893

**Unit aim**

The aim of this unit is to help the learner to plan, carry out and review a community project.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Agree a suitable community project
2. Plan a suitable community project
3. Contribute to a risk assessment for the project
4. Follow the project plan
5. Review the project

**Outcome definitions**

A *community project* might be an individual activity but is more likely to be a group activity eg painting a community centre, tidying a play park.

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-410      Community project

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner takes more responsibility for the planning of the project by suggesting a timescale for the activities and for completing own tasks. They are also expected to be able to evaluate the project by explaining what went well and describing what they have learned.

### Outcome 1      Agree a suitable community project

The learner can:

1. list options for a community project
2. choose a project and give reasons for choice
3. agree a suitable community project.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **list** options for a community project eg decorating a community centre, clearing an overgrown play area.

For 1.2 the learner must **choose** a project and **give reasons** for their choice.

For 1.3 the learner must **agree** a suitable community project ie a project that is feasible within constraints such as skill level and time. The project must be agreed with the assessor or supervisor.

Evidence for 1.1 to 1.3 may include a learner statement supported by annotated or highlighted documentation signed by the assessor and learner.

### Outcome 2      Plan a suitable community project

The learner can:

1. produce a list of tasks that need to be done
2. list who will do what
3. decide a suitable time frame
4. identify any equipment and materials needed
5. identify any help needed
6. agree a suitable plan (with team members if working in a team).

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **produce** a list of tasks that need to be done.

For 2.2 the learner needs to **produce** a list of who will do what.

For 2.3 the learner needs to **decide** on a suitable timeframe. The will depend on the type of project and the time available.

For 2.4 the learner needs to **identify** any equipment and materials needed.

For 2.5 the learner needs to **identify** any help needed. This may be from the tutor, supervisor or another person.

For 2.6 the learner needs to **agree** a suitable plan with the assessor or supervisor.

Evidence for 2.1 to 2.6 will be the project plan supported by annotated or highlighted documentation signed by the assessor and learner.

### **Outcome 3 Contribute to a risk assessment for the project**

The learner can:

1. list possible risks and hazards
2. plan how to reduce any risks or hazards
3. agree a risk assessment with his/her tutor or supervisor.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **list** possible risks and hazards.

For 3.2 the learner needs to **plan** how to reduce any risks or hazards eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc.

For 3.3 the learner needs to **agree** a risk assessment with the tutor or supervisor. Learners should not be asked to carry out risk assessments.

Evidence for 3.1 to 3.3 may include a learner statement supported by annotated or highlighted documentation signed by the assessor and learner.

### **Outcome 4 Follow the project plan**

The learner can:

1. take responsibility for completing his/her tasks identified in the plan
2. review progress (with team members if working in a team)
3. revise plan as necessary
4. work safely.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **take responsibility** for completing the tasks identified in the plan. Evidence may be a learner statement or diary and an assessor observation or witness statement.

For 4.2 the learner needs to **review** progress with team members and/or the tutor or supervisor. Evidence may be a written review record.

For 4.3 the learner needs to **revise** the plan as necessary. There may be a number of reasons for revisions eg lack of progress, others not meeting deadlines. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

For 4.4 the learner needs to **work safely** ie follow the organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate. Evidence may be a witness statement or an assessor observation.

## **Outcome 5    Review the project**

The learner can:

1. describe what went well
2. describe what could be improved
3. describe what he/she has learned about himself/herself and the local community.

### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **describe** what went well.

For 5.2 the learner needs to **describe** what could be improved.

For 5.3 the learner needs to **describe** what he/she has learned about himself/herself and the local community.

Evidence 5.1 to 5.3 may be a learner statement or a written review record.

## **Unit 7546-410      Community project**

How can this unit be delivered?

This unit, which is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates, focuses on carrying out a community project.

The length and scope of the project will depend on the time and resources available. The tutor/supervisor will need to ensure all aspects of the project are safe and legal.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

### **Resources**

These websites might be useful:

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

**[www.excellencegateway.org.uk/skillsforlife](http://www.excellencegateway.org.uk/skillsforlife)**

**[www.rwp.qia.oxi.net/embeddedlearning/](http://www.rwp.qia.oxi.net/embeddedlearning/)**

**Level:** Level 1  
**Credit value:** 3  
**UAN:** A/501/6894

## Unit aim

The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.

## Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Give reasons why effective teamwork is important
2. Understand how team values and procedures can vary
3. Understand the roles people may take in a teamwork situation
4. Understand what needs to be done to achieve a team goal
5. Work with others towards achieving shared objectives in a well-defined situation
6. Be aware of own contribution to team progress

## Outcome definitions

A *teamwork situation* involves three or more people working together to achieve shared objectives.

## Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

## Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-411      Contributing to a team

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance. The learner is able to give some benefits of teamwork and describe ways in which team members can make sure they work together effectively. After completing the team work activity, he/she reflects on the experience and contributes to a group review.

### Outcome 1      Give reasons why effective teamwork is important

The learner can:

1. list some benefits of effective teamwork

#### Explanation of criterion and examples of evidence

For this criterion (1.1) the learner needs to **list** some benefits of effective teamwork. Evidence may be a learner statement.

### Outcome 2      Understand how team values and procedures can vary

The learner can:

1. list different types of teams
2. describe ways in which team members can make sure they work together effectively
3. outline different ways of making decisions.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** different types of teams eg teams for sports, workplace teams.

For 2.2 the learner needs to **describe** ways in which team members can make sure they work together effectively eg shared ground rules, clear objectives, effective communication.

For 2.3 the learner needs to **outline** different ways of making decisions eg autocratic, democratic, depending on roles.

Evidence for 2.1 to 2.3 may be a learner statement.

### Outcome 3      Understand the roles people may take in a teamwork situation

The learner can:

1. give examples of formally allocated roles
2. give examples of less formal roles
3. identify the impact these roles could have on the way a team works and on members of the team.

### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **give examples** of formally allocated roles eg team leader, supervisor, reviewer, planner.

For 3.2 the learner needs to **give examples** of less formal roles eg joker, negotiator, completer.

For 3.3 the learner needs to **identify** the impact these roles could have on the way a team works and on members of the team.

Evidence for 3.1 to 3.3 may be a learner statement.

### **Outcome 4 Understand what needs to be done to achieve a team goal**

The learner can:

1. explain the overall goal of the team
2. describe his/her own role as part of the team in a well-defined situation.

### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **explain** the overall goal of the team. The team goal may be decided by the team eg raising funds for charity or given to the team by the assessor or supervisor eg to complete a project.

For 4.2 the learner needs to **describe** his/her own role as part of the team.

Evidence for 4.1 and 4.2 may be a learner statement.

### **Outcome 5 Work with others towards achieving shared objectives in a well-defined situation**

The learner can:

1. agree an action plan of individual and group activities needed to achieve the objectives
2. clarify action plan if necessary
3. identify who to ask for help if he/she needs it
4. work co-operatively
5. receive and act on constructive criticism
6. carry out well-defined individual and group activities as identified
7. work safely.

### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **agree** an action plan of individual and group activities needed to achieve objectives. Evidence for 5.1 may be a signed action plan.

For 5.2 the learner needs to **clarify** the action plan if necessary. The learner should be able to state what he or she needs to do.

For 5.3 the learner needs to **identify** who he/she could ask for help eg supervisor, assessor.

Evidence for 5.2 and 5.3 may be a learner statement or review record.

For 5.4 the learner needs to **work cooperatively** eg offering help and support and asking for support if required.

