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Awards, Certificates and Diplomas in Employability and Personal Development - Lifestyle (7546-05)

Unit handbook for centres

Qualification title	Number	Ofqual ref.
Entry 3 Award in Employability and Personal Development – Lifestyle	7546-05	600/4123/7
Level 1 Award in Employability and Personal Development – Lifestyle	7546-05	600/4172/9
Level 2 Award in Employability and Personal Development – Lifestyle	7546-05	600/4144/4

Version and date	Change detail	Section
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 – Lifestyle 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 – Lifestyle (Entry 3) (QCF)

Learners must achieve a minimum of 4 credits from (330, 332, 334 - 335, 357 - 358, 361 - 362, 364, 376, 379 - 380, 430, 432, 434 - 435, 471 - 472, 480 - 482, 540, 573 - 576, 604, 606, 608). A minimum of 3 credits from (330, 332, 334 - 335, 357 - 358, 361 - 362, 364, 376, 379 - 380) plus 941 for certification.

City & Guilds Level 1 Award in Employability and Personal Development – Lifestyle (QCF)

Learners must achieve a minimum of 4 credits from (330, 332, 334 - 335, 357 - 358, 361 - 362, 364, 376, 379 - 380, 430, 432, 434 - 435, 471 - 472, 480-482, 540, 573 - 576, 604, 606, 608). A minimum of 3 credits from (430, 432, 434 - 435, 471 - 472, 480 - 482) plus 942 for certification.

City & Guilds Level 2 Award in Employability and Personal Development - Lifestyle (QCF)

Learners must achieve a minimum of 4 credits from (330, 332, 334 - 335, 357 - 358, 361 - 362, 364, 376, 379 - 380, 430, 432, 434 - 435, 471 - 472, 480-482, 540, 573 - 576, 604, 606, 608). A minimum of 3 credits from (540, 573 - 576, 604, 606, 608) plus 943 for certification.

Unit No.	Units	Level	GLH	Credit value	Barred Units
7546-330	Entry 3 Healthy living	E3	20	2	
7546-332	Entry 3 Making the most of leisure time	E3	20	2	
7546-334	Entry 3 Managing social relationships	E3	20	2	
7546-335	Entry 3 Parenting awareness	E3	20	2	364, 435
7546-357	Entry 3 Personal body hygiene awareness	E3	10	1	
7546-358	Entry 3 Developing domestic skills	E3	30	3	
7546-361	Entry 3 Introduction to issues of substance misuse	E3	10	1	471, 472, 575
7546-362	Entry 3 Developing an awareness of social and physical aspects of adult relationships	E3	10	1	475, 576
7546-364	Entry 3 Introduction to developing parenting skills	E3	30	3	435
7546-376	Entry 3 Developing skills for a healthy lifestyle	E3	30	3	573, 604
7546-379	Entry 3 Drug and alcohol awareness	E3	30	3	361, 471, 472, 574, 575
7546-380	Entry 3 Developing skills for hygiene and health	E3	30	3	

7546-430	Level 1 Healthy living	L1	20	2	
7546-432	Level 1 Making the most of leisure time	L1	20	2	
7546-434	Level 1 Managing social relationships	L1	20	2	
7546-435	Level 1 Parenting awareness	L1	20	2	335, 364
7546-471	Level 1 Introduction to alcohol awareness for the individual	L1	27	3	361, 574, 379
7546-472	Level 1 Introduction to drug awareness for the individual	L1	27	3	361, 575, 379
7546-480	Level 1 Understanding stress and stress management techniques	L1	27	3	
7546-482	Level 1 Use tools and equipment for a practical activity	L1	18	2	
7546-540	Level 2 Healthy eating in personal development	L2	20	2	
7546-573	Level 2 Healthy living	L2	24	3	376, 604
7546-574	Level 2 Introduction to alcohol awareness for the individual	L2	24	3	471, 379
7546-575	Level 2 Introduction to drug awareness	L2	24	3	361, 472, 379
7546-576	Level 2 Sex and relationships education	L2	24	3	362
7546-604	Level 1 Healthy lifestyles	L1	18	2	376, 573
7546-606	Level 1 Active Citizenship in the Local Community	L1	9	1	
7546-608	Level 1 Using Cooking Skills in the Domestic Kitchen	L1	27	3	

Level: Entry 3
Credit value: 2
UAN: T/502/0460

Unit aim

The aim of this unit is to introduce learners to ways in which they can contribute to a healthy lifestyle and encourage them to demonstrate activities which will improve their own lifestyle.

Who is this unit for?

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

- starting work
- leaving home
- beginning to take greater responsibility for their own lifestyle choices
- responsible for a dependant eg having a baby
- experiencing work patterns with a particular impact on lifestyle eg shift-work.

Learning outcomes

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

1. Understand what is needed to lead a healthy lifestyle
2. Demonstrate how they contribute to own healthy lifestyle

Outcome definition

A *healthy lifestyle* might include: balanced diet eg food groups, risks of over/under eating; sufficient sleep eg coping with shift patterns; work/life balance; taking regular exercise; alcohol and drug awareness; safe sex.

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 7546-330 **Healthy living**

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 describe, rather than simply identify, things they can do to contribute to a healthy lifestyle and choose rather than identify activities that can improve their lifestyle. The learner is expected to be aware of the consequences of actions for self and others (eg in 2.2 the learner describes how the activities have improved their lifestyle).

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

Outcome 1 Understand what is needed to lead a healthy lifestyle

The learner can:

1. describe what they can do to contribute to a healthy lifestyle
2. choose appropriate activities that can make an improvement to their lifestyle.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** things they can do to contribute to a healthy lifestyle. This might include things they are already doing or things they could do eg eat a balanced diet, take regular exercise. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 1.2 the learner needs to **choose** at least two appropriate activities that can improve their lifestyle. This could include things identified for 1.1 although must involve positive actions eg eat five portions of fruit/vegetables a day, cycle to work/college once a week.

Outcome 2 Demonstrate how they contribute to own healthy lifestyle

The learner can:

1. carry out activities to contribute to a healthy lifestyle
2. describe how the activities have improved their lifestyle.

Explanation of criteria and examples of evidence

For 2.1 the learner needs to **carry out** activities to contribute to a healthy lifestyle eg eat five portions of fruit/vegetables, cycle to work/college. The unit will be of maximum benefit to the learner if this involves taking forward the activities chosen in 1.2 (ie the learner chooses appropriate activities and then carries them out).

The learner need only evidence carrying out each activity once, although in order to describe how the activities have improved their lifestyle (for 2.2) it is likely that the activities would need to be repeated/sustained.

For 2.2 the learner needs to **describe** how the activities have improved their lifestyle eg if the learner is giving up smoking or adopting a new diet they might produce a diary (paper-based or video) describing the improvement on their lifestyle; a goal-driven activity (eg weight loss or increase in stamina) might involve producing a chart tracking progress with commentary on the lifestyle improvement.

Learners should be encouraged to focus on an area which will genuinely contribute to making their own lifestyle healthier and which both presents a personal challenge and is realistic.

Unit 7546-330 Healthy living

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. There may be an opportunity to link the learning for this unit to the learner's wider (vocational) programme; different vocations may have different implications for a healthy lifestyle.

The approach should be positive and recognise the holistic nature of a healthy lifestyle, and must recognise the need for sensitivities around certain issues eg body image.

Tutors may use a wide range of learning resources and might wish to call on external speakers to cover particular aspects of healthy living eg alcohol/drug awareness, safe sex. Practical workshops could be used for areas such as exercise and healthy eating, and external trips could include going to the local leisure centre.

It is likely in a group setting that each learner will be focusing on a different aspect of healthy living, one that has personal significance.

Resources

Useful sources of information could include your local authority and Primary Care Trust.

These websites might be useful:

www.nhs.uk

www.5aday.nhs.uk

www.alcoholconcern.org.uk

www.talktofrank.com

www.playingitsafe.co.uk

Level: Entry 3
Credit value: 2
UAN: H/502/0650

Unit aim

The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.

Who is this unit for?

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

- working towards supported employment or assisted living
- returning to the community eg from long term hospitalisation or imprisonment
- young learners with interrupted social development
- long term unemployed
- approaching retirement
- experiencing increased leisure time due to a change in domestic circumstances.

Learning outcomes

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

1. Understand how to make use of their leisure time
2. Participate in a range of activities
3. Carry out a review of the activities they have tried

Outcome definitions

Leisure time is any time the learner has when not at work, in compulsory or vocational education or training or undertaking household chores, familial duties or caring responsibilities.

Leisure *activities* include socialising with friends or family, shopping, sport or active leisure, going to the cinema or theatre, listening to or playing music, playing games or pastimes, taking a recreational course, reading.

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 7546-332 Making the most of leisure time

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 highlighting one activity they already take part in, learners are expected to identify a range of ways in which they can use their leisure time. They need to be able to appreciate and identify the overall benefits of participating in a variety of activities as well as being able to identify benefits from individual activities.

As well as taking part in relaxing and challenging activities, learners also need to take part in one which involves learning a new skill. They need to identify what they enjoyed and did not enjoy about the activities they have taken part in (rather than simply express likes and dislikes), and learners must also identify that they would like to try one of these activities again.

Outcome 1 Understand how to make use of their leisure time

The learner can:

1. identify ways in which they can use their leisure time
2. identify the benefits of using their leisure time in different ways.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner must **identify** at least two ways they could use their leisure time (ie potential activities).

For 1.2 the learner must **identify** at least two personal benefits resulting from using their leisure time in different ways. Note the learner needs to identify benefits resulting from undertaking more than one activity rather than individual benefits from each activity.

Outcome 2 Participate in a range of activities

The learner can:

1. take part in an activity which they find relaxing
2. take part in an activity which they find challenging
3. take part in an activity which involves learning a new skill.

Explanation of criteria and examples of evidence

For 2.1 the learner must **take part** in an activity that they find relaxing. They need only evidence taking part once. This could be either an activity that they already take part in or a new activity.

For 2.2 the learner must **take part** in an activity that they find challenging. They need only evidence taking part once. This could be either an activity that they already take part in or a new activity.

For 2.3 the learner must **take part** in an activity that involves learning a new skill. This could include an introductory or taster session for a sport such as judo, or another type of activity such as using the internet or joining a friend at ten-pin bowling. They only need evidence taking part once.

This activity must require the learner to learn a skill they did not previously have, although it is not necessary for the learner to master the skill to any level of competency (this criterion is assessing the learner's aptitude for trying something new rather than how successful they were in developing the skill).

Outcome 3 Carry out a review of the activities they have tried

The learner can:

1. identify what they enjoyed and did not enjoy about the activities
2. identify an activity they would like to try again.

Explanation of criteria and examples of evidence

For 3.1 the learner must **identify** different aspects about each of the activities undertaken for 2.1, 2.2 and 2.3 that they enjoyed and different aspects that they did not enjoy.

For 3.2 the learner must **identify** at least one of the three activities that they took part in for 2.1, 2.2 and 2.3 that they would like to try again.

Unit 7546-332 Making the most of leisure time

How can this unit be delivered?

This unit is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates. Learners' interests, pastimes and hobbies will vary considerably, and this should be taken into account when delivering this unit. However, the unit is about encouraging them to be more aware of different types of leisure activity and learners should be encouraged to think broadly about uses of leisure time and be open to new ideas and experiences.

It could be beneficial and enjoyable for learners to share their interests, hobbies and experiences, although care should be taken to ensure any discussion takes place within a safe and non-judgemental environment and that the activities discussed are appropriate.

Guest speakers could be invited from, or trips organised to, local public leisure providers and the local tourist board.

Resources

Local authorities and local leisure providers are a good source of information, along with any local adult and community learning facilities.

These websites might be useful:

www.visitbritain.co.uk

www.ylt.com

www.goodaccessguide.co.uk

www.knowhere.co.uk

www.yell.com

Level: Entry 3
Credit value: 2
UAN: T/502/0457

Unit aim

The aim of this unit is to encourage learners to use appropriate behaviours when interacting with others in social situations.

Who is this unit for?

Many learners would benefit from completing this unit, although it would be particularly useful for learners who are not confident in social relationships such as:

- learners working towards supported employment or assisted living
- learners returning to the community eg from long term hospitalisation or imprisonment
- learners with Entry 2 speaking and listening skills
- young learners with interrupted social development.

Learning outcomes

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

1. Understand how to interact with others in familiar social situations
2. Demonstrate how to interact with others in familiar social situations

Outcome definitions

Familiar social situations could include discussions with colleagues and customers at work, meetings, conversations on the telephone, conversations with retail staff in shops, consultations with health professionals, conversations with friends and family, following and contributing to group discussions.

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 7546-334 Managing social relationships

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?

Aside from the unit being worth 2 credits instead of 1, the learner is expected to be able to carry out more structured tasks and activities with appropriate guidance where needed.

As well as taking part in an exchange, learners need to identify situations where they may need to interact with others and the positive behaviours which can be used. Participation in the exchange also requires a greater degree of self-awareness and more varied contributions. The exchange can be with more than one person.

Outcome 1 Understand how to interact with others in familiar social situations

The learner can:

1. identify situations in which they may need to interact with others
2. identify positive behaviours which can be used when interacting with others.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner must **identify** at least two situations in which they may need to interact with others. These could include discussions with colleagues and customers at work, meetings, conversations on the telephone, conversations with retail staff in shops, consultations with health professionals, conversations with friends and family, following and contributing to group discussion. These ideas could be generated in a group discussion providing the learner's own contribution is recorded.

For 1.2 the learner must **identify** at least two positive behaviours used when interacting with others. These could include respecting turn-taking rights, making eye-contact and indicating active listening.

Outcome 2 Demonstrate how to interact with others in familiar social situations

The learner can:

1. take part in an exchange with one or more people about a topic in which they have an interest
2. use appropriate positive behaviours when participating in the exchange
3. make appropriate contributions
4. express opinions and respect the views of others.

Explanation of criteria and examples of evidence

For 2.1 the learner must **take part** in an exchange with one or more other people. The topic does not have to be chosen by the learner although it must be of interest to them.

For 2.2 the learner will need to **use** appropriate behaviours during the exchange used to evidence 2.1. It is expected that these will be at least some of the behaviours identified in 1.2.

