

---

# ENTRY 1, 2 & 3 AND LEVEL 1 & 2 AWARDS AND CERTIFICATES IN **PERSONAL AND SOCIAL EDUCATION**

(5800)

---

## **Specification**

For teaching from September 2017 onwards  
For assessment September 2017 onwards

---

Version 2.1 June 2017



Visit [aqa.org.uk/pse](http://aqa.org.uk/pse) for the most up-to-date specification, resources, support and administration.

Copyright © 2017 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications, including the specifications. However, registered schools for AQA are permitted to copy material from this specification booklet for their own internal use.



# Contents

---

<b>1</b>	<b>Introduction</b>	
1.1	Why choose Personal and Social Education?	3
1.2	How do I start using this specification?	4
1.3	How can I find out more?	4
<b>2</b>	<b>Specification at a Glance</b>	
2.1	Specification at a glance	5
2.2	Total qualification time	6
<b>3</b>	<b>Subject Content</b>	
3.1	Subject content	7
3.2	PSHE ethos	7
3.3	Sex and Relationship Education	7
3.4	Contexts	7
3.5	Unit content	8-97
	Unit 1: Personal Action Planning	8
	Unit 2: Drugs Education	16
	Unit 3: Sex and Relationship Education	24
	Unit 4: Personal Finance	32
	Unit 5: Emotional Wellbeing	40
	Unit 6: Healthy Lifestyles	48
	Unit 7: Making Informed Career Choices	56
	Unit 8: Applying for Jobs and Courses	61
	Unit 9: Relationships, Behaviours and Practices in the Workplace	68
	Unit 10: Personal Safety	76
	Unit 11: Being a Critical Consumer	84
	Unit 12: Introduction to Diversity, Prejudice and Discrimination	92
<b>4</b>	<b>Scheme of Assessment</b>	
4.1	Aims	98
4.2	Assessment objectives	98
4.3	Requirements	98
4.4	Teacher-devised assessment tasks	99
4.5	Evidence	99
4.6	Submission of work	99
4.7	Weighting of assessment objectives	100
4.8	Determining the level of the Award or Certificate	100
4.9	Previous learning requirements	100
4.10	Equality, access and inclusion	100

4.11	Progression	101
------	-------------	-----

---

## 5 Administration

5.1	Administration	102
5.2	Availability of assessment units	102
5.3	Entries	102
5.4	Private learners	102
5.5	Access arrangements, reasonable adjustment and special consideration	102
5.6	Examination language	103
5.7	Qualification titles	103
5.8	Awarding system	103
5.9	Minimum requirements	103
5.10	Recognition of prior learning	104
5.11	Exemptions	104
5.12	Recording assessments	104
5.13	Submission of recommendations	104
5.14	Retention of evidence	104

---

## 6 Internally Assessed Work

6.1	Authenticating that internally assessed work is genuine	105
6.2	Unfair practice	105
6.3	Teacher standardisation	106
6.4	Internal standardisation	106
6.5	Annotation of internally assessed work	106
6.6	Submitting confirmation of achievement	106
6g	Factors affecting individual learners	107
6.8	Keeping learners' work	107

---

## 7 Moderation

7.1	Moderation procedures	108
7.2	Procedures after moderation	108

---

## Appendices

A	Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, health and safety considerations and citizenship	109
B	Functional skills and personal learning and thinking skills (PLTS)	110

## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/pse](http://aqa.org.uk/pse)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

## 1.1 Why choose Personal and Social Education?

Our Personal and Social Education qualification is a popular option for learners of all abilities and ages. The optional units in Personal and Social Education compliment the three core themes in the PSHE Association's Programme of Study: Health and wellbeing, Relationships and Living in the wider world. Details of how they map to the programme of study can be found on our website: [www.aqa.org.uk/pse](http://www.aqa.org.uk/pse)

### Qualifications

The AQA Awards and Certificates in Personal and Social Education offered at all levels from Entry 1 to Level 2. Entry 1 is broadly equivalent to National Curriculum Level 1.