For 5.5 the learner needs to **receive** and **act on** constructive criticism. The learner should acknowledge the feedback without taking offence, asking for clarification or examples if necessary, and consider the point(s) made before taking any further action eg changing behaviour.

For 5.6 the learner needs to **carry out** well-defined individual and group activities as identified in the action plan and ensuing discussions.

For 5.7 the learner needs to **work safely**. This includes following health and safety guidelines given by assessor or supervisor and wearing appropriate clothing.

Evidence for 5.4 to 5.7 should be an assessor observation or witness statement.

## **Outcome 6 Be aware of own contribution to team progress**

The learner can:

1. share own views on progress with other members of the team
2. identify how effective his/her contribution was to the team's progress
3. identify what went well and what went less well in working with others
4. suggest ways of improving own working with others in the future.

### **Explanation of criteria and examples of evidence**

For the first criterion (6.1) the learner needs to **share** their own views on progress with other members of the team. The review should go beyond the activities the group has completed and how successful the activities were and focus on the way the group worked together. Evidence may be an assessor observation, ideally with learner notes.

For 6.2 the learner needs to **identify** how effective his/her contribution was to team progress. The focus should be on the learner's interaction with the group not just the objectives achieved.

For 6.3 the learner needs to **identify** what went well and what went less well in working with others. The focus should be on the way the group worked together.

For 6.4 the learner needs to **suggest** ways of improving own working with others in the future. The focus should be on improving the learner's interaction with others and not on how successfully the activity was completed.

Evidence for 6.2 to 6.4 may be an assessor observation or a witness statement.

## **Unit 7546-411      Contributing to a team**

How can this unit be delivered?

This unit, which is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates, focuses on some underpinning knowledge about teams prior to the learner demonstrating practical teamworking skills.

The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. However, all the team members may not be working towards this unit. For example, the team work situation could be in the workplace.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate teams in work and leisure activities. Games and activities that develop team working skills can be used to ensure the learning is interactive, fun and appeals to a range of learning styles.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

### **Resources**

These websites might be useful:

**[www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)**

**[www.enterprisevillage.org.uk](http://www.enterprisevillage.org.uk)**

## Unit 7546-423

# Understanding the language and culture of a community

**Level:** Level 1  
**Credit value:** 3  
**UAN:** K/600/6193

### Unit aim

The aim of this unit is to help the learner understand the language and culture of a community or country.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how the cultures of communities vary
2. Understand the culture of a community
3. Use another language

### Outcome definitions

A *community* is a group with a shared language, ideas and customs; this includes countries and other communities such as the deaf community.

*Another language* is any language that is not the learner's mother tongue. This could include sign language.

### Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **26** hours should be allocated for this unit.

### Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-423      Understanding the language and culture of a community

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1      Understand how the cultures of communities vary

The learner can:

1. give a definition of 'community'
2. give examples of similarities between the culture of own community and the cultures of other communities
3. give examples of differences between the culture of own community and the cultures of other communities
4. explain how some of these similarities and differences could benefit the community he/she lives in.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give** a definition of 'community'.

For 1.2 the learner needs to **give** at least three **examples** of similarities between the culture of own community and the cultures of at least two other communities.

For 1.3 the learner needs to **give** at least three **examples** of differences between the culture of own community and the cultures of at least two other communities.

For 1.4 the learner needs to **explain** how some of these similarities and differences identified in 1.2 and 1.3 could benefit the community he/she currently lives in.

Evidence for 1.1 to 1.4 may be a learner statement.

### Outcome 2      Understand the culture of a community

The learner can:

1. choose a community to study giving reasons for choice
2. outline the historical influences on the community
3. outline the key features of the culture.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **choose** a community to study giving reasons for choice. For some learners the chosen community could be the one they are currently living in (eg learners from another country) or the one their parents came from (eg someone born in this country whose parents were born in another country). For other learners the chosen community could be the one they hope to work in or spend leisure time in (eg the deaf community).

For 2.2 the learner needs to **outline** the historical influences on the community

For 2.3 the learner needs to **outline** the key features of the culture.

Evidence for 2.1 to 2.3 may be a learner statement or presentation.

### **Outcome 3 Use another language**

The learner can:

1. identify the key features of the chosen language
2. obtain simple information using the chosen language
3. provide simple information using the chosen language.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **identify** at least two features of the chosen language.

For 3.2 the learner needs to **obtain** simple information using the chosen language. The information can be obtained from written sources eg menus or orally eg asking the cost of an item.

For 3.3 the learner needs to **provide** simple information using the chosen language eg their name, where they come from. Information can be provided orally or in writing.

Evidence for 3.1 to 3.3 may be produced orally (and recorded as an assessor/witness observation or by audio recording) or in writing (eg a learner statement).

## **Unit 7546-423      Understanding the language and culture of a community**

How can this unit be delivered?

This unit is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates. Delivery should recognise learners' particular circumstances and their broader learning programme. This unit could be integrated with other aspects of the learner's wider programme such as work on literacy for research or if English is an additional language for the learner.

External speakers could be invited to talk to the learners and discuss their experiences of the community and videos could add interest to the sessions. There may also be the opportunity for visits and exchanges.

### **Resources**

These websites might be useful:

**[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)**

**[www.teachernet.gov.uk](http://www.teachernet.gov.uk)**

**Level:** Level 1  
**Credit value:** 2  
**UAN:** F/600/7804

**Unit aim**

The aim of this unit is to help the learner to understand the value of equality and diversity in society.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand aspects of equality
2. Understand aspects of diversity
3. Understand aspects of discrimination

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **16** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-424 Valuing equality and diversity

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1 Understand aspects of equality

The learner can:

1. define the term 'equality'
2. list the key legislation
3. give examples of inequality in a range of situations
4. identify bodies who work on equality issues.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **define** the term equality.

For 1.2 the learner needs to **list** the key legislation eg Equality Act 2006.

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

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

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

### Outcome 2 Understand aspects of diversity

The learner can:

1. define the term 'diversity'
2. list the key legislation
3. give examples of positive and negative stereotyping
4. give examples of how diversity can benefit society.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **define** the term diversity.

For 2.2 the learner needs to **list** the key legislation eg Sex Discrimination Act 1975.

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

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

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

### **Outcome 3 Understand aspects of discrimination**

The learner can:

1. state the difference between discrimination and prejudice
2. list the areas of discrimination covered by legislation
3. give an example of direct discrimination
4. give an example of indirect discrimination.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **state** the difference between discrimination (eg inequality) and prejudice (preconceived belief).

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

For 3.3 the learner needs to **give an example** of direct discrimination.

For 3.4 the learner needs to **give an example** of indirect discrimination.

Evidence for 3.1 to 3.4 may be a learner statement or an assessor record.

## **Unit 7546-424 Valuing equality and diversity**

How can this unit be delivered?

This unit, which is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates, focuses on the learner exploring equality, diversity, discrimination and prejudice in society.

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

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

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

### **Resources**

These websites might be useful:

**[www.edf.org.uk](http://www.edf.org.uk)**

**[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**

**[www.oneworld.net](http://www.oneworld.net)**

**[www.equalities.gov.uk](http://www.equalities.gov.uk)**

**[www.tuc.org.uk](http://www.tuc.org.uk)**

**[www.understandingprejudice.org](http://www.understandingprejudice.org)**

**[www.emplaw.co.uk](http://www.emplaw.co.uk)**

# Unit 7546-426      Community action

**Level:**            Level 1  
**Credit value:**    2  
**UAN:**            M/502/0473

## Unit aim

To encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.