For 2.3 the learner needs to **make** at least two appropriate contributions relevant to the exchange.

For 2.4 the learner's contributions during the exchange must include **expressing** at least two opinions and **respecting** the views of others eg by turn-taking and paying attention to other points of view. The learner will need to be able to recognise language used to express positive and negative feelings eg 'I feel...', 'I don't like...'.

Unit 7546-334 Managing social relationships

How can this unit be delivered?

This unit is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates. Although this unit only requires the learner to evidence one exchange, delivery could encompass a variety of familiar exchanges and opportunities for the learner to develop their self-confidence.

Delivery could include role play and 'goldfish bowl' exercises, although care should be taken to ensure a non-threatening environment. One-to-one exchanges between learner and tutor may also be appropriate as well as group discussions.

This unit may enable learners to progress to Functional Skills English or similar qualifications. Contextualised Literacy, Language and Numeracy (LLN) resources may be of particular use in identifying exchanges relevant to the learner's wider programme.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.rwp.qia.oxi.net/embeddedlearning

www.bbc.co.uk/skillswise

www.thenetwork.co.uk/thetoolkit

www.talent.ac.uk

Level: Entry 3
Credit value: 2
UAN: F/502/0655

Unit aims

The aim of this unit is to introduce learners to some of the issues facing new parents and encourage them to identify sources of help and support for new parents.

Who is this unit for?

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

- new parents
- awaiting the birth of a baby.

Outcome definitions

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

1. Demonstrate an understanding of the demands of having a baby
2. Demonstrate an understanding of the sources of help and support available for parents
3. Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy

Outcome clarification

Demands of having a baby could include: 24-hour baby care eg feeding, clothing, washing, nurturing; lack of personal time and freedom; financial considerations.

Help and support could include: help with caring for the baby eg health visitors; financial help eg maternity grants; support networks eg baby/toddler groups, breast feeding association.

Keeping a baby safe and healthy could include safety equipment eg for sterilising bottles, for travelling by car, and procedures eg how to hold and bath baby, feeding baby, changing baby's nappies. Learners should be aware of when to ask for advice from a health visitor or doctor.

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 7546-335 Parenting 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. They are expected to identify at least two ways in which a baby can be demanding for new parents and differentiate between physical and emotional demands.

Learners have to identify more sources and facilities of help and support as well as identifying how these can benefit new parents. They have to identify at least one way a parent could protect a baby against a health hazard.

Outcome 1 Demonstrate an understanding of the demands of having a baby

The learner can:

1. identify the ways in which having a new baby can be emotionally demanding
2. identify the ways in which having a new baby can be physically demanding.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** (orally, in writing or through other appropriate means of communication such as signing) a way in which having a baby can be emotionally demanding for new parents. These might include: stress and anxiety; lack of personal time and freedom; financial considerations. 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 **identify** (orally, in writing or through other appropriate means of communication such as signing) a way in which having a baby can be physically demanding for new parents. These might include: lack of sleep; feeding demands. 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 the sources of help and support available for parents

The learner can:

1. identify two sources of help for new parents
2. identify two facilities in their local area which support parents with young children
3. identify a way in which help and support can benefit new parents.

Explanation of criteria and examples of evidence

For 2.1 the learner needs to **identify** at least two sources of help for new parents. This could include: help with caring for the baby (eg health visitors, family, friends); financial help (eg maternity grants, child benefit, child tax credits); support networks (eg baby/toddler groups, local National Childbirth Trust (NCT) group, breast feeding associations, local Home-Start scheme). Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 2.2 the learner needs to **identify** at least two facilities in their local area which support parents with young children. The learner should be able to name the facilities eg Children's Centre, health centre, community group, as well as give some examples of the support given eg parenting advice, child care, breast-feeding support, employment/training advice.

For 2.3 the learner needs to **identify** at least one way in which help and support can benefit new parents. This might include: increased income (as a result of accessing child benefit or tax credits), improved self-confidence, feeding or sleep patterns.

In some cases the examples given by learners (eg community group) could be defined as both a 'source' and a 'facility'. This is acceptable as long as the learner is able to identify the types of support given.

Evidence for each of these criteria could be oral or written eg a poster or leaflet.

Outcome 3 Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy

The learner can:

1. identify a way that a parent can protect a baby against an unsafe situation in the home
2. identify a way that a parent can protect a baby against a health hazard
3. give an example of when a parent should seek medical advice about their baby's health.

Explanation of criteria and examples of evidence

For 3.1 the learner needs to **identify** (orally, in writing or through other appropriate means of communication such as signing) at least one way that a parent can protect a baby against an unsafe situation in the home. This might include rolling off a bed, stairs or safety with animals.

For 3.2 the learner needs to **identify** (orally, in writing or through other appropriate means of communication such as signing) at least one way that a parent can protect a baby against a health hazard. This might include sterilising feeding bottles or changing nappies regularly.

For 3.3 the learner needs to **give an example** of when a parent should seek medical advice about their baby's health. This might include when a baby has received a knock to the head, a rash that has meningitis-like symptoms or concern about poor weight gain.

Unit 7546-335 Parenting 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. For example a programme aimed specifically at existing or expectant parents is likely to have a more immediate focus than one aimed at a more general audience.

Tutors may use a wide range of learning resources including videos and external speakers. It may be appropriate to arrange visits to local facilities.

Resources

Useful sources of information could include local Children's Centres (in England) or local authorities.

These websites might be useful:

www.dcsf.gov.uk/everychildmatters

www.nhs.uk/Livewell/pregnancy

www.bbc.co.uk/parenting

www.nct.org.uk/home

www.breastfeedingnetwork.org.uk

www.home-start.org.uk

Level: Entry 3
Credit value: 1
UAN: F/500/4729

Unit aim

This unit focuses upon personal hygiene awareness and can be used effectively for the development of personal, social and life skills.

Learning outcomes

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

1. Understand why bathing or showering is necessary for personal hygiene
2. Recognise the advantages of using toilet products
3. Recognise the need for regular changes of clothes

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 7546-357 Personal body hygiene awareness

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand why bathing or showering is necessary for personal hygiene

The learner can:

1. outline why bathing or showering is part of a regular personal routine
2. give examples of situations when bathing or showering is needed more often than once a day.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **outline** why bathing or showering is part of a regular personal routine. The learner needs to develop a clear understanding of personal hygiene. They need to and take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For 1.2 the learner needs to **give** examples of situations when bathing or showering is needed more often than once a day. This criterion could be linked to units where physical exercise is included with the need to increase hygiene routines following specific activities. These may include physical exercise or jobs that will make the learner sweaty or dirty. It could also be stressed the need for a hygiene routine prior to eating or cooking.

Outcome 2 Recognise the advantages of using toilet products

The learner can:

1. give examples of the advantages of using toilet products
2. list products chosen for their personal use
3. produce a price list of at least four toilet products used regularly.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** examples of the advantages of using toilet products. This would be a good 'out of the classroom' activity where the learner is encouraged to investigate different products and produce a list of at least six items they have found, what they are used for, where they should and should not be used and the costs.

For 2.2 the learner needs to **list** products chosen for their personal use. From their list in criterion 2.1 the learner should select at least four items they would chose to use.

For 2.3 the learner needs to **produce** a price list of at least four toilet products used regularly. The learner should add the prices to at least four of the items they have selected in 2.2 above.

Outcome 3 Recognise the need for regular changes of clothes

The learner can:

1. show on a chart that they have a routine for changing underwear, nightwear and outer garments
2. state why clothes should be changed and washed or cleaned regularly.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **show** on a chart that they have a routine for changing underwear, nightwear and outer garments.

Following discussions where the learner has identified jobs and activities that may require additional bathing this would follow well. The discussions can be extended to include the need to change clothing regularly, differentiate between outer clothing and clothing that touches the body and changing and laundering their underwear more frequently than they would a top coat.

For 3.2 the learner needs to **state** why clothes should be changed and washed or cleaned regularly. The learner could add to the chart produced in 3.1 information about why each item they have listed should be washed or cleaned regularly.

Evidence for this could be posters, leaflets and a chart showing which clothes should be changed when with care information.

Level: Entry 3
Credit value: 3
UAN: M/500/4676

Unit aim

The aim of this unit is to provide the learner with the necessary household skills and awareness of the relevant safety procedures.

Learning outcomes

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

1. Sort garments according to the treatment needed for cleaning purposes
2. Use the washing machine safely
3. Use the washing machine safely
4. Be aware of the need for correct cleaning materials for specific tasks
5. Correctly store and use cleaning materials showing awareness of potential hazard
6. Describe what to do in an emergency situation for water, electricity and gas
7. Understand emergency procedures

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 7546-358 Developing domestic skills

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Sort garments according to the treatment needed for cleaning purposes

The learner can:

1. identify two labels and symbols on clothes
2. sort clothing for appropriate cleaning/washing into two chosen piles according to labels and symbols.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify two** labels and symbols on clothes. To complete this unit the learner must have access to a range of laundry equipment and items to be laundered. The learner should be given a good underpinning knowledge by means of worksheets, practice labels etc prior to sorting laundry. This could be a matching activity whereby the learner has to link certain items for laundry with their correct care label.

For 1.2 the learner needs to **sort** clothing for appropriate cleaning/washing into two chosen piles according to labels and symbols. The learner will need to have several different types of clothing to enable them to sort effectively. The learner must sort sufficient articles for at least **two** half loads.

Outcome 2 Use the washing machine safely

The learner can:

1. follow the procedures to power the machine on and off
2. select appropriate washing cycle.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **follow** the procedures to power the machine on and off. This is a practical outcome the learner should be given the opportunity to practice the skills required, with support, prior to being assessed completing the task independently. The must be observed **both** switching on and off the washing machine.

For 2.2 the learner needs to **select** an appropriate washing cycle. The learner must select the appropriate wash cycle for **two** different types of wash load.

Outcome 3 Use the washing machine safely

The learner can:

1. unplug the iron when filling with water
2. plug the iron in safely
3. iron at least two items of laundry.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **unplug** the iron when filling with water. The learner needs access to a steam iron to complete this learning outcome. The learner should be given an opportunity to have supervised practice prior to any assessment taking place to ensure that the learner can work safely with an electric iron. The learner must demonstrate safe filling of a steam iron.

For 3.2 the learner needs to be observed plugging in the iron safely.

For 3.3 the learner needs to **iron** at least **two** different items of laundry. They may choose the items or they can be given. An annotated photograph may provide be used for evidence.

Outcome 4 Be aware of the need for correct cleaning materials for specific tasks

The learner can:

1. match some cleaning materials with their specific use.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **match** some cleaning materials with their specific use. A practical assessment for this LO is essential. The learner must have access to a range of surfaces to be cleaned and these should need cleaning for the activity to have substance. Surfaces could include wood, melamine, glass, enamel, ceramic etc. There must also be a range of cleaning materials that are appropriate for the learner to select from.

Outcome 5 Correctly store and use cleaning materials showing awareness of potential hazard

The learner can:

1. identify two of the warning symbols and store in the correct place.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **identify** two of the warning symbols and store in the correct place. Following the assessment of LO5 the learner should be able to correctly store the cleaning materials they have used. The two learning outcomes could be assessed as one activity to give realism to the assessment.

Outcome 6 Describe what to do in an emergency situation for water, electricity and gas

The learner can:

1. identify the location of the:
 - a) water stop cock
 - b) electricity fuse box
2. demonstrate what to do in an emergency with water and electricity
3. state what to do when there is a gas leak.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to **identify** the location of the: water stop cock and the electricity fuse box. The learner is not expected to deal with a water, electric or gas emergency but they should be able to locate or know where the water stop cock and fuse box are in their own home and/or their place of study if this is possible.

For 6.2 the learner needs to be able to **demonstrate** what to do in an emergency with water and electricity. This could be evidenced with an assessor statement showing questions and answers identifying where the water stop cock and electricity main switch are usually located in a house or flat or other location familiar to the learner.

For 6.3 the learner needs to **state** what to do when there is a gas leak. As for 6.2 the learner should be able to demonstrate what to do and who to contact in a gas emergency.

Evidence can be as 6.3

Outcome 7 Understand emergency procedures

The learner can:

1. identify what is meant by an emergency
2. list correct procedures when calling for emergency help.

Explanation of criteria and examples of evidence

For the first criterion (7.1) the learner needs to **identify** what is meant by an emergency and give one example of an emergency. This could be evidenced by assessor/witness statement of a discussion, activity/worksheets etc.

For 7.2 the learner needs to **list** the correct procedures when calling for emergency help. The procedures they list will depend on the type of emergency and procedures they must follow at their place of work or study.

Evidence should be essentially practical with supporting evidence of annotated photographs, video evidence assessor/tutor/witness observations etc.

Unit 7546-361

Introduction to issues of substance misuse

Level: Entry 3
Credit value: 1
UAN: A/500/5524

Unit aim

The aim of this unit is to help the learner gain an overview of the key issues around substance misuse and begin awareness of the impact such misuse may have.

Learning outcomes

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

1. Recognise legal and illegal substances
2. Be aware of the impact of the use and misuse of substances
3. Recognise that help/support is available to those who misuse substances

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 7546-361 Introduction to issues of substance misuse

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Recognise legal and illegal substances

The learner can:

1. name one legal and one illegal substance.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **name** one legal and one illegal substance. Tutors must recognise the level of learning expected for this unit. The learner may have experience of both and it is important that any discussions should be dealt with sensitively.

Outcome 2 Be aware of the impact of the use and misuse of substances

The learner can:

1. give a reason why people may use legal or illegal substances
2. give an example of a personal and social effect of the misuse of these substances.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** at least one reason why people may use legal substances and at least one reason why they may use illegal substances. These could include pain relief, treatment for medical conditions etc for legal uses, illegal used could be due to depression, peer pressure etc.

For 2.2 the learner needs to **give** at least one example of a personal effect and at least one example of a social effect of the misuse of these substances.

The evidence could be from their own experience or the views of others following a discussion on the subject. The learner should also consider the effect of the misuse could have on others.