The following qualifications can be gained through this specification:

Entry 1 Award in Personal and Social Education	500/8146/9
Entry 1 Certificate in Personal and Social Education	500/8143/3
Entry 2 Award in Personal and Social Education	500/8120/2
Entry 2 Certificate in Personal and Social Education	500/8119/6
Entry 3 Award in Personal and Social Education	500/8122/6
Entry 3 Certificate in Personal and Social Education	500/8121/4
Level 1 Award in Personal and Social Education	500/3050/4
Level 1 Certificate in Personal and Social Education	500/9966/8
Level 2 Award in Personal and Social Education	500/8183/4
Level 2 Certificate in Personal and Social Education	500/8184/6

### Foundation Learning

The Entry Level and Level 1 Awards and Certificates can be used to support the Personal and Social Development Strand of a Foundation Learning (FL) study programme.

### Structure of the Award and Certificate

The Award and the Certificate are unit-based qualifications comprising twelve optional units; each offered at Entry 1, Entry 2, Entry 3, Level 1 and Level 2.

To achieve an Award at one of these levels, a learner must complete four units, at least three of which must be at or above the level claimed, and one unit may be at one level below.

To achieve a Certificate at one of these levels, a learner must complete seven units, at least four of which must be at or above the level claimed and a maximum of three units may be at one level below.

Each unit carries two credits.

### Accreditation of Individual Units

Credit certificates will be issued which state the title, level and credit value of each unit completed.

### Spiritual, Moral, Ethical, Social, Legislative, Economic, Cultural, Environmental, Health and Safety and European Issues

It is a requirement that all specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details in respect of this specification are provided in Appendix A.

### Citizenship

Opportunities for developing citizenship knowledge, skills and understanding are signposted in Appendix A.

### Functional Skills and Personal Learning and Thinking Skills

This specification provides a range of opportunities to develop learners' functional skills and personal learning and thinking skills (PLTS). Further information is provided in Appendix B.

## 1.2 How do I start using this specification?

Once you have decided to enter learners you need to tell us so we can make sure that you get all the materials you need. You can let us know by filling in the Intention to Enter form, which can be downloaded from our website [www.aqa.org.uk/pse](http://www.aqa.org.uk/pse)

If your school has not used AQA for any examinations in the past, please contact our centre approval team at [centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk).

---

## 1.3 How can I find out more?

**You can choose to find out more about this specification or the services that AQA offer in a number of ways.**

### **Website**

You have access to useful information and answers to the most commonly asked questions at: [www.aqa.org.uk/pse](http://www.aqa.org.uk/pse)

### **Speak to your subject team**

You can talk directly to the Personal and Social Education subject team about this specification either by emailing [pse@aqa.org.uk](mailto:pse@aqa.org.uk) or by calling 01423 534225.

### **Latest information online**

You can find out more including the latest news, how to register for support and downloadable resources on our website at [www.aqa.org.uk](http://www.aqa.org.uk)