## Who is this unit for?

Many learners would benefit from completing this unit, although it might be of particular benefit to learners who are:

- interested in the local community
- wanting to gain experience as a volunteer
- new to an area
- not able or yet ready to gain employment.

## Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Demonstrate an understanding of the role that community groups play
2. Demonstrate their involvement in community activities

## Outcome definitions

*Community group* might include: national voluntary groups eg BTCV, Help the Aged; associations eg a residents' association that meets to improve the local area; third sector organisations eg a local arts charity.

*Involvement* is continued participation in activities and planning further activities eg helping with administration, fund-raising, distributing newsletters, practical work eg digging/tidying land or taking part in another kind of activity eg local amateur dramatics society.

## Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

## Details of the relationship between the unit and other relevant national standards

This unit relates to the PLTS areas of Team Workers, Effective Participators and Self Managers.

# Unit 7546-426      Community action

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

### How does this unit go beyond the requirements at Entry 3?

The learner is expected to demonstrate their involvement by taking responsibility for completing tasks subject to direction or guidance.

Also, the learner needs to describe at least two different community groups and their activities.

As well as contributing to activities and being aware that actions have consequences (eg in 2.2 the learner explains how the activities benefit both themselves and the community) the learner is expected to take an active role in planning further activities to continue/maintain benefits to the community.

### Outcome 1      Demonstrate an understanding of the role that community groups play

The learner can:

1. describe two different community groups and their activities
2. state why these groups are important for the community.

### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** (orally, in writing or through other appropriate means of communication such as signing) two different community groups in their local area eg residents' association and what they do. The groups identified could be part of national organisations or groups specific to their local area.

For 1.2 the learner needs to **state** (orally, in writing or through other appropriate means of communication such as signing) why the groups described in 1.1 are important for the local community. For example, a residents' association might be important to the community because it brings local people together and creates a collective voice for local people.

## Outcome 2 Demonstrate their involvement in community activities

The learner can:

1. contribute to activities within the community
2. explain how the activities benefit themselves and the community
3. with others plan further activities to continue/maintain benefits to the community.

### Explanation of criteria and examples of evidence

For 2.1 the learner needs to **contribute** to at least two activities within the community (this is likely to be with one or both of the community groups described in 1.1) eg help to clean up an area of waste land or take part in a sponsored silence. If the learner is clearing waste land evidence could include a work log, annotated photographs, a video or paper-based diary of the work completed or a witness statement; if the learner has been involved in a fund-raising activity evidence could include a witness statement, photocopy of their sponsorship sheet and/or annotated photographs.

For 2.2 the learner needs to **explain** how these activities benefit themselves and the community eg if the learner is clearing waste land they might produce annotated photographs or a video diary showing the improvements and how the land is now used. They should include a short explanation (given orally, in writing or through other appropriate means of communication such as signing) of the benefits to themselves and the community; if the learner has been involved in a fund-raising activity (eg a sponsored silence) they might copy their sponsorship sheet and explain how the money raised will be used and the benefits of this to the community (this could be an immediate benefit but may be a proposed benefit when sufficient funds are raised).

The learner also needs to **explain** how these activities benefit themselves eg making new friends, learning new skills or managing time. It is important to appreciate that the assessment is concerned with the learner's self-awareness rather than necessarily how much impact the activity had.

For 2.3 the learner must also **plan** further activities to continue/maintain benefits to the community. The learner should take an active role in planning with others but does not necessarily need to be involved in the activities planned. Evidence could include a written plan, minutes of meetings or a witness statement.

The learner could evidence this unit by a short talk to a small group of peers with appropriate supporting evidence.

## **Unit 7546-426      Community action**

How can this unit be delivered?

This unit is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates. Delivery should recognise learners' particular circumstances and their broader learning programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of some of the groups in the local community. Tutors should agree or choose a suitable community group (this may be a community group attached to the centre).

### **Resources**

Useful sources of information could include your local authority.

These websites might be useful:

**[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)**

**[www.direct.gov.uk/en/HomeAndCommunity](http://www.direct.gov.uk/en/HomeAndCommunity)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www2.btcv.org.uk](http://www2.btcv.org.uk)**

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

**Level:** Level 1  
**Credit value:** 2  
**UAN:** Y/502/0659

### Unit aim

To encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

### Who is this unit for?

Many learners would benefit from completing this unit, although it might be of particular benefit to learners who are:

- interested in the local community
- interested in ecological or environmental issues
- wanting to gain experience as a volunteer
- new to an area.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate an awareness of how the actions of humans affect the environment
2. Demonstrate an understanding of environmental issues which affect the local area
3. Carry out activities to help improve the environment in the local area

### Outcome definitions

*Actions of humans* that affect the environment include: national/global issues eg global warming; local issues eg waste disposal, litter.

*Environmental issues* include: pollution, waste management, renewable energy.

*Activities to help the environment* include: fuel/energy saving eg using low energy light bulbs and other energy efficient products, reducing food miles, reducing car journeys; recycling eg bottles, cans, newspapers; reusing eg taking own carrier bags to the shop, buying second-hand, alternative uses and repairs; caring for the environment eg cleaning up areas of wasteland, preventing pollution.

### Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

### Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-429 Environmental awareness

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

#### How does this unit go beyond the requirements at Entry 3?

The learner is expected to be able to use relevant skills and procedures to complete routine tasks (subject to some direction or guidance where needed). In addition to giving examples of behaviours that harm and help the environment, they need to identify ways of raising awareness about environmental issues.

Rather than simply identifying environmental issues and their effects, learners need to describe an issue and identify ways in which it could be tackled. They also need to carry out at least two activities to improve the local environment and describe the benefits of each as well as any further actions that may be needed.

#### Outcome 1 Demonstrate an awareness of how the actions of humans affect the environment

The learner can:

1. give examples of human behaviours which harm the environment
2. give examples of human behaviours which help the environment
3. identify ways to raise awareness about environmental issues.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give examples** of at least two human behaviours which harm the environment. These might include dropping litter, not reusing plastic bags, wasting energy. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 1.2 the learner needs to **give examples** of at least two human behaviours which help the environment. These might include recycling, using a 'bag for life', walking or using public transport instead of travelling by car. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 1.3 the learner needs to **identify** ways to raise awareness about environmental issues. This might include a leaflet, poster, talk, Facebook group, blog.

## **Outcome 2 Demonstrate an understanding of environmental issues which affect the local area**

The learner can:

1. describe an environmental issue which has an impact on their local area
2. identify ways in which this issue can be tackled to bring about improvements.

### **Explanation of criteria and examples of evidence**

For 2.1 the learner needs to **describe** an environmental issue which has an impact on their local area. Examples might include: the school run, recycling waste, energy bills, street lighting.

For 2.2 the learner needs to **identify** ways in which the issue described in 2.1 can be tackled to bring about improvements eg walking bus instead of the school run.

## **Outcome 3 Carry out activities to help improve the environment in the local area**

The learner can:

1. describe activities that they can carry out to improve the local environment
2. carry out at least two activities to improve the local environment
3. describe the benefits of these activities for the local area
4. say what actions are needed to maintain improvements in the future.

### **Explanation of criteria and examples of evidence**

For 3.1 the learner needs to **describe** at least two activities that they can carry out to improve the local environment. This could be individual activities (eg taking bottles to recycling centre, reusing carrier bags) or group activities (eg helping to clean up an area of waste land, sorting clothing for a local charity, collecting items for recycling.) The activities should be agreed with an appropriate person (eg tutor, trainer or supervisor).

For 3.2 the learner needs to **carry out** at least two different activities to improve the local environment. These would normally be activities described in 3.1.