Outcome 3 Recognise that help/support is available to those who misuse substances

The learner can:

1. name an organisation that offers help/support to people who misuse substances
2. say what sort of help this organisation offers.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **name** an organisation that offers help/support to people who misuse substances. The learner should be encouraged to find local support agencies that may exist in their community for example, Turning Point for drug addiction etc. They may also investigate web sites that offer support such as the ones listed below.

For 3.2 the learner needs to **say** what sort of help this organisation offers. The learner needs to state how this organisation can offer help to individuals and/or their families. Leaflets from the organisation may support their evidence.

Level: Entry 3
Credit value: 1
UAN: L/500/5530

Unit aim

The aim of this unit is to help the learner take responsibility for their own action in adult relationships by developing their awareness of adult relationships, sexuality and contraception.

Learning outcomes

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

1. Demonstrate understanding of adult relationships
2. Show awareness of issues relating to adult relationships

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 7546-362 Developing an awareness of social and physical aspects of adult relationships

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Demonstrate understanding of adult relationships

The learner can:

1. give an example of an adult relationship
2. identify one characteristic of a successful adult relationship and say why it is important.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give** at least one example of an adult relationship. The learner needs to understand there are several ways of having a successful adult relationship. This could include partners of the opposite sex, same sex, marriage, civil partnerships, friendships, working relationships. Evidence for this criterion could be generated following a group discussion and may be an example given by another person.

For 1.2 the learner needs to **identify** at least one characteristic of a successful adult relationship and say why it is important. They need to understand what makes a successful relationship, for example, trust, understanding, support etc. and identify characteristic they believe to be most important. This could be evidenced from the discussion in 1.1.

Outcome 2 Show awareness of issues relating to adult relationships

The learner can:

1. Give the legal age for:
 - a) marriage
 - b) consent to sexual activity
2. Say which of the following contraceptives, when used properly, prevent pregnancy and/or sexually transmitted infections:
 - a) contraceptive pill
 - b) male and female condoms
 - c) natural methods
 - e) male and female sterilisation
 - f) emergency contraception.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** the legal age for marriage and the legal age for consent to sexual activity. The learner may know this already but might need help in finding out the legal requirements.

This could be evidenced from the discussion in 1.1.

For 2.2 the learner needs to **say** which of the following contraceptives, when used properly, prevent pregnancy and/or sexually transmitted infections, the contraceptive pill, male and female condoms, natural methods, male and female sterilisation and emergency contraception. The learner could produce an information leaflet for their peers.

Unit 7546-364 Introduction to developing parenting skills

Level: Entry 3
Credit value: 3
UAN: A/500/4700

Unit aim

The aim of this unit is to help the learner gain an awareness of children's rights, needs and behaviours, as well as parents' role and needs.

Learning outcomes

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

1. Understand the role of a parent in the family unit
2. Recognise the rights of children in a family unit
3. Understand the importance of listening to children and giving choices
4. Recognise 'difficult' behaviour in children of different ages
5. Be aware of techniques for dealing with difficult behaviour
6. Understand how children learn through daily family activities
7. Understand their own needs as a parent

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 7546-364 Introduction to developing parenting skills

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand the role of a parent in the family unit

The learner can:

1. list the main roles of the parent in the family unit.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **list** the main roles of the parent in the family unit. They must be able to list the main roles of the parent in a family unit, this could include a list of the roles that they carry out as a parent, the roles their parents carry out or the roles that they plan to carry out when becoming a parent themselves. These could include providing protection, support, shelter etc.

Outcome 2 Recognise the rights of children in a family unit

The learner can:

1. identify the individual basic rights of children within the family.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the individual basic rights of children within the family. They need to reflect on their needs as a child as a starting point for this unit. This could be a group discussion that could identify many needs that the learner alone may not have considered.

Outcome 3 Understand the importance of listening to children and giving choices

The learner can:

1. give examples of situations in which it is important to listen to children
2. give examples of choices which could be given to children in given family situations.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **give** examples of situations in which it is important to listen to children. The learner needs to understand how a child may express themselves and how they, as an adult, should support the child in becoming involved in a conversation. Role play could be a useful tool here with the assessor taking the part of the child to encourage the learner to use active listening skills.

For 3.2 the learner needs to **give** examples of choices which could be given to children in given family situations. From their knowledge the learner could then give examples of how a child may be given choices and how to encourage them to express their opinions on the choices being offered.

Outcome 4 Recognise 'difficult' behaviour in children of different ages

The learner can:

1. state at least one example of 'difficult' behaviour for children of different ages, i.e. infant, young child, and teenager.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **state** at least one example of 'difficult' behaviour for children of different ages, i.e. infant, young child, and teenager. They will need to know the key developmental stages of children and significant behaviour patterns at each of these stages. They might produce an information leaflet or poster showing one of 'difficult' behaviours for each of the stages.

Outcome 5 Be aware of techniques for dealing with difficult behaviour

The learner can:

1. suggest one way in which a parent could deal with 'difficult' behaviour in the examples given.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **suggest** one way in which a parent could deal with 'difficult' behaviour in the examples given. The learner could include in their evidence for 4.1 how a parent might deal with each of the difficult behaviours listed.

Outcome 6 Understand how children learn through daily family activities

The learner can:

1. identify everyday family activities in which children learn
2. suggest a practical activity parents and children could do together to help children learn.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to **identify** everyday family activities in which children learn. The learner needs to understand the importance of learning through play and this could be a practical activity where the learner designs a play activity for one of the identified life stages and produces this activity as their evidence.

For 6.2 the learner needs to **suggest** a practical activity parents and children could do together to help children learn. The learner should be encouraged to focus on an activity that the parent and child can complete together.

Outcome 7 Understand their own needs as a parent

The learner can:

1. identify their own needs as a parent
2. suggest how these needs can be met.

Explanation of criteria and examples of evidence

For the first criterion (7.1) the learner needs to **identify** their own needs as a parent. The learner might already be a parent or soon to become one. The needs they might identify could be to do with the continuation of their education, work commitments, time to themselves etc.

Evidence could be a list.

For 7.2 the learner needs to **suggest** how these needs can be met. Using their list in (7.2) they could identify how each might be met whilst their child is still cared for.

Unit 7546-364 Introduction to developing parenting skills

How can this unit be delivered?

Evidence can include posters, leaflets, role play, practical activities, records of investigations into support for parents etc. Key factors are to make the evidence relevant to the learner and their situation.

Potential resources

These websites might be useful:

www.earlychildhoodeducation.co.uk

www.bbc.co.uk/parenting

Level: Entry 3
Credit value: 3
UAN: M/500/5519

Unit aim

The aim of this unit is to help the learner reflect on personal life and social skills and concentrate upon the health and fitness of the individual from both a physical, personal and emotional perspective.

Learning outcomes

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

1. Understand why personal fitness is important
2. Recognise the role that exercise plays in a healthy life
3. Understand the role of a balanced diet in promoting personal good health
4. Understand the importance of personal hygiene and good grooming
5. Understand the basic issues of sex education and contraception
6. Recognise how to take responsibility for own health and life style through action planning for the future

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 7546-376 Developing skills for a healthy lifestyle

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand why personal fitness is important

The learner can:

1. state why personal fitness is important to good health.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **state** why personal fitness is important to good health.

Learners should be encouraged to identify ways to improve their personal fitness eg walking further, visiting a gym, swimming etc. The learner should be able to identify two ways to improve their general health and well being. Opportunities to learn outside of the classroom should be taken with the learner making best use of local amenities.

Outcome 2 Recognise the role that exercise plays in a healthy life

The learner can:

1. choose an activity for developing personal fitness in relation to weight, health and age.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to identify one way in which they plan to improve their health by means of exercise. This could be as simple as walking one stop further to catch the bus each day, making an effort to spend 20 minutes three times a week outdoors in some form of gently exercise such as walking, gardening etc. They should monitor how this has improved their general fitness.

Outcome 3 Understand the role of a balanced diet in promoting personal good health

The learner can:

1. identify at least three food items which promote good health
2. plan a simple well balanced healthy meal for self.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least **three** food items which promote good health eg vegetables for vitamins

Learners should investigate healthy eating, the “eat well plate”, 5-a-day campaign etc could be good starting points. Practical activities including shopping trips to look for healthy options, cuttings from magazines etc could form the basis for this learning outcome.

For 3.2 the learner needs to **plan** a simple well balanced healthy meal for self eg a menu with dishes that include the main food groups.

Outcome 4 Understand the importance of personal hygiene and good grooming

The learner can:

1. state a reason for the need for personal hygiene
2. identify a basic routine for maintaining personal hygiene.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **state** the reason for good physical hygiene and identify how this can be maintained eg washing.

For 4.2 the learner needs to **identify** a basic routine for maintaining personal hygiene with an understanding of the need for good personal hygiene as a means to maintaining good health. Key areas to focus on would be skin, hair, teeth, hands and feet.

Outcome 5 Understand the basic issues of sex education and contraception

The learner can:

1. identify the main methods of contraception currently available
2. identify the key features of common sexually transmitted diseases.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **identify** the main methods of contraception currently available, eg condoms.

The learner needs to have a basic understanding of sex education, how the male and female body function and reproduce. They need to maintain safe sexual practices and to use contraception effectively. Selecting methods that will best protect against unwanted pregnancies and/or sexually transmitted diseases.

For 5.2 the learner needs to know the common sexually transmitted diseases such as Chlamydia, Gonorrhoea, HIV etc. The learner should list three common sexually transmitted diseases and their key features

Outcome 6 Recognise how to take responsibility for own health and life style through action planning for the future

The learner can:

1. set a personal target / goal in relation to own health / lifestyle
2. state how this can be achieved.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to understand how the issues discussed in LO1-5 affect them personally and how they can work to improve their personal health and well-being. A personal target that encompasses all of the above learning outcomes should be set and reviewed as a part of this unit.

For 6.2 the learner needs to produce a personal lifestyle chart or booklet

Evidence could include a posters, a plan for a simple healthy meal, a record card etc.

Unit 7546-376 Developing skills for a healthy lifestyle

How can this unit be delivered?

Potential resources

These websites might be useful:

www.nhs.uk/livewell

www.bbc.co.uk/health

www.healtheducation.co.uk

Level: Entry 3
Credit value: 2
UAN: M/600/6261

Unit aim

The aim of this unit is to introduce the learner to 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 the difference between soft drinks and alcoholic drinks
2. Know the difference between legal and illegal drugs.
3. Recognise effects of drug and alcohol use

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 7546-379 Drug and Alcohol Awareness

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know the difference between soft drinks and alcoholic drinks

The learner can:

1. identify alcoholic and soft drinks

Explanation of criteria and examples of evidence

For the first criterion (1.1) learner needs to **name** some different types of alcoholic and soft drinks that exist.

Outcome 2 Know the difference between legal and illegal drugs.

The learner can:

1. state two ways to identify legal and illegal drugs
2. state what a drug is
3. state why drugs are taken
4. give examples of uses of legal drugs.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to give two ways to be able to identify legal and illegal drugs eg sealed packaging, brand name on packaging, prescription clearly marked on the packaging.

For the second criterion (2.2) the learner must state what a drug is eg a medicine or other substance which has a marked effect when taken into the body.

For the third criterion (2.3) the learner must state why drugs are taken eg for pain management, for recreational use etc.

For the fourth outcome (2.4) examples of the uses for legal drugs must be given such as to relieve pain or ease symptoms of illnesses such as colds/flu.

Outcome 3 Recognise effects of drug and alcohol use

The learner can:

1. identify an effect of alcohol use
2. identify two possible effects of excessive alcohol use
3. identify one possible long term effect of continuous excessive alcohol use
4. identify social effect of misuse of drugs.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least one physical or psychological effect of alcohol.

For 3.2 and 3.3 the learner should be able to understand and identify possible effects of excessive and continuous excess of alcohol use such as organ damage, damage to the central nervous system etc.

For 3.4 the learners should be able to the social effects of the misuse of drugs such as the breakdown of relationships, money and health problems.

Unit 7546-379 Drug and Alcohol Awareness

How can this unit be delivered?

Assessment Guidance

As an E3 level unit it is expected that the learner for the majority of the assessment will be acting independently with any support being minimal. Practical tasks should normally be in a real environment.

Potential resources

These websites might be useful:

www.drug-aware.com

www.talktofrank.com

www.drugscope.org.uk

www.drinkaware.co.uk

www.drinking.nhs.uk

www.stopdrinking.org.uk

Level: Entry 3
Credit value: 3
UAN: T/503/3046

Unit aim

The aim of this unit is to help the learner develop basic life and personal skills and focus upon the health and hygiene of both the individual and their home environment.

Learning outcomes

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

1. Know how to maintain a clean home
2. Know how to care for clothing
3. Know how to maintain personal hygiene
4. Know how to maintain a healthy body
5. Understand the importance of regular sight tests.

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 7546-380 Developing Skills for Hygiene and Health

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know how to maintain a clean home

The learner can:

1. State why it is important to keep a kitchen and bathroom clean.
2. Identify cleaning materials used to clean a sink, bath/shower and toilet.
3. Identify different floor surfaces.
4. State how to clean different floor surfaces.

Explanation of criteria and examples of evidence

For 1.1 the learner needs to **state** at least 3 reasons why it is important to keep a kitchen and bathroom clean. The learner must understand the risks of infection that can occur from a dirty kitchen or bathroom.

For 1.2 the learner needs to **identify two** cleaning materials used to clean the sink, bath/shower and toilet. The cleaning materials named should be two different ones for each of the different facilities. They may be ones that the learner uses themselves or those that have been recommended.

For 1.3 the learner needs to **identify** two different floor surfaces. The criterion for 1.3 and 1.4 could be linked together effectively. Once the learner has named the different floor surfaces they should explain how they need to be cleaned.

For 1.4 the learner needs to **state** how to clean two different floor surfaces. Refer to the suggested guidance for 1.3.

Outcome 2 Know how to care for clothing

The learner can:

1. Give an example of a sign that an item of clothing needs to be washed.
2. Identify different ways to keep clothing in good condition.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the key signs indicating when particular clothing needs washing. The key factors will be the most important ones when considering whether particular clothing needs washing or not. The particular clothing may be the choice of the learner or other appropriate person. This learning outcome could link to other units related to personal hygiene.

Evidence may be an observation record of discussions that have taken place.