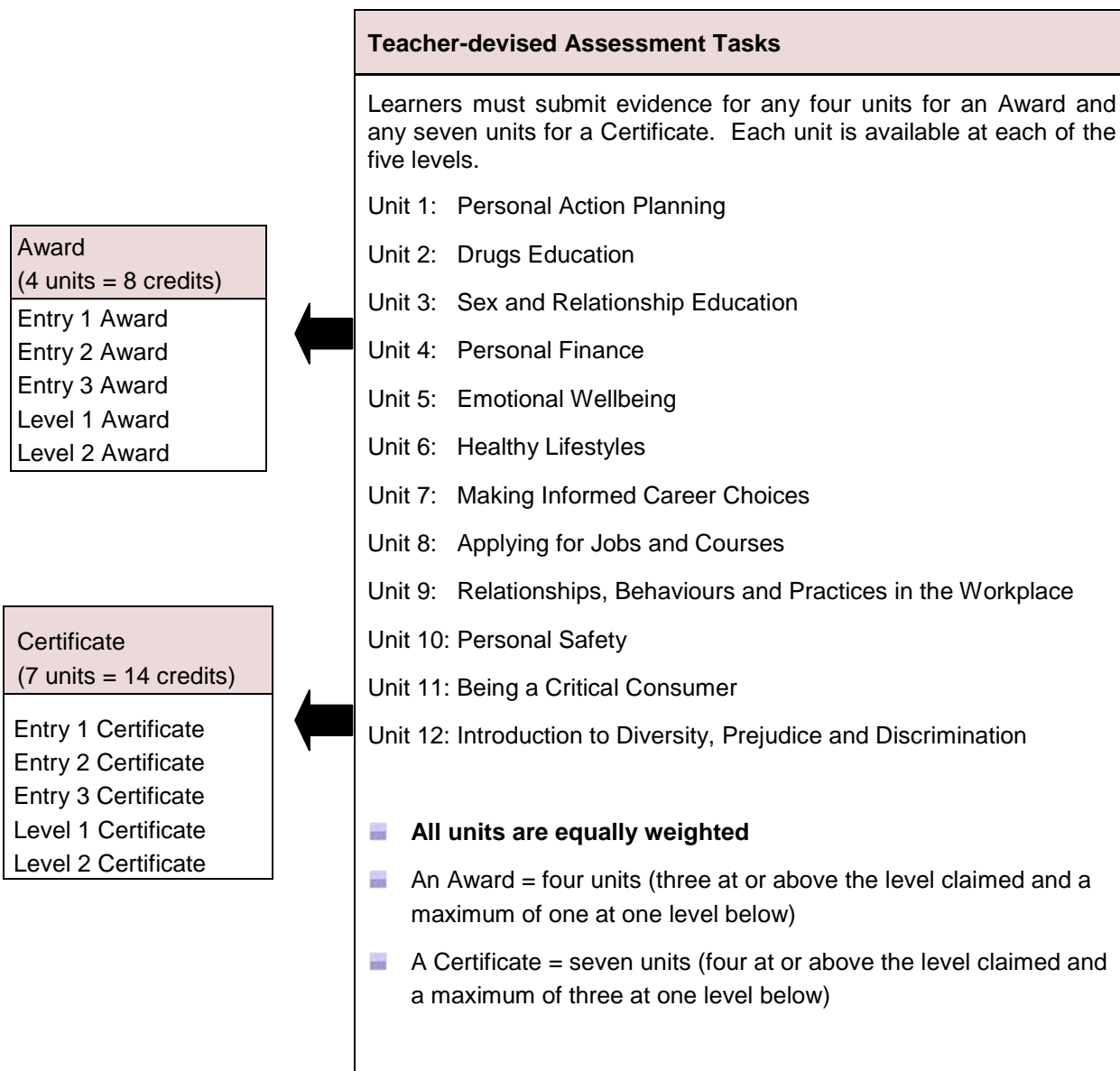
## 2 Specification at a Glance

### 2.1 Specification at a glance

This is the only specification available from AQA in this subject area.

Five levels of qualification are available: Entry 1, Entry 2, Entry 3, Level 1 and Level 2.

Two sizes of qualification are available at each level: Award and Certificate.





## 2.2 Total qualification time

Total Qualification Time is made up of the following two elements:

- the number of hours for Guided Learning
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The following Total Qualification Times are guidelines for the qualifications not individual units.

	Total Qualification Time	Guided Learning	Unsupervised Hours
Entry 1, 2 & 3 Awards	80	80	0
Entry 1, 2 & 3 Certificates	140	140	0
Level 1 & 2 Awards	80	76	4
Level 1 & 2 Certificates	140	126	14

## 3 Subject Content

---

### 3.1 Subject content

The specification content is defined by the 12 optional units in Section 3.5. Each unit is offered at five levels (Entry 1, Entry 2, Entry 3, Level 1 and Level 2)

Each unit contains a number of sections:

- The **title** and **level** of the unit and the **credit value**.
- The **Learning Outcomes** of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.
- The **Assessment Criteria** of a unit indicated the areas of knowledge, understanding and experiences which are to be accredited. All the criteria must be met.
- The **Evidence** details the nature and type of evidence required in a learner portfolio for each assessment criteria.