For 3.3 the learner needs to **describe** the benefits of the activities carried out for 3.2 to the local area. The activities need not affect *only* the local area, although the learner should be able to identify the local relevance (eg car use and congestion on air quality).

For 3.4 the learner needs to **say** (orally, in writing or through other appropriate means of communication such as signing) what actions are needed to maintain improvements in the future.

Evidence for 3.1 to 3.4 can include: annotated photographs, a video/written diary, a witness statement.

## **Unit 7546-429      Environmental awareness**

How can this unit be delivered?

This unit is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates. Delivery should recognise learners' particular circumstances and their broader learning programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of some of the groups in the local community. Tutors should agree, or choose, a suitable activity for the learners to help the environment.

### **Resources**

Useful sources of information could include your local authority.

These websites might be useful:

**[www.direct.gov.uk/en/Environmentandgreenerliving](http://www.direct.gov.uk/en/Environmentandgreenerliving)**

**[www.globalactionplan.org.uk](http://www.globalactionplan.org.uk)**

**[www.keepbritaintidy.org](http://www.keepbritaintidy.org)**

**[www.decc.gov.uk](http://www.decc.gov.uk)**

**[www.defra.gov.uk](http://www.defra.gov.uk)**

**[www.wastewatch.org.uk](http://www.wastewatch.org.uk)**

**Level:** Level 1  
**Credit value:** 1  
**UAN:** K/501/5952

**Unit aim**

The aim of this unit is to help the learner understand the different types of activities which may be involved and how different they may provide skills and qualities that benefit the learner. The learner will also learn how to access information from relevant organisations.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know that there are different types of beneficial activities which are alternatives to paid work
2. Know how to access information from organisations involved in beneficial alternatives to paid work
3. Know that the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-439      Alternatives to paid work

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio.

#### How does this unit go beyond the requirements at Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to describe different alternatives to paid work and the skills and qualities gained from participating in activities associated with certain alternatives to paid work.

#### **Outcome 1      Know that there are different types of beneficial activities which are alternatives to paid work**

The learner can:

1. identify a range of different types of beneficial activities which are alternatives to paid work.

#### **Explanation of criteria and examples of evidence**

For this criterion (1.1) the learner needs to **identify** a range of different types of beneficial activities which are alternatives to paid work eg voluntary work in a charity shop, caring for an elderly person.

#### **Outcome 2      Know how to access information from organisations involved in beneficial alternatives to paid work**

The learner can:

2. access information about the services offered by organisations providing opportunities or support for beneficial alternatives to paid work.

#### **Explanation of criteria and examples of evidence**

For this criterion (2.1) the learner needs to **access** information about the services offered by at least **two** organisations providing opportunities or support for beneficial alternatives to paid work.

Information can be accessed in a variety of ways including personal contact, audio/video sources, leaflets and books or web-based material.

Evidence may be highlighted or annotated printouts or leaflets or a learner statement.

### **Outcome 3 Know that the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life**

The learner can:

3. describe the skills and qualities gained from participating in activities associated with certain alternatives to paid work
4. describe how the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **describe** the skills eg communication skills and technical skills, and qualities, eg confidence, which may be gained from participating in the alternatives to paid work. This is likely to be the alternatives identified in 1.1.

For 3.2 the learner needs to **describe** how the skills and qualities described in 3.1 may be transferable to other areas of life.

Evidence for 3.1 and 3.2 may be a learner statement.

## **Unit 7546-439      Alternatives to paid work**

How can this unit be delivered?

External speakers from organisations offering alternatives to paid work could be invited to talk to the learners or learners could visit, or watch videos, to find out about different alternatives.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk/en/HomeAndCommunity](http://www.direct.gov.uk/en/HomeAndCommunity)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

**Level:** Level 1  
**Credit value:** 2  
**UAN:** K/501/5806

**Unit aim**

The aim of this unit is to help the learner understand the importance of volunteers in a range of situations. The learner will consider the skills required by volunteers, how to apply for an area of voluntary work which interests them and will undertake a voluntary work task.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know why volunteers are important in different volunteering situations
2. Know that different skills are required for different areas of voluntary work
3. Know how to apply to become a volunteer
4. Be able to undertake voluntary work

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-449 Working as a volunteer

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### How does this unit go beyond the requirements at Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to state why volunteers are important and identify the skills required for different types of voluntary work. The learner also completes a task.

### Outcome 1 Know why volunteers are important in different volunteering situations

The learner can:

1. state why volunteers are important in different situations where volunteers are used.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **state** why volunteers are important in at least three different situations where volunteers are used.

Evidence for 1.1 may be a learner statement.

### Outcome 2 Know that different skills are required for different areas of voluntary work

The learner can:

1. identify the skills required for a range of types of voluntary work.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the skills required for a range of types of voluntary work. These types are likely to be the ones identified in 1.1.

Evidence for 2.1 may be a learner statement.

### Outcome 3 Know how to apply to become a volunteer

The learner can:

1. follow given guidelines in applying for voluntary work.

#### Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **follow** given guidelines in applying for voluntary work eg complete a form.

Evidence may be a learner statement or a copy of any documentation completed.

## **Outcome 4 Be able to undertake voluntary work**

The learner can:

1. complete a voluntary work task according to a given brief.

### **Explanation of criteria and examples of evidence**

For this criterion (4.1) the learner needs to complete a voluntary work task (or tasks) according to a given brief. This voluntary activity should be for at least five hours.

The evidence may be an assessor observation or witness statement.

## **Unit 7546-449      Working as a volunteer**

How can this unit be delivered?

External speakers from voluntary organisations could be invited to talk to the learners or learners could visit, or watch videos, to find out about different types of volunteering.

Volunteering activities could be undertaken in the place of learning or in the community.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.volunteering.org.uk](http://www.volunteering.org.uk)**

**Level:** Level 1  
**Credit value:** 3  
**UAN:** R/500/5481

**Unit aim**

This unit develops understanding of why young people become involved in crime and consequences of these actions. The unit introduces knowledge of the Criminal/Youth Justice system and support networks.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand why young people become involved in crime
2. Appreciate the consequences of crime on different people
3. Demonstrate knowledge of the Criminal/Youth Justice System
4. Appreciate custodial and alternative forms of sentences
5. Appreciate the role of a local agency

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **27** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-483      Understanding young people, law and order

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1      Understand why young people become involved in crime

The learner can:

1. outline two reasons why young people become involved in crime.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **outline** two reasons why young people become involved in crime. The range of reasons could include homelessness, drug and alcohol abuse, peer pressure.

Evidence may be a learner statement.

### Outcome 2      Appreciate the consequences of crime on different people

The learner can:

1. identify the consequences of a given crime for:
  - a) the victim
  - b) the offender
  - c) others.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the consequences of a given crime on a range of people. There must be an understanding of the impact it will have on the victim (and possibly the victim's family), the offender (and the offender's family), and others such as members of the community.

Evidence may be a learner statement.

### Outcome 3      Demonstrate knowledge of the Criminal/Youth Justice System

The learner can:

1. identify and outline each stage of the Criminal/Youth Justice System from reporting through to sentencing
2. list the people involved at each stage

#### Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** and **outline** each stage of the Criminal/Youth Justice system from initial report through to sentencing and beyond.

For 3.2 the learner needs to **list** the people involved at each stage of the Justice system identified in 3.1. People involved may include police officers, magistrates, judges, probation officers.

Evidence for 3.1 and 3.2 may be a learner statement or annotated diagram/flow chart.

## **Outcome 4 Appreciate custodial and alternative forms of sentences**

The learner can:

1. state two arguments for and two arguments against custodial sentences
2. list two alternative forms of sentence.

### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **state two** arguments for and two arguments against custodial sentences. The learner should have a basic understanding of the sort of crimes which may attract custodial sentences in order to attempt this.

For 4.2 the learner needs to **list** at least **two** alternatives sentences to custody.

Evidence for 4.1 and 4.2 may be a learner statement.

## **Outcome 5 Appreciate the role of a local agency**

The learner can:

1. outline the support offered to young offenders or their victims by one local agency, for example, Youth Offending Team, Probation Service, and Victim Support.

### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to identify one support agency to investigate and **outline** the support offered to young offenders or their victims.

Evidence may be a learner statement.

## **Unit 7546-483      Understanding young people, law and order**

How can this unit be delivered?

Learners may benefit from visiting speakers and/or a visit to a local magistrates court. A video or case study showing different points of view may be helpful.

### **Potential resources**

Local police will usually have an educational liaison officer who will come and work with learners. Probation service and magistrates' courts have educational programmes offering speakers and court visits.

This website might be useful:

**[www.yjb.gov.uk](http://www.yjb.gov.uk)**

**Level:** Level 1  
**Credit value:** 3  
**UAN:** K/500/4689

**Unit aim**

This unit develops aspects of independent living and how to take on responsibilities of looking after oneself and how to actively participate in the community.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand what a community is
2. Recognise the location and use of buildings and facilities in own local area
3. Apply independent skills in own community
4. Recognise facilities and services available to the community
5. Understand own responsibilities as part of a community

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **27** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-485      **Develop independent skills for living in the community**

### Assessment criteria and evidence requirements

#### **How is this unit assessed?**

Assessment is by a learner portfolio.

#### **Outcome 1      Understand what a community is**

The learner can:

1. list the main components of a community
2. outline the links between an individual and the community in which they live.

#### **Explanation of criteria and examples of evidence**

For the first criterion (1.1) the learner needs to **list** the main components of a community. The learner may discuss different types of community, eg ethnic, religious, but the unit focuses on the community in which they are located.

Evidence may be a learner statement.

For 1.2 the learner needs to **outline** the links between an individual and other people and agencies that make up their community. It would be wise to include the broader community if the learner has a very limited experience.

Evidence may be an annotated diagram or learner statement.

#### **Outcome 2      Recognise the location and use of buildings and facilities in own local area**

The learner can:

1. outline the functions of three key buildings and facilities
2. state how these are used to support people within the community.

#### **Explanation of criteria and examples of evidence**

For the first criterion (2.1) the learner needs to **outline** the functions of three key buildings and facilities eg, hospital, library, school, local council, social services. The facilities will be specific to where the learner lives or studies.

For 2.2 the learner needs to **state** how the buildings and facilities identified in 2.1 support people in the community.

Evidence for 2.1 and 2.2 may be a learner statement. Leaflets and/or photographs of buildings and/or activities may be used to support the statement.

### **Outcome 3 Apply independent skills in own community**

The learner can:

1. state what is meant by independence
2. state how this independence influences decisions within the community
3. identify when it would be appropriate to use own independent skills.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **state** the meaning of independence. For example, that they can operate with limited support from others such as family members, tutors, care workers.

For 3.2 the learner needs to **state** how this independence may influence decisions they take in the community. For example, the family have always visited one GP but the learner would now like to register with someone else.

For 3.3 the learner needs to **identify** if and when it would be an appropriate to use their independent skills giving two examples.

Evidence for 3.1 to 3.3 may be a learner statement.

### **Outcome 4 Recognise facilities and services available to the community**

The learner can:

1. identify own needs within the community
2. suggest ways in which these needs could be met.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **identify** own needs within the community. For example, a parent may need a school for their child; a person suffering from a long term illness may need ongoing care from medical services.

For 4.2 the learner needs to **suggest** ways in which these needs could be met. They may identify the services they would require to meet the identified needs.

Evidence for 4.1 and 4.2 may be a learner statement.

### **Outcome 5 Understand own responsibilities as part of a community**

The learner can:

1. list the positive and negative ways in which an individual can influence their community
2. give examples of the consequences of individual's actions to others in the community.

#### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **list** at least **two** positive ways in which an individual can influence their community eg they can become actively involved in their community to offer positive support, perhaps as a volunteer for a community group or a neighbour. The learner needs to list at least two negative ways an individual can influence their community. This may include what may happen if they did not get involved, a neighbour being left without help when they are in need, a play group folding for lack of support or more active ways eg vandalism, graffiti on walls.

For 5.2 the learner needs to **give** examples from 5.1 to show the consequences this may have on individuals in the community. Local papers may be a good source of inspiration where there are good and bad news stories.

Evidence for 5.1 and 5.2 may be a learner statement.

## Unit 7546-486      Diversity and faith

**Level:**                **Level 1**  
**Credit value:**      **2**  
**UAN:**                **T/501/9308**

### **Unit aim**

This unit aims to develop the learner's understanding of the meaning of diversity and faith and how faith groups can promote and support equality and diversity.

### **Learning outcomes**

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the meaning of the terms 'diversity' and 'faith'
2. Recognise a range of faith groups and their practices
3. Understand prejudice and discrimination
4. Understand appropriate underpinning legislation relating to equality and diversity
5. Understand the importance of respecting diversity
6. Understand how faith groups can promote and support equality and diversity

### **Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **18** hours should be allocated for this unit.

### **Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-486 Diversity and faith

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio.

#### Outcome 1 Understand the meaning of the terms 'diversity' and 'faith'

The learner can:

1. identify different definitions of the term 'diversity'
2. give an example of the term 'faith'.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** different definitions of the term 'diversity'. The learner should consider the term diversity in its wider context including beliefs, background, personal preference for medical treatments.

For 1.2 the learner needs to define the term "faith" and **give** an example of this. It could be a religious faith, eg Muslim, Sikh, Christian, that the learner is familiar with or a wider perspective of a belief in something.

Evidence for 1.1 and 1.2 may be a learner statement.

#### Outcome 2 Recognise a range of faith groups and their practices

The learner can:

1. identify at least three faith groups:
  - a) locally
  - b) nationally
  - c) globally
2. outline their different practices and beliefs.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the faiths that can be followed in their area. From this they can then broaden their research to cover both national and international faith groups.

For 2.2 the learner needs to **outline** the practices and beliefs of at least three faith groups identified in 2.1.

Evidence for 2.1 and 2.2 may be a learner statement.

### **Outcome 3 Understand prejudice and discrimination**

The learner can:

1. state what is meant by the terms 'prejudice' and 'discrimination'
2. identify how prejudice and discrimination can undermine equal treatment.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **state** what is meant by each term.

For 3.2 the learner needs to **identify** how prejudice and discrimination can affect the equality offered to people of different faiths.

Evidence for 3.1 and 3.2 may be a learner statement.

### **Outcome 4 Understand appropriate underpinning legislation relating to equality and diversity**

The learner can:

1. list relevant UK legislation
2. outline how legislation supports organisations' policy and practice.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **list** legislation that protects individuals and their rights to follow their faith.

For 4.2 the learner needs to **outline** how legislation supports organisations' policy and practice. Learners could use their centre equal opportunities policy as a starting point for a wider understanding.

Evidence for 4.1 and 4.2 may be a learner statement.

### **Outcome 5 Understand the importance of respecting diversity**

The learner can:

1. give two examples of a lack of tolerance of faith groups within society
2. state why it is important to respect diversity
3. identify two challenges of diversity.

#### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **give** two examples of a lack of tolerance of faith groups. A good source of information may be local and national press reports of instances where a lack of tolerance of faith has been demonstrated against communities or individuals.

For 5.2 the learner needs to **state** why it is important to respect diversity. Learners may refer to the examples in 5.1.

For 5.3 the learner needs to **identify** two challenges that diversity may pose to the community and/or the individual.

Evidence for 5.1 to 5.3 may be a learner statement.

## **Outcome 6 Understand how faith groups can promote and support equality and diversity**

The learner can:

1. outline ways in which faith groups can work together to promote equality and diversity.

### **Explanation of criteria and examples of evidence**

For the first criterion (6.1) the learner needs to **outline** ways in which faith groups can work together to promote equality and diversity.

Evidence may be a learner statement.

## **Unit 7546-486      Diversity and faith**

How can this unit be delivered

For learners to have a good understanding of how faith groups can promote equality they could visit a place of worship for a religion other than their own. Alternatively, guest speakers or other learners could talk about their own faith.

### **Potential resources**

This website might be useful:

**[www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)**

**Level:** Level 1  
**Credit value:** 3  
**UAN:** R/500/5092

**Unit aim**

This unit enables the learner to demonstrate an awareness of the role of peer mentor in the local community, including understanding the boundaries to the role and being able to assess their own work as a peer mentor to a young person.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Recognise the role a peer mentor
2. Recognise why peer mentoring is important to young people
3. Appreciate the role of peer mentor with young people within the local community
4. Recognise ways to assess own work with young people in the role of peer mentor

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **27** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-487      Understanding the role of young people as peer mentors

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1      Recognise the role a peer mentor

The learner can:

1. identify the role of a peer mentor
2. state the boundaries of the role
3. state the appropriate signposting mechanism of a peer mentor in a given situation.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** the role of a peer mentor in a given situation.

For 1.2 the learner needs to **state** the boundaries of the role. The learner should state what he/she can do and what he can not do.

For 1.3 the learner needs to **state** the appropriate signposting mechanism of a peer mentor such as appropriate procedures to be followed in a given situation.

Evidence for 1.1 to 1.3 may be a learner statement.

### Outcome 2      Recognise why peer mentoring is important to young people

The learner can:

1. list at least 3 benefits to a young person of working with a peer mentor
2. identify how peer mentoring will benefit the community
3. give at least 2 examples of the importance of confidentiality in the peer mentoring role
4. give at least 2 examples of the limits of confidentiality in the peer mentoring role.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** at least **three** benefits to a young person of working with a peer mentor.

For 2.2 the learner needs to **identify** at least **two** ways how peer mentoring will benefit the community.

Evidence for 2.1 and 2.2 may be a learner statement.

For 2.3 the learner needs to **give** at least **two** examples of the importance of confidentiality in the peer mentoring role.

For 2.4 the learner needs to **give** at least **two** examples of the limits of confidentiality in the peer mentoring role.

Evidence for 2.3 and 2.4 may be a table or learner statement or evidence for 2.1 to 2.4 may be a leaflet or handout for new peer mentors.

### **Outcome 3 Appreciate the role of peer mentor with young people within the local community**

The learner can:

1. identify own role as a peer mentor in the local community
2. list at least 3 advantages of being a peer mentor to a young person.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **identify** own role as a peer mentor or prospective peer mentor in the local community.

Evidence may be a learner statement.

For 3.2 the learner needs to **list** at least three advantages of being a peer mentor to a young person.

### **Outcome 4 Recognise ways to assess own work with young people in the role of peer mentor**

The learner can:

1. identify ways to assess own work as a peer mentor
2. give 3 reasons for assessing own work as a peer mentor
3. plan and use a basic format for assessing own work as a peer mentor.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **identify** possible ways to assess own work as a peer mentor.

For 4.2 the learner needs to **give** three reasons for assessing own work as a peer mentor.

For 4.3 the learner needs to **plan** and use a basic written format for assessing own work as a peer mentor. This should be agreed with an appropriate person eg supervisor.

For outcome 4, the learner must be working as a peer mentor although there is no requirement to work a set number of hours.

**Level:** Level 2  
**Credit value:** 3  
**UAN:** T/600/7802

**Unit aim**

The aim of the unit is to introduce the learner to sustainable development and global citizenship.

**Learning outcomes**

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the significance of sustainable development
2. Understand the significance of global citizenship
3. Understand the relationship between sustainable development and global citizenship
4. Be aware of actions to promote sustainable development and/or global citizenship
5. Conduct a sustainability survey
6. Know how to take action to promote sustainable development and/or global citizenship

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **26** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-522 Introduction to sustainable development and global citizenship

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### Outcome 1 Understand the significance of sustainable development

The learner can:

1. define sustainable development
2. list some of the principles of sustainable development
3. describe some of the threats to sustainable development.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **define** sustainable development. This can be a recognised definition or in their own words.

For 1.2 the learner needs to **list** at least three of the principles of sustainable development eg reducing damage to the environment.

For 1.3 the learner needs to **describe** at least three of the threats to sustainable development eg government policies.

Evidence for 1.1 to 1.3 may be a learner statement.

### Outcome 2 Understand the significance of global citizenship

The learner can:

1. define global citizenship
2. list some of the key features of global citizenship
3. choose one of these features and explain why it is important.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **define** global citizenship. This can be a recognised definition or in their own words.

For 2.2 the learner needs to **list** at least three of the key features of global citizenship.

For 2.3 the learner needs to **choose** one of these features and explain why it is important.

Evidence for 2.1 to 2.3 may be a learner statement.

### **Outcome 3 Understand the relationship between sustainable development and global citizenship**

The learner can:

1. give examples of how sustainable development and global citizenship relate to one another.

#### **Explanation of criterion and examples of evidence**

For this criterion (3.1) the learner needs to **give examples** of how sustainable development and global citizenship relate to one another. Evidence for 3.1 may be a learner statement or assessor record.

### **Outcome 4 Be aware of actions to promote sustainable development and/or global citizenship**

The learner can:

1. describe a global initiative
2. describe a local project.

#### **Explanation of criteria and examples of evidence**

For the first criterion (4.1) the learner needs to **describe** a global initiative eg G20.

For 4.2 the learner needs to **describe** a local project eg recycling.

Evidence for 4.1 and 4.2 may be a written report or an oral presentation with a witness statement and learner notes.

### **Outcome 5 Conduct a sustainability survey**

The learner can:

1. survey own workplace, home or learning environment in relation to sustainable development
2. list areas that contribute to sustainable development
3. list areas that threaten sustainable development
4. make appropriate recommendations to address these areas.

#### **Explanation of criteria and examples of evidence**

For the first criterion (5.1) the learner needs to **survey** own workplace, home or learning environment in relation to sustainable development. Focus of survey can be given by assessor or chosen by the learner.

For 5.2 the learner needs to **list** areas that contribute to sustainable development eg recycling paper.

For 5.3 the learner needs to **list** areas that threaten sustainable development eg using chemical fertilisers.

Evidence for 5.1 to 5.3 may be an annotated survey.

For 5.4 the learner needs to **make** appropriate recommendations to address these areas eg taking bottles to bottle bank. These recommendations could be short term or long term improvements and should take into consideration cost and other limiting factors. Evidence for 5.4 may be a learner statement.

Alternatively, evidence for 5.1 to 5.4 could be brought together in a report.

## **Outcome 6 Know how to take action to promote sustainable development and/or global citizenship**

The learner can:

1. describe actions he/she is taking/could take to promote sustainable development and/or global citizenship.