For 2.2 the learner needs to **identify two** different ways to keep clothing in good condition. The learner should state clearly how each way contributes to maintaining the quality of each item of clothing.

Outcome 3 Know how to maintain personal hygiene

The learner can:

1. Identify occasions when it is important to wash hands.
2. Identify toiletry products that could be used as part of a full body washing routine.
3. State the recommended interval between dental check-ups for self.
4. Demonstrate a good dental brushing technique.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least two occasions when it is important to wash their hands. The learner must develop a clear understanding and responsibility for their own hygiene. This may include regular hand washing following the use of the toilet or prior to any handling of food products either for their own or others consumption and being in contact with animals.

For 3.2 the learner needs to **identify** different toiletry products that could be used as part of regular full body washing routines. The main reason for doing this is to allow the learner to think about maintaining personal hygiene standards.

For 3.3 the learner needs to **state** the recommended interval between dental check-ups. The learner may provide a written statement stating the frequency of dental check-ups.

For 3.4 the learner needs to **demonstrate** a good dental brushing technique. The technique they use should be one recommended by a dentist.

Outcome 4 Know how to maintain a healthy body

The learner can:

1. Identify requirements for a healthy body.
2. Give examples of foods which are good for maintaining a healthy body.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **identify three** requirements for a healthy body. The learner should understand the need to maintain a healthy lifestyle for example, a healthy diet, exercise, hygiene, rest.

For 4.2 the learner needs to **name** a selection of foods which are good for maintaining a healthy body. The foods they select should be healthy food options that may replace some of their daily diet. The 'eatwell plate' from the Food Standards Agency is a good starting point.

Outcome 5 Understand the importance of regular sight tests.

The learner can:

1. State reasons for having a regular sight test.
2. State the recommended interval between eye tests for self.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **identify two** reasons for having an eye check. They should understand why it is important to visit the optician to have eyesight and eye health checks.

Leaflets from local opticians may be useful evidence.

Evidence could include a wall chart for bathroom and kitchen listing the materials used for this purpose, practical observations of cleaning methods, leaflets or posters about health and hygiene.

Level: Level 1
Credit value: 2
UAN: F/502/0476

Unit aim

To introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

Who is this unit for?

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

- starting work
- leaving home
- beginning to take greater responsibility for their own lifestyle choices
- responsible for a dependant eg having a baby
- experiencing work patterns with a particular impact on lifestyle eg shift-work.

Learning outcomes

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

1. Understand the importance of leading a healthy lifestyle
2. Demonstrate how they contribute to own healthy lifestyle
3. Review the activities undertaken to maintain a healthy lifestyle

Outcome definition

A *healthy lifestyle* might include: balanced diet eg food groups, risks of over/under eating; sufficient sleep eg coping with shift patterns; work/life balance; taking regular exercise; alcohol and drug awareness; safe sex.

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 7546-430 **Healthy living**

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 select and use relevant information to complete routine tasks (subject to some direction or guidance where needed).

The learner needs to explain why a healthy lifestyle is important as well as describe the key elements of one. Whilst the ability to translate this into actions is encouraged at Entry 3, this is a more explicit requirement at Level 1.

As well as being aware that actions have consequences the learner is expected to review their actions more systematically, evaluating whether these have been effective and identifying areas for improvement. For 3.4 the learner needs to suggest further activities which could contribute to a healthy lifestyle.

Outcome 1 Understand the importance of leading a healthy lifestyle

The learner can:

1. describe the key elements of a healthy lifestyle
2. explain why a healthy lifestyle is important.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** the key elements of a healthy lifestyle. This might include a number of things they are already doing or things they could do eg eat a balanced diet, take regular exercise. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

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

Outcome 2 Demonstrate how they contribute to own healthy lifestyle

The learner can:

1. select and carry out activities which contribute to a healthy lifestyle.

Explanation of criterion and examples of evidence

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

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

Outcome 3 Review the activities undertaken to maintain a healthy lifestyle

The learner can:

1. carry out a review of their activities
2. describe what went well and areas for improvement
3. describe how the activities have improved their lifestyle
4. suggest further activities which could contribute to a healthy lifestyle.

Explanation of criteria and examples of evidence

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

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

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

Learners should be encouraged to focus on an area which will genuinely contribute to making their own lifestyle healthier and which both presents a personal challenge and is realistic.

Unit 7546-430 Healthy living

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. There may be an opportunity to link the learning for this unit to the learner's wider (vocational) programme; different vocations may have different implications for a healthy lifestyle.

The approach should be positive and recognise the holistic nature of a healthy lifestyle, and must recognise the need for sensitivities around certain issues eg body image.

Tutors may use a wide range of learning resources and might wish to call on external speakers to cover particular aspects of healthy living eg alcohol/drug awareness, safe sex. Practical workshops could be used for areas such as exercise and healthy eating, and external trips could include going to the local leisure centre.

It is likely in a group setting that each learner will be focusing on a different aspect of healthy living, one that has personal significance.

Resources

Useful sources of information could include your local authority and Primary Care Trust.

These websites might be useful:

www.nhs.uk

www.5aday.nhs.uk

www.alcoholconcern.org.uk

www.talktofrank.com

www.playinitsafe.co.uk

Level: Level 1
Credit value: 2
UAN: K/502/0651

Unit aim

The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.

Who is this unit for?

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

- working towards supported employment or assisted living
- returning to the community eg from long term hospitalisation or imprisonment
- young learners with interrupted social development
- long term unemployed
- approaching retirement
- experiencing increased leisure time due to a change in domestic circumstances.

Learning outcomes

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

1. Understand how to make the best use of their leisure time
2. Participate in a range of activities
3. Carry out a review of the activities they have tried

Outcome definitions

Leisure time is any time the learner has when not at work, in compulsory or vocational education or training or undertaking household chores, familial duties or caring responsibilities.

Leisure *activities* include socialising with friends or family, shopping, sport or active leisure, going to the cinema or theatre, listening to or playing live music, playing games or pastimes, taking a recreational course, reading.

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 7546-432 Making the most of leisure time

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 knowledge, skills and procedures to complete routine tasks.

Learners need to describe, rather than just identify, the benefits of participating in leisure activities and must describe a range of leisure activities available to them. As at Entry 3, learners need to be able to appreciate the benefits of participating in a range of activities rather than simply describe the particular benefits of individual activities. At this level learners are expected to be able to discriminate between different ways of using their leisure time and use their judgement to identify the best use.

As well as taking part in three activities (one relaxing, one challenging and one that involves learning a new skill), learners need to make their own arrangements for taking part in these activities. Rather than identifying what they enjoyed, did not enjoy and would like to try again, learners need to describe their experience of taking part in these activities and state why they prefer one activity.

Outcome 1 Understand how to make the best use of their leisure time

The learner can:

1. describe the benefits of participating in leisure activities
2. describe a range of leisure activities available to them
3. identify ways in which they can make best use of their leisure time.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner must **describe** at least two benefits of participating in leisure activities. They should describe benefits resulting from participating in a range of activities rather than describing more than one benefit from a single activity.

For 1.2 the learner must **describe** several leisure activities available to them. For example, this could mean that the activities can be accessed locally, are financially realistic and are achievable within the learner's available leisure time.

For 1.3 the learner needs to **identify** different ways of using their leisure time (eg the activities described for 1.1) and identify the uses that would result in the maximum benefit to them.

Outcome 2 Participate in a range of activities

The learner can:

1. make arrangements to take part in different leisure activities to include:
 - a) a relaxing activity
 - b) a challenging activity
 - c) an activity which involves learning a new skill.
2. take part in the activities.

Explanation of criteria and examples of evidence

For 2.1 the learner must **make arrangements** to take part in at least three activities. This might include booking, organising transport, making an appointment. One of these activities must be one the learner will find relaxing, one must be an activity they will find challenging and one activity needs to involve learning a new skill the learner did not previously have (eg an introductory or taster session for a sport such as judo, or another type of activity such as using the internet or joining a friend at ten-pin bowling). It is not necessary for the learner to master the new skill to any level of competency (this criterion is assessing the learner's aptitude for trying something new rather than how successful they were in developing the skill).

In each case the learner can self-identify which activity is in which category (clearly some activities might fit into more than one of these categories, although in all cases the learner must arrange three activities). The relaxing and challenging activities could be ones that the learner already takes part in, although the unit would be of far greater benefit to the learner if all three activities are new.

For 2.2 the learner needs to evidence **taking part** at least once in each of the activities arranged for 2.1.

Outcome 3 Carry out a review of the activities they have tried

The learner can:

1. describe their experience of the activities
2. state their preference for one activity from those tried out and give reasons for this choice.

Explanation of criteria and examples of evidence

For 3.1 the learner must **describe** their experience of each of the activities arranged in 2.1. The description should focus on how they experienced the activity eg their enjoyment or otherwise, rather than simply describing the activity itself.

For 3.2 the learner must **state** their preference for one activity from those tried out and give at least two reasons for this choice.

Unit 7546-432 Making the most of leisure time

How can this unit be delivered?

This unit is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates. Learners' interests, pastimes and hobbies will vary considerably, and this should be taken into account when delivering this unit. However, the unit is about encouraging them to be more aware of different types of leisure activity and learners should be encouraged to think broadly about uses of leisure time and be open to new ideas and experiences.

It could be beneficial and enjoyable for learners to share their interests, hobbies and experiences, although care should be taken to ensure any discussion takes place within a safe and non-judgemental environment and that the activities discussed are appropriate.

Guest speakers could be invited from, or trips organised to, local public leisure providers and the local tourist board.

Resources

Local authorities and local leisure providers are a good source of information, along with any local adult and community learning facilities.

These websites might be useful:

www.visitbritain.co.uk

www.ylt.com

www.goodaccessguide.co.uk

www.knowhere.co.uk

www.yell.com

Level: Level 1
Credit value: 2
UAN: D/502/0470

Unit aim

To encourage learners to use appropriate behaviours when interacting with others in social situations.

Who is this unit for?

Many learners would benefit from completing this unit, although it would be particularly useful for learners who are not confident in social relationships such as:

- learners working towards supported employment or assisted living
- learners returning to the community eg from long term hospitalisation or imprisonment
- learners with Entry 3 speaking and listening skills
- young learners with interrupted social development.

Learning outcomes

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

1. Understand how to interact with others in a range of social situations
2. Demonstrate how to interact with others in a range of social situations

Outcome definitions

Range of social situations could include discussions with colleagues and customers at work, meetings (eg trade union or tenants'), conversations on the telephone, conversations with retail staff in shops, dealing with bank or building society, consultations with health professionals, following and contributing to group discussions.

Depending on delivery context, it could be appropriate to cover forms of virtual communication (eg email, instant messaging, social networking sites) within the range of social situations, although this would need to include covering appropriate behaviours (eg netiquette, use of emoticons and abbreviations to convey tone). Face-to-face communication should be covered as well, except where learners have a disability that precludes this.

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 7546-434 Managing social relationships

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).

As well as identifying situations where they might need to interact with others, learners need to be able to explain why positive behaviours are important. At this level learners need to interact in a range of social situations and take an active part in exchanges on a range of topics.

Learners are required to demonstrate a range of appropriate behaviours and make use of formal and informal communication techniques.

Outcome 1 Understand how to interact with others in a range of social situations

The learner can:

1. identify at least two social situations in which they may need to interact with others
2. identify positive behaviours which can be used when interacting with others
3. explain why it is important to use positive behaviours when interacting with others.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner must be able to **identify** at least two social situations in which they may need to interact with others. These could include discussions with colleagues and customers at work, meetings (eg trade union or tenants'), conversations on the telephone, returning goods to a shop, dealing with a bank or building society, consultations with health professionals, following and contributing to group discussions. The interactions should each be of a different type (eg not two telephone conversations). One of the two identified situations could involve virtual communication (eg email, instant messaging, social networking sites), although where this is the case the learner should be encouraged to consider relevant examples of positive behaviours (eg netiquette, use of emoticons and abbreviations to convey tone) when addressing 1.2.

For 1.2 the learner must **identify** at least two positive behaviours when interacting with others. These might include respecting turn-taking rights, making eye-contact, indicating active listening.

For 1.3 the learner must **explain** why it is important to use positive behaviours when interacting with others. This could include being more likely to achieve the desired outcome, being understood, not provoking others.

Outcome 2 Demonstrate how to interact with others in a range of social situations

The learner can:

1. take an active role in exchanges on different topics with one or more people
2. use a range of appropriate behaviours when participating in the exchanges
3. use appropriate formal and informal communication techniques.

Explanation of criteria and examples of evidence

For 2.1 the learner must **take an active role** in at least two exchanges with one or more other people. Each exchange should be on a different topic. The topics do not have to be chosen by the learner although must be of interest to them. They could, for example, be the two social situations identified in 1.1.

For 2.2 the learner must **use** a range of behaviours when participating in the exchanges. These must be appropriate to the situation. It is expected that the behaviours demonstrated will include those identified in 1.2.

For 2.3, the learner must **use** appropriate formal and informal communication techniques, adapting the level of formality according to the situation and context. This could include register, tone, use of handshakes, body language.

Unit 7546-434 Managing social relationships

How can this unit be delivered?

This unit is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates. Although this unit only requires the learner to evidence one exchange, delivery could encompass a variety of familiar exchanges and opportunities for the learner to develop their self-confidence.

Delivery could include role play and 'goldfish bowl' exercises, although care should be taken to ensure a non-threatening environment. One-to-one exchanges between learner and tutor may also be appropriate as well as group discussions.

This unit may enable learners to progress to Functional Skills English or similar qualifications. Contextualised Literacy, Language and Numeracy (LLN) resources may be of particular use in identifying exchanges relevant to the learner's wider programme.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.rwp.qia.oxi.net/embeddedlearning

www.bbc.co.uk/skillswise

www.thenetwork.co.uk/thetoolkit

www.talent.ac.uk

Level: Level 1
Credit value: 2
UAN: J/502/0656

Unit aims

To introduce learners to some of the issues facing new parents and encourage them to identify sources of help and support for new parents.

Who is this unit for?

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

- new parents
- awaiting the birth of a baby.

Learning outcomes

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

1. Demonstrate an understanding of the demands of having a baby
2. Demonstrate an understanding of the sources of help and support available for parents
3. Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy

Outcome clarification

Demands of having a baby could include: 24-hour baby care eg feeding, clothing, washing, nurturing; lack of personal time and freedom; financial considerations.

Help and support could include: help with caring for the baby eg health visitors; financial help eg maternity grants; support networks eg baby/toddler groups, breast feeding association.

Keeping a baby safe and healthy could include safety equipment eg for sterilising bottles, for travelling by car, and procedures eg how to hold and bath baby, feeding baby, changing baby's nappies. Learners should be aware of when to ask for advice from a health visitor or doctor.

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 Independent Enquirers and Creative Thinkers.

Unit 7546-435 Parenting 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 identifying the ways in which a new baby can be emotionally and physically demanding, they are expected to identify the signs of stress that new parents may show and describe the impact this may have on the family.

As well as identifying the sources of help and facilities, the learner needs to describe the help and facilities as well as the benefits to parents. They need to describe a range of ways to ensure the safety and health of the baby.

Outcome 1 Demonstrate an understanding of the demands of having a baby

The learner can:

1. identify the ways in which having a new baby can be emotionally and physically demanding
2. identify the signs of stress that new parents may show, and describe the impact this may have on the family.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** (orally, in writing or through other appropriate means of communication such as signing) at least two ways in which having a baby can be emotionally and physically demanding for new parents. These might include: the impact of 24-hour baby care eg lack of sleep, feeding, clothing, washing, nurturing; stress and anxiety; lack of personal time and freedom; financial considerations. 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 **identify**, orally or in writing, at least two signs of stress that new parents may show and describe the impact this may have on the family. These might include: irritability, short-temperedness, emotional distress, insomnia.

Outcome 2 Demonstrate an understanding of the sources of help and support available for parents

The learner can:

1. describe the sources of help available for new parents
2. describe the facilities in their local area which support parents with young children
3. describe the benefits to new parents of help and support from a range of sources.

Explanation of criteria and examples of evidence

For 2.1 the learner needs to **describe** at least two sources of help for new parents. This could include: help with caring for the baby (eg health visitors, family, friends); financial help (eg maternity grants, child benefit, child tax credits); support networks (eg baby/toddler groups, local National Childbirth Trust (NCT) group, breast feeding associations, local Home-Start scheme). Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For 2.2 the learner needs to **describe** at least two facilities in their local area which support parents with young children. The learner should be able to name the facilities eg Children's Centre, health centre, community group, as well as describing the support given eg parenting advice, child care, breast-feeding support, employment/training advice.

For 2.3 the learner needs to **describe** the benefits to new parents of help and support from at least three different sources. These might include: increased income (as a result of accessing child benefit or tax credits), improved self-confidence, feeding or sleep patterns.

In some cases the examples given by learners (eg community group) could be defined as both a 'source' and a 'facility'. This is acceptable as long as the learner is able to identify the types of support given.

Evidence for 2.1 to 2.3 could be oral or written eg a poster, leaflet or guide for new parents.

Outcome 3 Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy

The learner can:

1. describe a range of ways to ensure the safety and health of a baby
2. give examples of when a parent should seek medical advice about their baby's health.

Explanation of criteria and examples of evidence

For 3.1 the learner needs to **describe** (orally, in writing or through other appropriate means of communication such as signing) at least three ways to ensure the safety and health of a baby. These might include avoiding unsafe situations in the home (eg rolling off a bed, safety with animals) as well as health hazards (eg sterilising feeding bottles, changing nappies regularly).

For 3.2 the learner needs to **give examples** of when a parent should seek medical advice about their baby's health. These might include when a baby has received a knock to the head, a rash that has meningitis-like symptoms, concern about poor weight gain.

Unit 7546-435 Parenting 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. For example a programme aimed specifically at existing or expectant parents is likely to have a more immediate focus than one aimed at a more general audience.

Tutors may use a wide range of learning resources including videos and external speakers. It may be appropriate to arrange visits to local facilities.

Resources

Useful sources of information could include local Children's Centres (in England) or local authorities.

These websites might be useful:

www.dcsf.gov.uk/everychildmatters

www.nhs.uk/Livewell/pregnancy

www.bbc.co.uk/parenting

www.nct.org.uk/home

www.breastfeedingnetwork.org.uk

www.home-start.org.uk

Level: Level 1
Credit value: 3
UAN: L/500/5382

Unit aim

This unit develops an understanding of the harmful effects of drink and possible health issues and where to seek help if needed.

Learning outcomes

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

1. Know about differences in unit strengths
2. Know the possible causes of alcohol misuse
3. Recognise some of the physical and psychological effects of alcohol misuse
4. Be aware of the effects that alcohol misuse can have on others
5. Be aware of the health issues associated with alcohol misuse
6. Recognise the effects of withdrawing from alcohol
7. Know some of the agencies offering help and information about alcohol misuse

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 7546-471 Introduction to alcohol awareness for the individual

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know about differences in unit strengths

The learner can:

1. State the unit strength of at least four alcoholic drinks.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **state** the unit strength of at least four different alcoholic drinks. The learner must understand the size of the drink does not mean there is more or less alcohol. The amount of pure alcohol in the drink defines the value of the unit, 10ml of pure alcohol = 1 unit (UK).

Evidence may be an information leaflet or poster produced by the learner.

Outcome 2 Know the possible causes of alcohol misuse

The learner can:

1. identify reasons why people may misuse alcohol.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** at least **two** reasons why people may misuse alcohol. The reasons they choose might be those that are familiar to them and should be dealt with sensitively.

Evidence may be a written statement.

Outcome 3 Recognise some of the physical and psychological effects of alcohol misuse

The learner can:

1. list some psychological and physical effects of alcohol misuse.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **list** at least **two** psychological and at least two physical effects of alcohol misuse. The learner must fully understand the mental health issues and the effect on a person's appearance that alcohol misuse brings.

Evidence may be a fact sheet produced by the learner.

Outcome 4 Be aware of the effects that alcohol misuse can have on others

The learner can:

1. state at least one effect that alcohol misuse can have on each of the following: family, friends, society.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **state** at least one effect that alcohol misuse can have on each of the following: family, friends, and society. The effects they choose could be linked to 2.1 and 3.1 and must be dealt with sensitively. The learner must understand how alcohol not only affects the person but also affects those close to them.

Evidence may be a learner statement or the learner might prefer to have a 1:1 discussion with an observation record as their evidence.

Outcome 5 Be aware of the health issues associated with alcohol misuse

The learner can:

1. list ways in which alcohol misuse can impact on health, for example, nutrition, liver, heart, mental health, sexual health.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **list** at least four different ways in which alcohol misuse can impact on health, for example, nutrition, liver, heart, mental health and sexual health. As well as listing the different ways the learner should give a brief explanation about the impact each has on a person's health.

Evidence could be a fact sheet or information leaflet produced by the learner.

Outcome 6 Recognise the effects of withdrawing from alcohol

The learner can:

1. list the effects of withdrawing from alcohol.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to **list** the effects of withdrawing from alcohol. The effects they list should be those that are most commonly recognised once a person decides to cut down or stop drinking, for example, shaking, sweating, and headaches. The list could be part of an information leaflet produced by the learner.

Outcome 7 Know some of the agencies offering help and information about alcohol misuse

The learner can:

1. identify sources of help and information in relation to alcohol abuse.

Explanation of criteria and examples of evidence

For the first criterion (7.1) the learner needs to **identify** at least **four** sources of help and information in relation to alcohol abuse. The learner should investigate different agencies, both nationally and locally. At least two of the sources should be nationally recognised agencies and at least two of the sources should be local agencies.

Evidence may be information from websites and/or leaflets.

Unit 7546-471 Introduction to alcohol awareness for the individual

How can this unit be delivered?

This unit could be delivered as part of a 'healthy lifestyle' programme.

Potential resources

These websites might be useful:

<http://www.infoscotland.com/alcohol/displaypage.jsp?pContentID=53>

http://www.whoguidemhpcuk.org/downloads/primary_care/Alcohol_misuse.pdf

http://www.alcoholandfamilies.org.uk/documents/7/effects_children_and_families/effects_children_families.index.htm

http://www.about-alcohol-info.com/Effects_of_Alcohol.html

<http://www.alcoholadvice.com/withdrawal.html>

<http://www.drinkaware.co.uk/facts/did-you-know/pk-test-page>

<http://www.drinkaware.co.uk/facts/effects-of-alcohol-2?gclid=Clqf9NbXwqMCFQIB4wod2VOKaw>

<http://www.drinkaware.co.uk/features?gclid=COby-PHXwqMCFc792AodcFhudg>

Level: Level 1
Credit value: 3
UAN: Y/500/5384

Unit aim

This unit develops an understanding of the harmful effects of drug abuse and possible health issues and where to seek help if needed.

Learning outcomes

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

1. Know the differences between types of drugs, including their legal status
2. Be aware of some of the causes of drug misuse
3. Recognise some of the physical and psychological effects of drug misuse
4. Understand the impact that drug misuse may have on others
5. Understand some of the health issues associated with drug misuse
6. Recognise some of the effects of withdrawing from drugs
7. Be aware of agencies offering help and information on drug misuse

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 7546-472 Introduction to drug awareness for the individual

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know the differences between types of drugs, including their legal status

The learner can:

1. identify at least two different types of drugs, for example, stimulants and depressants
2. classify those identified as class A or class B drugs.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** at least **two** different types of drugs, for example, stimulants and depressants. The learner should understand the difference between class A and class B drugs. The types of drugs they identify should be in the class A and/or class B category and should be the most common types of drugs or substances that are abused. Evidence may be a written statement.

For 1.2 the learner needs to **classify** the types of drugs identified in (1.1) as class A or class B drugs.

Evidence could be included in their written statement for (1.1).

Outcome 2 Be aware of some of the causes of drug misuse

The learner can:

1. identify possible reasons as to why people may misuse drugs.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** at least **two** possible reasons as to why people may misuse drugs. The reasons they choose might be those that are familiar to them and should be dealt with sensitively. The reasons why people may misuse drugs, the learner should know about, should include peer pressure, stress, thrill, curiosity.

Evidence may be written notes following a group discussion.

Outcome 3 Recognise some of the physical and psychological effects of drug misuse

The learner can:

1. identify some of the physical and psychological effects of drug misuse.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least two of the physical effects of drug misuse and at least two of the psychological effects of drug misuse. The learner must fully understand the mental health issues and the effect on a person's appearance that drug misuse brings.

Evidence could be a fact sheet produced by the learner.

Outcome 4 Understand the impact that drug misuse may have on others

The learner can:

1. list some of the effects that drug misuse may have on others, for example, family, friends, society.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **list** some of the effects that drug misuse may have on others, for example, family, friends, and society. The effects they list could be linked to (1.1), (2.1) and (3.1) and should be dealt with sensitively. The learner must understand how drug misuse not only affects the person but also affects those close to them.

Evidence may be a learner statement or the learner might prefer to have a 1:1 discussion with an observation record as their evidence.

Outcome 5 Understand some of the health issues associated with drug misuse

The learner can:

1. identify some of the ways in which drug misuse can have an impact on health, for example, HIV, hepatitis B and C, mental health, sexual health.

Explanation of criteria and examples of evidence

For (5.1) the learner needs to **identify** at least four different ways in which drug misuse can have an impact on health, for example, HIV, hepatitis B and C, mental health, sexual health. As well as identifying the ways the learner should give a brief explanation about the impact each has on a person's health.

Evidence could be a fact sheet or information leaflet produced by the learner.

Outcome 6 Recognise some of the effects of withdrawing from drugs

The learner can:

1. identify at least two effects of withdrawing from drugs.

Explanation of criteria and examples of evidence

For 6.1 the learner needs to **identify** at least two effects of withdrawing from drugs. The learner should be familiar with some of the symptoms associated with withdrawal from drugs for example emotional, physical and some of the more dangerous symptoms. Evidence could be a fact sheet or information leaflet produced by the learner.

Outcome 7 Be aware of agencies offering help and information on drug misuse

The learner can:

1. identify sources of help and information in relation to drug misuse.

Explanation of criteria and examples of evidence

For 7.1 the learner needs to **identify** at least four sources of help and information in relation to drug misuse. The learner should investigate different agencies, both nationally and locally. At least two of the sources should be nationally recognised agencies and at least two of the sources should be local agencies.

Evidence may be information from websites and/or leaflets.

Unit 7546-472 Introduction to drug awareness for the individual

How can this unit be delivered?

This unit could be delivered as part of a 'healthy lifestyle' programme and in conjunction with Unit 042 Introduction to Alcohol Awareness.

Potential resources

These websites might be useful:

http://www.tpoftampa.com/html/programs/residential/chem_dep/types_of_drugs/

http://www.spsa-forensics.police.uk/services/drugs/types_drugs

http://helpguide.org/mental/drug_substance_abuse_addiction_signs_effects_treatment.htm

<http://www.usnodrugs.com/effects-of-drug-abuse.htm>

http://alcoholism.about.com/cs/heal/a/aa990818_2.htm

<http://www.addictionsandrecovery.org/withdrawal.htm>

<http://www.drugline.org/?gclid=CL7d4LSN3aMCFYZo4wod2CmKZA>

Unit 7546-480

Understanding stress and stress management techniques

Level: Level 1
Credit value: 3
UAN: M/500/5486

Unit aim

This unit develops understanding of the symptoms and causes of stress and how to relax and use coping strategies.

Learning outcomes

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

1. Recognise the symptoms of stress
2. Show knowledge of the possible causes of stress
3. Understand the benefits of using relaxation as a strategy
4. Show an understanding of coping strategies
5. Practice a number of relaxation techniques

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 7546-480 Understanding stress and stress management techniques

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Recognise the symptoms of stress

The learner can:

1. state what is meant by stress
2. list the symptoms of stress
3. record the effect of stress on the body
4. comment on different types of stress.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **state** the meaning of the term stress eg anxiety, mind and body reaction to situations, the unknown threat.

For 1.2 the learner needs to **list** at least **three** symptoms of stress eg increased heart rate, sweating excessively, excess energy.

For 1.3 the learner needs to **record** the effect of stress on the body.