### **Explanation of criterion and examples of evidence**

For this criterion (6.1) the learner needs to **describe** actions he/she is taking/could take to promote sustainable development and/or global citizenship. This could be practical action in the home (reduce, reuse, recycle) or local area (taking part in a project), raising awareness for a project, raising funds. Evidence may be a learner statement.

## **Unit 7546-522      Introduction to sustainable development and global citizenship**

How can this unit be delivered?

This unit, which is optional for the Level 1 and Level 2 Awards and Certificates, focuses on some key features of sustainable development and global citizenship and learners complete their own survey making recommendations for improvement.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate some global and local projects.

### **Resources**

These websites might be useful:

**[www.sd-commission.org.uk](http://www.sd-commission.org.uk)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.globalactionplan.org.uk](http://www.globalactionplan.org.uk)**

**Level:** Level 2  
**Credit value:** 2  
**UAN:** M/501/3961

**Unit aim**

The aim of the unit is to help the learner to understand the value of equality and diversity in society.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the meanings of the terms social diversity and inclusion
2. Understand equality, discrimination and prejudice
3. Understand the diversity of communities

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-539 Identity and cultural diversity

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio.

#### Outcome 1 Understand the meanings of the terms social diversity and inclusion

The learner can:

1. describe the key features of social diversity
2. define the term social inclusion
3. describe the key features of diversity (eg ethnicity, gender)
4. identify bodies who work on equality/diversity issues (eg CEHR).

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** features of social diversity eg multi-cultural, socio-economic etc.

For 1.2 the learner needs to **define** the term social inclusion.

For 1.3 the learner needs to **describe** the key features of diversity eg ethnicity, gender.

For 1.4 the learner needs to **identify** bodies who work on equality/diversity issues eg Equality and Human Rights Commission.

Evidence for 1.1 to 1.4 may be a learner statement, records of discussions, fact sheets of bodies who work on equality and diversity issues etc.

#### Outcome 2 Understand equality, discrimination and prejudice

The learner can:

1. give examples of inequality in a range of situations
2. explain the differences between discrimination and prejudice
3. give examples of positive and negative stereotyping.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give examples** of inequality in a range of situations eg differences in the way individuals are treated due to age, gender, disability etc.

For 2.2 the learner needs to **explain** the differences between discrimination (eg inequality) and prejudice (eg preconceived belief).

For 2.3 the learner needs to **give examples** of positive and negative stereotyping eg of race, gender, age.

Evidence for 2.1 to 2.3 may be a learner statement and/or records of discussions.

### **Outcome 3 Understand the diversity of communities**

The learner can:

1. describe the common characteristics of a range of diverse groups in Society
2. explain how society can benefit from a diverse society.

#### **Explanation of criteria and examples of evidence**

For the first criterion (3.1) the learner needs to **describe** the common characteristics of a range of diverse groups in society eg by age, ethnic origin etc.

For 3.2 the learner needs to **explain** how society can benefit from a diverse society eg enhanced understanding, tolerance etc.

Evidence for 3.1 and 3.2 may be a learner statement and/or records of discussions.

## **Unit 7546-539      Identity and cultural diversity**

How can this unit be delivered?

This unit, which is optional for the Level 1 and Level 2 Awards and Certificates, focuses on the learner exploring equality, diversity and prejudice in society.

The learners need to be introduced to the terms social diversity and inclusion. They could research what each means and the impact of both. Diversity must include key features, such as ethnicity and gender. Learners should identify bodies who work on equality/diversity issues.

Tutors could invite speakers from the Citizens Advice Bureau (CAB) or voluntary organisations.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

### **Resources**

These websites might be useful:

**[www.edf.org.uk](http://www.edf.org.uk)**

**[www.equalities.gov.uk](http://www.equalities.gov.uk)**

**[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)**

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.equalityhumanrights.com](http://www.equalityhumanrights.com)**

**[www.oneworld.net](http://www.oneworld.net)**

**[www.equalities.gov.uk](http://www.equalities.gov.uk)**

**[www.tuc.org.uk](http://www.tuc.org.uk)**

**[www.understandingprejudice.org](http://www.understandingprejudice.org)**

**[www.emplaw.co.uk](http://www.emplaw.co.uk)**

**Level:** Level 2  
**Credit value:** 1  
**UAN:** F/501/5892

**Unit aim**

The aim of this unit is to help the learner to understand different types of beneficial alternatives to paid work and how the skills and qualities gained through participating in these different types of activities are transferable to other areas of their life.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand different beneficial alternatives to paid work
2. Understand the role of organisations associated with beneficial alternatives to paid work
3. Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work
4. Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work to other areas of life

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

## Unit 7546-543      Alternatives to paid work

### Assessment criteria and evidence requirements

#### How is this unit assessed?

Assessment is by a learner portfolio.

#### How does this unit go beyond the requirements at Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. The learner is expected to be able to describe the role of different organisations associated with beneficial alternatives to paid work and explain different types of skills, qualities and knowledge that can be gained through participating in these activities. The learner will be able to explain steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life.

#### Outcome 7      Understand different beneficial alternatives to paid work

The learner can:

1. describe different types of beneficial alternatives to paid work
2. explain how the different types of beneficial alternatives to paid work differ.

#### Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** at least **three** different types of beneficial alternatives to paid work eg voluntary activities.

For 1.2 the learner needs to **explain** how the different types of beneficial alternatives identified in 1.1 differ.

Evidence for 1.1 and 1.2 may be a learner statement.

#### Outcome 8      Understand the role of organisations associated with beneficial alternatives to paid work

The learner can:

1. describe the role of different organisations associated with beneficial alternatives to paid work.

#### Explanation of criteria and examples of evidence

For this criterion the learner needs to **describe** the role of different organisations associated with beneficial alternatives to paid work eg provide advice and guidance, provide support. Evidence may be a learner statement.

## **Outcome 9 Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work**

The learner can:

1. explain different types of skills, qualities and knowledge that can be gained through participating in activities associated with beneficial alternatives to paid work.

### **Explanation of criteria and examples of evidence**

For this criterion (3.1) the learner needs to **explain** different types of skills, eg communication skills and technical skills; qualities, eg confidence, and knowledge that can be gained through participating in activities associated with beneficial alternatives to paid work (as identified in 1.1)

Evidence may be a learner statement.

## **Outcome 10 Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work to other areas of life**

The learner can:

1. explain what steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life.

### **Explanation of criteria and examples of evidence**

For this criterion (4.1) the learner needs to **explain** what steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life. For example, the learner may decide to study or gain paid employment.

Evidence may be a learner statement.

## **Unit 7546-543      Alternatives to paid work**

How can this unit be delivered?

External speakers from organisations offering alternatives to paid work could be invited to talk to the learners or learners could visit, or watch videos, to find out about different alternatives.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk/en/HomeAndCommunity](http://www.direct.gov.uk/en/HomeAndCommunity)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.princes-trust.org.uk](http://www.princes-trust.org.uk)**

**Level:** Level 2  
**Credit value:** 2  
**UAN:** J/501/6042

**Unit aim**

In this unit, the learner will find out about how to become a volunteer and make an application for voluntary work that suits their skills and interests. The learner will complete a voluntary work task which interests them and matches their skills.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to find voluntary work
2. Understand what is expected of the volunteer in undertaking the voluntary work
3. Be able to undertake voluntary work
4. Understand that the skills used during voluntary work may be of benefit to personal or career plans

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-552 Working as a volunteer

## Assessment criteria and evidence requirements

### How is this unit assessed?

Assessment is by a learner portfolio.