The learner may prepare a leaflet or chart showing symptoms and the effect they then have on the body such as feel very hot or very cold or exhaustion.

For 1.4 the learner needs to **comment** on at least **three** different types of stress eg work related, relationships, parenting, financial.

Evidence for 1.1 to 1.4 may be a learner statement.

Outcome 2 Show knowledge of the possible causes of stress

The learner can:

1. using examples, outline the possible causes of stress
2. give examples of own stressors.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to look at **two** case studies or real life situations and outline the possible causes of stress in each.

For 2.2 the learner needs to reflect on their own experiences and **give** at least **two** examples of things that trigger personal stress for themselves.

Evidence for 2.1 and 2.2 may be a learner statement.

Outcome 3 Understand the benefits of using relaxation as a strategy

The learner can:

1. identify different strategies for relaxing during times of stress
2. state how these strategies help to reduce stress.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify three** different strategies eg relaxation techniques such as breathing control, controlled posture.

For 3.2 the learner needs to **state** how each of the techniques they have identified in 3.1 would be effective in the reduction of stress, eg breathing more slowly could bring control back to the situation and slow the heart rate.

Evidence for 3.1 and 3.2 may be a learner statement, short report or leaflet.

Outcome 4 Show an understanding of coping strategies

The learner can:

1. identify a range of strategies for reducing and managing stress
2. show how to use at least one of these strategies and outline the benefits.

Explanation of criteria and examples of evidence

For 4.1 the learner needs to **identify** a range of strategies for dealing with stress, these could include things like attending yoga classes, workshops for support, exercise, changing diet etc.

For 4.2 the learner needs to **show** how to use at least **one** of these strategies and outline the benefits.

The learner should use one of the strategies and outline the benefits he/she received or the anticipated benefits.

Evidence for 4.1 and 4.2 may be a short presentation including a demonstration of the technique.

Outcome 5 Practice a number of relaxation techniques

The learner can:

1. identify areas of possible tension in the body when stressed
2. demonstrate different techniques for relieving tension and stress
3. comment on their effectiveness.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **identify** areas of possible tension in the body.

Evidence may be a body plan showing the areas that are affected by stress, such as heart, breathing, shoulders, and neck.

For 5.2 the learner needs to **demonstrate** different techniques for relieving tension and stress.

The learner should become actively involved in tension management techniques. A recording of the outcomes will be required for 5.3.

Evidence may be a witness statement or record of attendance for practical activities.

For 5.3 the learner needs to reflect and comment on the effectiveness of the techniques they employed in 5.2.

Evidence may be a learner statement.

Unit 7546-480 Understanding stress and stress management techniques

How can this unit be delivered?

Learners should have the opportunity to research and experience a variety of relaxation techniques. Guest speakers or visits to clubs specialising in relaxation may be useful.

Potential resources

These websites might be useful:

www.stress.org.uk

www.hse.gov.uk/pubns/indg430.pdf is a direct link to publications related to workplace stress

Unit 7546-482 activity

Use tools and equipment for a practical

Level: Level 1
Credit value: 2
UAN: K/600/3245

Unit aim

This unit can be used in different contexts and is about developing skills to use different tools and equipment for a practical activity.

Learning outcomes

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

1. Know how to use tools and equipment for an agreed activity
2. Know how to care for, maintain and store a range of tools and equipment

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 7546-482 Use tools and equipment for a practical activity

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know how to use tools and equipment for an agreed activity

The learner can:

1. state the purpose of tools and equipment suitable for the agreed activity
2. state and follow the safety precautions associated with the tools and equipment used for the agreed activity
3. use appropriate tools and equipment to produce an agreed artefact or complete an agreed task.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to agree an activity with their tutor/assessor and then **state** the purpose of all the tools and equipment required to complete the activity.

For 1.2 the learner needs to **state** and follow the safety requirements for each tool that they will be using. This could include electrical safety, sharp items, heavy objects etc.

For 1.3 the learner needs to **use** the appropriate tools and equipment for the agreed task.

Evidence for 1.1 to 1.3 must include an assessor/witness statement. Photographs and learner statements may also be used.

Outcome 2 Know how to care for, maintain and store a range of tools and equipment

The learner can:

1. outline the care and/or maintenance needed by the tools used in producing the agreed artefact or completing the agreed task
2. state and follow the safety precautions relevant to the care and/or maintenance of the tools used in producing the agreed artefact or completing the agreed task
3. carry out as directed care and/or maintenance of the tools and/or equipment used in producing the agreed artefact or completing the agreed task
4. make safe and/or store safely tools and equipment as directed
5. clean and tidy the work area.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **outline** the care that each piece of equipment and/or tool that they have used will need to maintain it in good order. The learner should be able to give one fact related to the care of each tool or piece of equipment they have used

For 2.2 the learner needs to **state** and follow the safety precautions relevant to safe care of the tools and equipment they have used for the activity. The learner must state the care that will be carried out, to their assessor/supervisor, prior to completing the task.

For 2.3 the learner needs to **carry out** as directed the care and/or maintenance of the tools and/or equipment used in producing the agreed artefact or completing the agreed task. The learner should be given instruction and/or a demonstration of care of particular equipment and they must then demonstrate how they will carry this care and/or maintenance through.

For 2.4 the learner needs to **make safe** and/or **store** safely tools and equipment as directed. The learner should ensure that all the tools and equipment they have used for a particular task or activity are stored away and ready for future usage.

For 2.5 the learner needs to demonstrate that they can **clean** and **tidy** the work area after they have completed the task and remove any waste materials.

Evidence for 2.1 to 2.5 must be supported by an assessor/witness statement. Photographs and learner statements may also be used.

Unit 7546-482 Use tools and equipment for a practical activity

How can this unit be delivered?

This is a very practical unit and the evidence should reflect this. Use of photographic, video, voice recorded evidence can be used as well as witness/assessor statements to support the practical activities completed.

Level: Level 2
Credit value: 2
UAN: A/501/3994

Unit aim

The aim of the unit is to help the learner understand the importance of maintaining a healthy diet in a range of situations.

Learning outcomes

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

1. Understand the importance of maintaining a balanced diet
2. Understand how media representations of body image may influence eating habits
3. Understand the dietary choices and needs of different groups

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 7546-540 **Healthy eating in personal development**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand the importance of maintaining a balanced diet

The learner can:

1. describe why a balanced diet is an important factor in leading a healthy lifestyle
2. identify the main food groups needed by the human body for optimum health
3. describe the characteristics of an unhealthy diet and of poor eating habits
4. explain the impact of a poor diet on health and fitness
5. produce a healthy eating plan for one week for own situation.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** why a balanced diet is an important factor in leading a healthy lifestyle.

For 1.2 the learner needs to **identify** the main food groups needed by the human body for optimum health.

For 1.3 the learner needs to **describe** the characteristics of an unhealthy diet and of poor eating habits.

For 1.4 the learner needs to **explain** the impact of a poor diet on health and fitness.

Evidence for 1.1 to 1.4 may be a learner statement or short talk with supporting notes and assessor observation.

For 1.5 the learner needs to **produce** a healthy eating plan for one week for own situation. Evidence for 1.5 should be the healthy eating plan.

Outcome 2 Understand how media representations of body image may influence eating habits

The learner can:

1. explain what is meant by 'body image'
2. explain how and why the media portrayal of body image may impact negatively on an individual's health.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** what is meant by 'body image'.

For 2.2 the learner needs to **explain** how and why the media portrayal of body image may impact negatively on an individual's health eg eating disorders.

Evidence for 2.1 and 2.2 may be a learner statement.

Outcome 3 Understand the dietary choices and needs of different groups

The learner can:

1. explain how religion and culture can affect dietary choices and needs
2. explain how to meet the nutritional needs of a person with a particular religious or cultural belief
3. explain how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation
4. produce a healthy eating plan for one day for an individual with specific dietary needs.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **explain** how religion and culture can affect dietary choices and needs eg not eating certain foods.

For 3.2 the learner needs to **explain** how to meet the nutritional needs of a person with a particular religious or cultural belief eg finding alternative sources of nutrients.

For 3.3 the learner needs to **explain** how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation.

Evidence for 3.1 to 3.3 may be a learner statement.

For 3.4 the learner needs to **produce** a healthy eating plan for one day for an individual with specific dietary needs eg vegetarian, wheat intolerance. Evidence for 3.4 should be the healthy eating plan.

Unit 7546-540 Healthy eating in personal development

How can this unit be delivered?

This unit, which is optional for the Level 1 and Level 2 Awards and Certificates, focuses on the importance of a balanced diet and how to meet the nutritional needs of different groups. The learner produces plans for healthy eating but does not need to prepare any food to meet the assessment criteria.

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

Resources

These websites might be useful:

www.nhs.uk

www.5aday.nhs.uk

Unit 7546-573 Healthy living

Level: **Level 2**
Credit value: **3**
UAN: **A/500/4809**

Unit aim

The unit will enable the learner to develop an understanding of how to maintain a healthy lifestyle including, exercise, fitness, diet and sexual health.

Learning outcomes

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

1. Understand why personal fitness is important
2. Recognise the role that exercise plays in a healthy life style
3. Understand the role of a balanced diet in promoting good health
4. Understand the importance of personal hygiene and good grooming
5. Understand and consider the basic issues of sex education and contraception
6. Know how to take responsibility for their health and life style through action planning for the future

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 7546-573 **Healthy living**

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 operate at a higher level by identifying key factors, planning independently and researching several sources to substantiate their plans.

Outcome 1 Understand why personal fitness is important

The learner can:

1. explain the term personal fitness
2. describe the advantages and disadvantages of different activities in relation to personal fitness.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to demonstrate a clear understanding of the term personal fitness. The description should include at least **five** key features.

For 1.2 the learner needs to **describe** the advantages and disadvantages of activities related to their fitness. They should include at least **three** activities.

Outcome 2 Recognise the role that exercise plays in a healthy life style

The learner can:

1. develop a programme of personal exercise in relation to weight, health and age
2. record personal progress.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **develop** a programme of personal exercise.

In the development plan for a personal fitness programme the learner should include exercise and explain how this would be appropriate for them as an individual. Is it appropriate for the age, weight, and existing health of the individual?

For 2.2 the learner needs to state how this is going to be carried through and have a specific plan to record progress over a period of at least three weeks.

Outcome 3 Understand the role of a balanced diet in promoting good health

The learner can:

1. explain the principles of healthy eating
2. design nutritionally balanced meals for self, giving reasons for choice.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **explain** the principles of healthy eating.

As a part of the fitness plan the learner must consider the eating habits that help to produce a healthy lifestyle. There must be a clear explanation of the principles of healthy eating.

For 3.2 the learner needs to **design** a range of nutritionally balanced meals that meet the requirements of the individual. There must be sound reasons for choice and should be linked to existing likes and dislikes of the individual. At least **five** different meals should be designed.

Outcome 4 Understand the importance of personal hygiene and good grooming

The learner can:

1. explain reasons for the need for personal hygiene and good grooming..

Explanation of criteria and examples of evidence

For the first criterion (4.1) It is essential that good grooming and personal hygiene are demonstrated by the learner at this level. An **explanation** must be given for the reasons that this is important and why it should be maintained.

Outcome 5 Understand and consider the basic issues of sex education and contraception

The learner can:

1. describe a range of methods of contraception
2. explain the need for sexual responsibility in personal relationships
3. identify at least two sexually transmitted diseases, explaining their causes and consequences.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to show a clear understanding of issues related to sexual health and contraception. They should have a good understanding and be able to describe a range of contraceptives and how these may meet certain needs. A **description** of at least **three** different methods of contraception should be given.

For 5.2 the learner needs to give good explanations of the need to act responsibly in any adult sexual relationship. They should understand the consequences of poor behaviour in relationships, both the short term and long term issues eg sexually transmitted diseases and unwanted pregnancies.

For 5.3 the learner needs to have a good understanding of a range of sexually transmitted diseases and be able to explain, in detail the causes and consequences of two of these.

Outcome 6 Know how to take responsibility for their health and life style through action planning for the future

The learner can:

1. devise an action plan for a healthy life style
2. access information from appropriate agencies to support this action plan.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to make a clear action plan for how they now will put their underpinning knowledge into practice in their own lives. This must focus on the all areas of this unit, showing how each will be improved.

For 6.2 the learner needs to put supporting evidence together to substantiate their decisions and identify where they have gained the knowledge, this should be from a range of current sources not just a single source, and how they feel it will assist them to lead a healthier lifestyle in the future.

Unit 7546-573 Healthy living

How can this unit be delivered?

Evidence for this unit may cover several learning outcomes. A comprehensive package of personal fitness could be established, a presentation of the information could be given reports could be produced. A detailed action plan and report giving clear accreditation to their sources of information.

Potential resources

These websites might be useful:

www.nhs.uk/livewell

www.bbc.co.uk/health

www.healtheducation.co.uk

Level: Level 2
Credit value: 3
UAN: M/500/4810

Unit aim

This unit will enable the learner to understand the harmful effects of alcohol on the body, consequent health issues, effects upon relationships and also where to seek help if needed.

Learning outcomes

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

1. Know about differences in unit strengths
2. Be aware of possible causes of alcohol misuse
3. Understand some of the psychological effects of alcohol misuse
4. Be aware of the effects that alcohol use may have on others
5. Understand some of the health issues associated with alcohol misuse
6. Understand the effects of withdrawing from alcohol
7. Know some of the agencies that offer help and information on alcohol misuse

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 7546-574 Introduction to alcohol awareness for the individual

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 develop a greater awareness and depth of knowledge of the wide range of effects that alcohol misuse has on the individual.

Outcome 1 Know about differences in unit strengths

The learner can:

1. state the unit strength of a range of alcoholic drinks.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **state** the unit strength of a range of alcoholic drinks. The learner could produce a guidelines chart listing a range of drinks, for example, beer, wine, spirits or they could list a range of specific drinks which are popular amongst their peers. They should also include the Government's daily unit guidelines for men and women

Outcome 2 Be aware of possible causes of alcohol misuse

The learner can:

1. describe possible reasons as to why people may misuse alcohol.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **describe** at least **three** possible reasons as to why people may misuse alcohol. The learner must understand that people drink alcohol for all sorts of reasons and can often become dependent on it for example, it may 'run in the family', it could be through homelessness as a comforter or it could be 'to try and forget'.

Evidence may be a learner statement based on examples of case studies.

Outcome 3 Understand some of the psychological effects of alcohol misuse

The learner can:

1. describe psychological effects of alcohol misuse.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **describe** at least **four** psychological effects of alcohol misuse. The learner must fully understand the mental health issues that alcohol misuse brings, not only to the person drinking but to those close to them. They should know the effects that heavy drinking could lead to and the effect it has on a person's brain and the likely risk of depression.

Evidence could be an information leaflet produced by the learner.

Outcome 4 Be aware of the effects that alcohol use may have on others

The learner can:

1. describe the effects that alcohol misuse may have on family, friends and society.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **describe** the effects that alcohol misuse may have on family, friends and society. The effects they choose could be linked to 2.1 and 3.1 and must be dealt with sensitively. They should describe at least **two** effects on family, at least two effects on friends and at least, two effects on society. The learner should know about the consequences of drinking and driving, growing up in a family where someone drinks heavily and the effect on peer relationships.

Evidence may be learner notes from a discussion, a learner statement or a poster they have produced.

Outcome 5 Understand some of the health issues associated with alcohol misuse

The learner can:

1. explain some of the effects of alcohol misuse on physical and emotional health.

Explanation of criteria and examples of evidence

For 5.1 the learner needs to **explain** some of the effects of alcohol misuse on physical and emotional health. The learner should give examples of at least **three** effects of alcohol misuse on physical health and at least three effects on emotional health. The learner should investigate the mental health issues associated with alcohol misuse and also how a person's appearance is affected.

Evidence could be a fact sheet or information leaflet produced by the learner.

Outcome 6 Understand the effects of withdrawing from alcohol

The learner can:

1. Describe the physical and emotional effects of withdrawing from alcohol.

Explanation of criteria and examples of evidence

For 6.1 the learner needs to **describe** the physical and emotional effects of withdrawing from alcohol. The effects they describe should be those that are most commonly reported and those that can be quite serious but not everyone experiences, for example, hallucinations, paranoid ideas, disorientation.

Evidence could be a fact sheet or information leaflet produced by the learner.

Outcome 7 Know some of the agencies that offer help and information on alcohol misuse

The learner can:

1. list sources of help and information on alcohol misuse and explain the key differences between them.

Explanation of criteria and examples of evidence

For 7.1 the learner needs to **list** at least **six** sources of help and information on alcohol misuse and explain the key differences between them. The learner should investigate different agencies, both nationally and locally. At least three of the sources should be nationally recognised agencies and at least three of the sources should be local agencies.

Evidence could be a comparison chart explaining the key differences.

Unit 7546-574 Introduction to alcohol awareness for the individual

How can this unit be delivered?

This unit could be delivered as part of a 'healthy lifestyle' programme'.

Potential resources

Leaflets for young people and their parents with information about alcohol.
Available free of charge from Drinkline: Tel: 0800 917 8282.

These websites might be useful:

<http://www.drinkingandyou.com/site/uk/what.htm>

<http://www.rcpsych.ac.uk/campaigns/changingminds/mentaldisorders/alcoholanddrugmisuse.aspx>

<http://www.saintmatthewschurches.com/AlcoholEffects.aspx>

<http://alcoholism.about.com/cs/info2/a/blfam.htm>

<http://alcoholism.about.com/sitesearch.htm?terms=effects%20of%20alcohol%20on%20friends&SUName=alcoholism&TopNode=99>

<http://www.drinkaware.co.uk/facts/did-you-know/pk-test-page>

<http://www.drinkaware.co.uk/facts/effects-of-alcohol-2?gclid=Clqf9NbXwqMCFQIB4wod2VOKaw>

<http://www.drinkaware.co.uk/features?gclid=COby-PHXwqMCFc792AodcFhudg>

Level: Level 2
Credit value: 3
UAN: T/500/4811

Unit aim

This unit will enable the learner to understand the harmful effects of drugs on the body, reasons for misuse, consequent health issues, effects upon relationships and also where to seek help if needed.

Learning outcomes

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

1. Know the differences between some types of drugs, including their legal status
2. Be aware of some of the causes of drug misuse
3. Know some of the physical and psychological effects of drug misuse
4. Understand the implications of drug misuse on others
5. Understand some of the health issues associated with drug misuse
6. Know the effects of withdrawing from drugs
7. Know some of the agencies offering help and information on drug misuse

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 7546-575 Introduction to drug awareness

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 develop a greater awareness and depth of knowledge about the wide range of effects that drug misuse has on the individual.

Outcome 1 Know the differences between some types of drugs, including their legal status

The learner can:

1. identify the different types of drugs that exist, for example, stimulants, depressants, hallucinogens and pain reducing drugs
2. classify those identified as A or B class drugs.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** at least **two** drugs of each of the different types of drugs that exist, for example, stimulants, depressants, hallucinogens and pain reducing drugs. They should also give a brief explanation of the effect each has on the body. The learner should understand the difference between class A and class B drugs. Evidence may be a written statement.

For 1.2 the learner needs to **classify** the A and B class drugs identified in (1.1).

Evidence may be included in their written statement for (1.1).

Outcome 2 Be aware of some of the causes of drug misuse

The learner can:

1. explain possible reasons as to why people may misuse drugs.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** at least **three** possible reasons as to why people may misuse drugs. The learner should know that drug misuse is when a person regularly takes one or more drugs to change their mood, emotion or state of consciousness. The reasons they choose might be those that are familiar to them and should be dealt with sensitively.

Evidence may be written notes following a group discussion

Outcome 3 Know some of the physical and psychological effects of drug misuse

The learner can:

1. explain, giving examples, some of the physical effects of drug misuse
2. explain, giving examples, some of the psychological effects of drug misuse.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **explain**, giving at least **three** examples, some of the physical effects of drug misuse. The learner should be aware of the short term effects, for example, dizziness, sickness, dry mouth, lips and tongue and the long term effects, for example, lung disease, lung cancer and infertility.

Evidence may be a fact sheet produced by the learner.

For (3.2) the learner needs to **explain**, giving at least **three** examples, some of the psychological effects of drug misuse. The learner must fully understand the mental health issues that drug misuse brings including the short and long term effects, for example, panic and paranoia, depression and schizophrenia.

Evidence may be included in the fact sheet in (3.1).

Outcome 4 Understand the implications of drug misuse on others

The learner can:

1. explain the possible effects that drug misuse can have on family, friends and society.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **explain** the possible effects that drug misuse can have on family, friends and society. The effects they explain could be linked to (1.1), (2.1) and (3.1) and should be dealt with sensitively. The learner must understand how drug misuse not only affects the person but also affects those close to them. They should know how friends and family can also become the victims of the effects of drug abuse and how society is affected in terms of crime, traffic accidents and lot time in the workplace.

Evidence may be a written report.

Outcome 5 Understand some of the health issues associated with drug misuse

The learner can:

1. outline some of the ways in which drug misuse can impact on physical and emotional health, for example, HIV, hepatitis B and C, psychosis, sexual health.

Explanation of criteria and examples of evidence

For (5.1) the learner needs to **outline** at least six of the ways in which drug misuse can impact on physical and emotional health, for example, HIV, hepatitis B and C, psychosis and sexual health. As well as outlining the ways the learner should give a brief explanation about the impact each has on a person's physical and emotional health. This criterion could be assessed alongside (3.1) and (3.2).

Evidence may be a fact sheet or information leaflet produced by the learner.

Outcome 6 Know the effects of withdrawing from drugs

The learner can:

1. describe the effects of withdrawing from drugs.

Explanation of criteria and examples of evidence

For (6.1) the learner needs to **describe** at least **six** of the effects of withdrawing from drugs. The learner should be familiar with all the symptoms associated with withdrawal from drugs, for example, the emotional, physical and more dangerous symptoms. The learner should give examples from each with a brief explanation about their effects.

Evidence may be a fact sheet or information leaflet produced by the learner.

Outcome 7 Know some of the agencies offering help and information on drug misuse

The learner can:

1. list some sources of help and information related to drug abuse and explain how they differ from one another.

Explanation of criteria and examples of evidence

For (7.1) the learner needs to **list** at least **six** sources of help and information related to drug abuse and explain how they differ from one another. The learner should investigate different agencies, both nationally and locally. At least three of the sources should be nationally recognised agencies and at least three of the sources should be local agencies.

Evidence may be a comparison chart explaining how each agency differs from the other.

Unit 7546-575 Introduction to drug awareness

How can this unit be delivered?

This unit could be delivered as part of a 'healthy lifestyle' programme and in conjunction with Unit 042 Introduction to Alcohol Awareness.

Potential resources

These websites might be useful:

http://www.tpoftampa.com/html/programs/residential/chem_dep/types_of_drugs/

http://www.spsa-forensics.police.uk/services/drugs/types_drugs

http://helpguide.org/mental/drug_substance_abuse_addiction_signs_effects_treatment.htm

<http://www.nhs.uk/Conditions/Drug-misuse/Pages/Risks.aspx>

<http://www.usnodrugs.com/effects-of-drug-abuse.htm>

<http://www.rethink.org/dualdiagnosis/pdfs/Leaflet.pdf>

<http://www.drug-addiction-support.org/effects-of-drug-addiction.html>

<http://www.rethink.org/dualdiagnosis/pdfs/Leaflet.pdf>

<http://www.addictionsandrecovery.org/withdrawal.htm>

<http://www.drugline.org/?gclid=CL7d4LSN3aMCFYZo4wod2CmKZA>

Level: Level 2
Credit value: 3
UAN: D/500/5290

Unit aim

This unit helps the learner to understand a range of relationships and family lifestyles and the rights and responsibilities that individuals have within these relationships. It also explores the law in relation to sex and sexuality and how the body works.

Learning outcomes

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

1. Understand a range of relationships, family lifestyles and sexuality, including an awareness of culture and individual differences
2. Understand the qualities and attributes that help form individuals' positive consensual relationships
3. Understand that individuals have rights and responsibilities within a relationship
4. Be aware of the law in relation to sex and sexuality
5. Understand how the body works in relation to sexual activity
6. Understand the range and purpose of male and female contraception methods and knowledge of sexually transmitted infections
7. Be aware of the agencies able to give help, advice and treatment on contraception and sexual health
8. Communicate about sex, sexuality and relationships effectively

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 7546-576 Sex and relationships education

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 develop a greater awareness and depth of knowledge about the wide range of effects that a sexual relationship has on the individual.

Outcome 1 Understand a range of relationships, family lifestyles and sexuality, including an awareness of culture and individual differences

The learner can:

1. using examples, explain different types of relationships, and sexuality
2. discuss cultural and individual differences that affect relationships and sexuality.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to, using at least **four** examples, **explain** different types of relationships, and sexuality. The learner should describe in detail about different types of relationships that can be established with different types of people, for example, long term marriage, short term romance, healthy relationship, casual, teen relationship etc. and the types of sexuality that may be associated with these relationships, for example, heterosexuality, homosexuality and bisexuality, asexuality.

Evidence could be a written report.

For 1.2 the learner needs to **discuss** cultural and individual differences that affect relationships and sexuality. The discussion might be in a group or 1:1 situation using their evidence in (1.1) as a basis for their contribution to the discussion.

Evidence may be their notes from the discussion and an assessor observation record.

Outcome 2 Understand the qualities and attributes that help form individuals' positive consensual relationships

The learner can:

1. describe and explain the qualities and attributes that help people form positive relationships.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **describe** and explain at least **six** qualities and attributes that help people form positive relationships. The qualities and attributes they might describe and explain could be to do with commitment, honesty, trust, friendship, love and understanding. The learner should describe in detail why the examples they chose help people to form positive relationships.

Evidence could be a written report.

Outcome 3 Understand that individuals have rights and responsibilities within a relationship

The learner can:

1. provide examples of how the individual's rights and responsibilities are acknowledged
2. explain how rights and responsibilities interact within a relationship.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **provide** at least **four** examples of how the individual's rights and responsibilities are acknowledged. The learner should understand that in a healthy relationship any rights claimed come with a responsibility to either or both partners. They should also understand that jointly respecting relationship rights and responsibilities is a way of ensuring a healthy relationship.

Evidence could be a chart with evidence listed under the headings of 'rights' and 'responsibilities' with a written explanation of how each party approves.

For (3.2) the learner needs to **explain** how rights and responsibilities interact within a relationship. Using their evidence from (3.1) the learner should describe in detail an occasion where both parties might work together respecting each other's rights and responsibilities within a relationship. For example, not pressure your partner into sexual activities he or she does not want.

Evidence might be a written statement.

Outcome 4 Be aware of the law in relation to sex and sexuality

The learner can:

1. outline the law(s) relating to age of consent/marriage/cohabitation/abuse
2. explain how the law can be used to regulate sexual activity.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **outline** at least **four** of the law(s) relating to age of consent, marriage, cohabitation and abuse. The learner should describe the legal requirements in relation to age of consent for marriage and cohabitating, who they are allowed to marry and sexual assault laws. They should also be aware of the consequences if these laws are abused.

Evidence could be an information leaflet.

For (4.2) the learner needs to **explain** how the law can be used to regulate sexual activity. The learner should investigate why laws are put in place to prevent unlawful sex and people being sexually abused.

Evidence could be included in the information leaflet suggest in (4.1).

Outcome 5 Understand how the body works in relation to sexual activity

The learner can:

1. describe how the body functions
2. explain what happens when the body becomes sexually aroused.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **describe** how the body functions in relation to sexual activity. This could be an opportunity to invite an outside speaker to the group with specialist knowledge. This will allow the learner to take part in a discussion and ask questions they may feel embarrassed to ask someone they know. Written notes made during the discussion of what they have found out about how the body functions during sexual activity could provide their evidence.

For (5.2) the learner needs to **explain** what happens when the body becomes sexually aroused. The learner should be aware of the effect of sexual activity on both the female and male sex organs and any other parts of the body that may be affected during sexual activity. This criterion could link with the activity in (5.1) and evidence could be included in their written notes.