### How does this unit go beyond the requirements at Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. The learner is expected to be able to apply for voluntary work which matches their skills and interests and explain the behaviours and attitudes needed. After taking part in the activity, they describe how the skills used during their time as a volunteer may be useful in their future or career plans.

### Outcome 1 Be able to find voluntary work

The learner can:

1. identify ways to become a volunteer
2. apply for voluntary work which matches their skills and interests.

#### Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **identify** at least **two** different ways to become a volunteer.

Evidence may be a learner statement.

For 1.2 the learner needs to **apply** for voluntary work which matches their skills and interests. This is likely to involve the learner in researching different types of voluntary work and/or discussing their interests with a volunteer co-ordinator prior to making their application.

Evidence may be the application or other evidence and an identification of their skills and interests.

### Outcome 2 Understand what is expected of the volunteer in undertaking the voluntary work

The learner can:

1. explain the nature of the work to be undertaken
2. explain behaviours and attitudes needed to undertake the work.

#### Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** the nature of the work to be undertaken.

For 2.2 the learner needs to **explain** behaviours and attitudes needed to undertake the work.

Evidence for 2.1 and 2.2 may be a learner statement.

### **Outcome 3 Be able to undertake voluntary work**

The learner can:

1. complete a voluntary work task which the learner has identified as matching their skills and interests.

#### **Explanation of criteria and examples of evidence**

For this criterion (3.1) the learner needs to **complete** a voluntary work task which the learner has identified as matching their skills and interests. This task (or tasks) is likely to be the volunteer work applied for in 1.2 and should involve at least five hours volunteer work.

Evidence for 3.1 should be an assessor observation or witness statement.

### **Outcome 4 Understand that the skills used during voluntary work may be of benefit to personal or career plans**

The learner can:

1. describe how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans.

#### **Explanation of criteria and examples of evidence**

For this criterion (4.1) the learner needs to **describe** how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans.

Evidence may be a learner statement.

## **Unit 7546-552      Working as a volunteer**

How can this unit be delivered?

External speakers from voluntary organisations could be invited to talk to the learners or learners could visit, or watch videos, to find out about different types of volunteering.

Volunteering activities could be undertaken in the place of learning or in the community.

### **Potential resources**

These websites might be useful:

**[www.direct.gov.uk](http://www.direct.gov.uk)**

**[www.csv.org.uk](http://www.csv.org.uk)**

**[www.volunteering.org.uk](http://www.volunteering.org.uk)**

**Level:** Level 2  
**Credit value:** 1  
**UAN:** H/600/3731

**Unit aim**

This unit deals with acceptable conventions for personal presentation in the workplace and the importance of first impressions. The unit covers the reasons for and benefits of dress and appearance conventions, and ways of creating positive impressions.

**Learning outcomes**

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how stereotyping people can lead to discrimination
2. Understand the impact of discrimination on individuals and society

**Guided learning hours**

Although patterns of delivery are likely to vary considerably, it is recommended that **8** hours should be allocated for this unit.

**Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)**

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

# Unit 7546-592      **Recognising prejudice and discrimination**

## Assessment criteria and evidence requirements

### **How is this unit assessed?**

Assessment is by a learner portfolio.

### **Outcome 1      Know how stereotyping people can lead to discrimination**

The learner can:

1. identify examples of stereotypes used in relation to race, gender, ability and sexuality and describe how they can and do lead to discrimination.

#### **Explanation of criteria and examples of evidence**

For the first criterion (1.1) the learner needs to **identify** at least one example of stereotyping, and describe how these can lead to discrimination for each of the following in society and the workplace:

- a) people of different race and ethnicity
- b) people who are male, female, transgender or transsexual
- c) people who have different sexual orientation (lesbian and gay, heterosexual and bisexual)

Evidence could be provided in the form of a table, a statement, an assignment or a tutor devised project which covers the entire unit.

### **Outcome 2      Understand the impact of discrimination on individuals and society**

The learner can:

1. identify examples of discriminatory language and describe the effect of this language on individuals and society
2. identify examples of discriminatory behaviour and describe the effect of this behaviour on individuals and society.

#### **Explanation of criteria and examples of evidence**

For the first criterion (2.1) the learner needs to **identify** at least **three** examples of discriminatory language which is unacceptable in content for example, language typically used in jest or in common use, which people of different race, gender, sexuality, ability, age, religious belief or ethnicity may find offensive. The learner should describe the effect of this language upon individuals and the effect this has on society's thoughts and ideas of other people.

Evidence could be provided in the form of a table, a statement, an assignment or a tutor devised project which covers the entire unit.

For 2.2 the learner needs to **identify** at least three example of discriminatory behaviour they may have observed or researched. For each example they should describe the effect this has had on the individual and on society.

Evidence could be provided in the form of a table, a statement, an assignment or a tutor devised project which covers the entire unit.

## **Unit 7546-592      Recognising prejudice and discrimination**

How can this unit be delivered?

This unit can be delivered in a variety of contexts tailored to meet the needs of the learner. Caution should be exercised in delivering the unit to maintain and promote equality and diversity, especially in the delivery of 2.1 when the essence of language used should be discussed, rather than explicit content which could cause offence.

### **Potential resources**

The Commission for Equality and Human Rights should be referred to for up to date legislation and guidance on the Equality Act 2010.

## Appendix 1      Glossary

<b>Agree</b>	to reach a joint decision (with one or more person(s))
<b>Analyse</b>	to study or examine a topic in detail, in order to discover more about it
<b>Annotation</b>	words/notes written on material (eg photographs or text) usually to personalise or clarify the material
<b>Assessor observation</b>	written evidence produced by the assessor to record what they have observed the learner doing
<b>Attitude</b>	the way a person views something (NB learners do not have to distinguish between skills, qualities and attitudes)
<b>Learner portfolio</b>	see 'portfolio'
<b>Learner statement</b>	information provided by the learner which can be hand written, typed or presented as a video or audio recording
<b>Choose</b>	select from a number of alternatives
<b>Decide</b>	reach a decision eg by considering options (these options may be suggested by the learner or another person)
<b>Define</b>	say (orally or in writing) what the meaning of something, especially a word, is (eg defining a particular term)
<b>Demonstrate</b>	show how something should be done. This is evidence of performance.
<b>Describe</b>	give details, to say or write what someone or something is like
<b>Evaluate</b>	to judge or calculate the quality, importance, amount or value of something
<b>Explain</b>	to make something clear or easy to understand by describing or giving information about it
<b>Identify</b>	to recognise something (or someone) and say (or prove) what (or who) they are
<b>List</b>	to make a list of at least two items. This could be a written list produced by the learner (eg hand written, using ICT, by highlighting or cutting and pasting from given source materials). Oral evidence could be recorded as an assessor observation, audio recording or a record of questioning.
<b>Outline</b>	give a general explanation or description without detail

<b>Portfolio</b>	a collection of evidence which meets the assessment criteria. This can be paper based and/or stored electronically (ie e-portfolio).
<b>Qualities</b>	distinguishing characteristics or attributes; a feature of personality (NB learners do not have to distinguish between skills, qualities and attitudes)
<b>Range</b>	at least three
<b>Research</b>	find information eg from a variety of oral and/or written sources
<b>Skill</b>	special ability or expertise, often acquired through training (NB learners do not have to distinguish between skills, qualities and attitudes)
<b>State</b>	can be written or oral evidence. Evidence for oral contribution could be an assessor record of questioning.
<b>UAN</b>	Unit accreditation number
<b>Use</b>	to put something such as a tool or skill to a particular purpose
<b>Witness statement</b>	written evidence produced by someone other than the assessor to record what they have observed the learner doing

## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• E - assessment</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
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