Outcome 6 Understand the range and purpose of male and female contraception methods and knowledge of sexually transmitted infections

The learner can:

1. describe the different methods of contraception
2. explain which methods protect against sexually transmitted infections
3. correctly apply a condom to a dummy.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to **describe all** the different methods of contraception. They should understand what contraception is and should be made aware of the range of different contraception methods available, for example, male and female condoms, hormonal methods, contraceptive devices. They should provide a written explanation about the how each method works. Evidence could be an information leaflet explaining the purpose of each method.

For (6.2) the learner needs to **explain** which methods protect against sexually transmitted infections. The learner should use their evidence from (6.1) to describe the methods and could include in their information leaflet.

For (6.3) the learner needs to **correctly** apply a condom to a dummy. The learner should be made aware of the purpose of using a condom and that condoms are available for both male and female protection. They should demonstrate the correct way to put a condom on a dummy penis and in a dummy vagina. An annotated photograph or video would be the best form of evidence.

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

The learner can:

1. list a range of agencies able to give health and advice
2. explain what help and advice is available.

Explanation of criteria and examples of evidence

For the first criterion (7.1) the learner needs to **list** a range of agencies able to give health and advice. The health and advice they give should be about treatment on contraception and sexual health. They should list at least six different agencies, at least three should be national agencies and at least **three** should be local agencies.

Evidence may be information from websites and/or leaflets.

For (7.2) the learner needs to **explain** what help and advice is available. For each of the agencies listed in (7.1) the learner must describe the type of help and advice each of them provides.

Evidence could include information sheet for (7.2).

Outcome 8 Communicate about sex, sexuality and relationships effectively

The learner can:

1. express and actively listen to views and ask questions about sex, sexuality and relationships, both individually and in groups
2. take into account different viewpoints.

Explanation of criteria and examples of evidence

For the first criterion (8.1) the learner needs to **express** and **actively** listen to views and ask questions about sex, sexuality and relationships, both individually and in groups. Expressing and listening to the views of others and asking questions could relate to the discussion suggested in (5.1) particularly if an outside speaker is invited to the session. The learner could have a 1:1 discussion as part of their review or with a colleague.

Evidence could be the learners written notes from the discussion.

For (8.2) the learner needs to **take** into account different viewpoints. Taking into account different viewpoints is about communicating effectively. The learner must respect the turn taking rights of others and respect what others have to say particularly if they do not agree with the others have to say.

Evidence might be an observation record.

Unit 7546-576 Sex and relationships education

How can this unit be delivered?

This unit could be delivered as part of a 'healthy lifestyle' or 'sexual awareness' programme.

Potential resources

These websites might be useful:

<http://www.healthyplace.com/relationships/creating-relationships/different-types-of-relationships/menu-id-1511/>

<http://www.dailystrength.org/support-groups/Relationships-Sexuality>

http://teensexualhealth.vch.ca/workshop_modules/relationships_I_stage_III.htm

<http://www.inter-disciplinary.net/critical-issues/transformations/good-sex-bad-sex-sex-law-crime-and-ethics/>

<http://www.drpetra.co.uk/blog/age-of-consent-underage-sex-and-media-panics-%E2%80%93-what-you-need-to-know/>

http://www.steadyhealth.com/What_Physically_Happens_to_the_Human_Body_During_Sex__t189966.html

<http://www.nhs.uk/conditions/contraception/Pages/Introduction.aspx>

<http://www.nhs.uk/Conditions/Sexually-transmitted-infections/Pages/Introduction.aspx>

<http://www.fpa.org.uk/Homepage>

Level: Level 1
Credit value: 2
UAN: A/503/0973

Unit aim

This unit aims to develop the learner's understanding of the role that exercise, fitness and diet play in promoting good health.

Learning outcomes

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

1. Understand the importance of a balanced diet to a healthy lifestyle.
2. Know about the importance of exercise to a healthy lifestyle.
3. Understand the importance of emotional and mental well-being.
4. Know how to improve own lifestyle.

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 7546-604 Healthy lifestyles

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 learners are expected to be able to make decisions for themselves related to personal health and fitness.

Outcome 1 Understand the importance of a balanced diet to a healthy lifestyle.

The learner can:

1. state what is meant by a healthy and balanced diet.
2. identify the essential food groups in a balanced diet..

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to state what is meant by a healthy and balanced diet eg diet, fitness rest etc.

For 1.2 the learner needs to list five essential food groups the "Eat well plate" could be used for this exercise.

Outcome 2 Know about the importance of exercise to a healthy lifestyle.

The learner can:

1. state how lack of exercise can affect the human body.
2. outline the importance of physical activity to a healthy lifestyle.
3. describe three different types of exercise/sport/activity.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to state how lack of exercise can affect the human body such as affects on the heart, lungs, blood sugar levels, joints, bones, muscles, mood, the ability to control weight etc.

For 2.2 the learner needs to outline the importance of physical activity to a healthy lifestyle such as controlling weight, reducing the risk of heart disease and type 2 diabetes, to help to strengthen bones and muscles as well as possibly increasing the chances of living longer.

Outcome 3 Understand the importance of emotional and mental well-being.

The learner can:

1. outline the effects of stress on the human body.
2. state what is meant by emotional and mental well-being.
3. outline how work/life balance can help maintain emotional and mental well-being.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to outline the effects of stress on the human body such as chest pain, palpitations, goose bumps, breathlessness, sleeplessness, loss of appetite, difficulty in concentrating, depression and outbursts of anger.

For 3.2 the learner needs to state what is meant by emotional and mental well-being eg emotional capabilities, knowing how to function in society and meet the ordinary demands of everyday life.

For 3.3 the learner should be aware that there needs to be a balance between life and work so that their emotional and mental well-being is also balanced. For example balancing work (eg **career** and **ambition**) life (eg **health, pleasure, leisure**).

Outcome 4 Know how to improve own lifestyle.

The learner can:

1. give positive and negative points of own lifestyle in relation to physical and mental health, and emotional well-being.
2. identify sources of information and/or support and how they can be accessed.
3. outline a plan to improve own lifestyle..

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner must reflect on the positive and negative points within their own life.

For 4.2 the learner should identify sources of information and support such as GP, internet searches, forums, support groups, friends, family etc.

For 4.3 the learner should reflect on what has been identified in 4.1 and plan to make improvements to their own lifestyle.

Unit 7546-604 Healthy lifestyles

How can this unit be delivered?

Evidence could include a height, weight, pulse rate, blood pressure chart, linked to the planned activities that the learner decides to follow to improve their person fitness; a plan for a simple well balanced and healthy meal; target set by the learner for themselves and include how they plan to meet this target and what they hope the benefits will be.

Potential resources

Professional Cookery ISBN 978 0 435 03372 - 9 by Bamunge, Pickering, Pickering, Ross, Rushton, Strain has good resource materials for tutors/assessors.

These websites might be useful:

www.nhs.uk/livewell

www.food.gov.uk

Level: Level 1
Credit value: 1
UAN: J/503/3035

Unit aim

This unit develops understanding of diversity within the local community and the importance of active participation within it.

Learning outcomes

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

1. Understand the social diversity of citizens in the local community
2. Understand the importance of active participation in the local community

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **9** 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 7546-606 **Active Citizenship in the Local Community**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand the social diversity of citizens in the local community

The learner can:

1. outline the diverse nature of the population in his/her local community.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to have good access to their local community. Local councils and libraries will be a good source of information. The learner should be encouraged to make this as practical as possible by going out and finding the information related to their local community. A list of the various areas of their local community and the diversity within these should be produced; this may take the form of an annotated local map or town plan.

Outcome 2 Understand the importance of active participation in the local community

The learner can:

1. outline own involvement in an organisation, club or activity in the local community.
2. outline ways in which diverse members of the community can interact together.
3. state how taking an active part in the local community can contribute to social cohesion.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to be, or has been in the recent past actively involved in a local community group. This could be a group such as scouts, guides, youth clubs etc either as a member or leader, sports groups or clubs, organisations related to the learner's faith, neighbourhood schemes, clubs supporting less able members of the community such as Mencap, Mind or Shopmobility. The learner will need to give an outline of the organisation, looking at whether it is a local, national or international organisation.

For 2.2 the learner needs to **identify** the diversity of those people taking part and how they all work together for a common goal.

State how taking an active part in the local community may help overcome the negative impacts of social diversity on the local community.

For 2.3 the learner needs to reflect on how they feel that their involvement has helped to improve community relations with particular regard to diversity and culture.

Unit 7546-606 Active Citizenship in the Local Community

How can this unit be delivered?

Evidence for this unit would lend itself to a presentation by the learner of their findings. This could further improve understanding by their fellow learners of the impact local organisations can have on community relations. It could equally well be evidenced by a report covering all of the above aspects, a detailed promotional leaflet or poster.

Level: Level 1
Credit value: 3
UAN: A/503/3260

Unit aim

This unit develops awareness of kitchen equipment and an understanding of the nutritional value of food and drinks. It also covers the cooking of some basic foods and the building of confidence to making advanced dishes.

Learning outcomes

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

1. Understand how to plan and cost nutritionally balanced meals
2. Be able to use fresh ingredients and convenience foods.
3. Be able to use and maintain a range of domestic kitchen equipment
4. Be able to use a variety of food preparation methods.
5. Understand the importance of health and safety in a domestic kitchen

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 7546-608 Using cooking skills in a domestic kitchen

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand how to plan and cost nutritionally balanced meals

The learner can:

1. plan a two-course meal, taking into account basic nutritional value and costs
2. give three reasons for choice of meal.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **plan** a two-course meal, taking into account basic nutritional value and costs. The learner should have an underpinning knowledge of nutritional requirements prior to planning their meal. The meal can be something suited to themselves or a family member with a special requirement or of a different age. A budget should be set to enable the learner to have some guidance to work to. There is no requirement for the meal to be cooked at this stage but this could be the plan for the meal to be cooked in LO2.

For 1.2 the learner needs to give at least three reasons for their choice of meal.

Outcome 2 Be able to use fresh ingredients and convenience foods.

The learner can:

1. cook a meal using:
 - a) fresh ingredients
 - b) convenience foods.

Explanation of criteria and examples of evidence

For 2.1 the learner needs to **cook** a simple meal using fresh ingredients and convenience foods. The learner may use their plan in LO1.

Access to a domestic style kitchen will be required to complete this learning outcome.

Outcome 3 Be able to use and maintain a range of domestic kitchen equipment

The learner can:

1. identify and use examples of domestic kitchen equipment to produce a meal.
2. clean and store the equipment used.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to identify examples of domestic kitchen equipment such as a cooker or microwave. LO3 should be linked to LO1 & 2 for effective assessment. This could be a simple question and answer session or alternatively the learner could complete a worksheet identifying key kitchen equipment.

For 3.2 the learner needs to clean and store the equipment used. It is important the learner can demonstrate care of the equipment by cleaning it effectively and returning it to the correct storage place.

Outcome 4 Be able to use a variety of food preparation methods.

The learner can:

1. identify different food preparation methods.
2. produce a dish using a range of food preparation methods

Explanation of criteria and examples of evidence

For the first criterion (4.2) the learner needs to produce a simple dish using each of the following basic cookery methods, boiling, frying and grilling. Learners should have access to sufficient equipment to allow them to experiment and become proficient with a range of cooking methods. They will make one dish to use each of the cooking methods listed in this criterion.

Outcome 5 Understand the importance of health and safety in a domestic kitchen

The learner can:

1. identify the main health and safety risks in a domestic kitchen.
2. outline how to respond to health and safety risks in a domestic kitchen.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **identify** the main health and safety risks in a domestic kitchen. It is at the discretion of the centre to decide the order that the LO should be assessed and if it is considered that aspects of health and safety should be assessed first then this would be appropriate.

The learner should be able to identify the key health and safety issues related to a domestic kitchen. These could include sharp items, cleanliness, electrical and gas safety.

For 5.2 the learner needs to **outline** how to respond to health and safety risks in the kitchen.

The learner should be able to demonstrate their understanding in practice by checking items prior to use, handling items safely so as not to endanger themselves or others, cleaning and caring for the kitchen.

Unit 7546-608 Using cooking skills in a domestic kitchen

How can this unit be delivered?

Evidence for this learning outcome could include a plan for a two course meal with the cost and nutritional value information presented as a report, poster, leaflet or presentation, photographs of finished dishes, assessor/witness statement of observation of safe working methods.

Potential resources

These websites might be useful:

Professional Cookery Heinemann Publishers by Bamunge, Pickering, Pickering, Ross, Rushton & Strain

Appendix 1 Glossary

Agree	to reach a joint decision (with one or more person(s))
Analyse	to study or examine a topic in detail, in order to discover more about it
Annotation	words/notes written on material (eg photographs or text) usually to personalise or clarify the material
Assessor observation	written evidence produced by the assessor to record what they have observed the learner doing
Attitude	the way a person views something (NB learners do not have to distinguish between skills, qualities and attitudes)
Learner portfolio	see 'portfolio'
Learner statement	information provided by the learner which can be hand written, typed or presented as a video or audio recording
Choose	select from a number of alternatives
Decide	reach a decision eg by considering options (these options may be suggested by the learner or another person)
Define	say (orally or in writing) what the meaning of something, especially a word, is (eg defining a particular term)
Demonstrate	show how something should be done. This is evidence of performance.
Describe	give details, to say or write what someone or something is like
Evaluate	to judge or calculate the quality, importance, amount or value of something
Explain	to make something clear or easy to understand by describing or giving information about it
Identify	to recognise something (or someone) and say (or prove) what (or who) they are
List	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.
Outline	give a general explanation or description without detail

Portfolio	a collection of evidence which meets the assessment criteria. This can be paper based and/or stored electronically (ie e-portfolio).
Qualities	distinguishing characteristics or attributes; a feature of personality (NB learners do not have to distinguish between skills, qualities and attitudes)
Range	at least three
Research	find information eg from a variety of oral and/or written sources
Skill	special ability or expertise, often acquired through training (NB learners do not have to distinguish between skills, qualities and attitudes)
State	can be written or oral evidence. Evidence for oral contribution could be an assessor record of questioning.
UAN	Unit accreditation number
Use	to put something such as a tool or skill to a particular purpose
Witness statement	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"> • General qualification information
International learners	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
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"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • E - assessment • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

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HB-04-7546