---

### 3.2 PSHE ethos

Personal and social development is enhanced if the school actively teaches the skills which will enable learners to participate fully in the experiences open to them. Once learners have acquired these skills they can demonstrate them. This specification actively encourages schools to adopt a wide repertoire of active teaching methods which:

- focus on active learning and learner participation
- place value on the learners' experiences and contributions.

Learners should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility
- participate
- make real choices and decisions
- develop relationships.

---

### 3.3 Sex and relationship education

Statutory sex and relationship education is delivered as part of a cohesive unit on relationships. It is expected that schools will develop the possibility of some relationships being sexual, having first explored the need for effective relationships between a variety of people. Learners must understand and experience the importance of building good relationships before exploring sexual relationships. Some aspects are taught in Science and other as part of PSHE Education.

---

### 3.4 Contexts

It is expected that the units will be undertaken in a variety of contexts and make full use of the practical applications and possibilities of ICT.

### 3.5 Unit content

#### Unit 1: Personal Action Planning (Entry 1)

<b>Title</b>	<b>Personal Action Planning</b>	<b>Unit aim(s)</b>	To begin to develop the learner's skills in relation to action planning and self-review.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	PAPE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to recognise some of own strengths, weaknesses and areas for improvement.	1.1	recognise, from given material, three of own strengths.	ü	ü
		1.2	recognise, from given material, three of own weaknesses.	ü	ü
		1.3	choose, from given material, one priority area for improvement.	ü	ü
2	be able to identify a personal target for improvement.	2.1	recognise, from given material, one target which will help to improve own performance in the priority area.	ü	ü
		2.2	communicate the target and how it might be achieved.	ü	ü

## Unit 1: Personal Action Planning (Entry 2)

Title	Personal Action Planning	Unit aim(s)	To begin to develop the learner's skills in relation to action planning and self-review.		
Level	Entry 2	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
Registration code	PAPE2	Credit value	2		
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)	
1	The learner will:  be able to recognise some of own strengths, weaknesses and areas for improvement.	The learner can:  1.1 recognise three of own strengths.  1.2 recognise three of own weaknesses.  1.3 identify one appropriate priority area for improvement.	Learner produced work	Learner completed worksheets	Teacher written record
			ü	ü	ü
			ü	ü	ü
2	be able to identify a personal target for improvement.	2.1	ü	ü	ü
3	be able to carry out basic action planning.	3.1	ü	ü	ü

Unit 1: Personal Action Planning (Entry 3)

Title	Personal Action Planning	Unit aim(s)	To develop the learner's skills in relation to action planning and self-review			
Level	Entry 3	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work			
Registration code	PAPE3	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
1	be able to recognise own strengths, weaknesses and areas for improvement.	1.1	classify own performance across skills and/or qualities into strengths and weaknesses.	ü	ü	
		1.2	review the classification with a peer or adult, sign and record any agreed amendments.	ü	ü	
		1.3	prioritise two areas for improvement from the amended classification.	ü	ü	
2	be able to identify personal targets for improvement.	2.1	identify two targets from the priorities which will help improve own performance.	ü	ü	
3	be able to carry out action planning and review.	3.1	produce an action plan for both targets including information on: a) action required b) review date.	ü	ü	
		3.2	review the action plan by the deadline date.	ü	ü	
		3.3	state briefly why this process was useful.	ü	ü	

---

Unit 1: Personal Action Planning continued over page

Unit 1: Personal Action Planning continued over page

Unit 1: Personal Action Planning (Level 1)

<b>Title</b>	<b>Personal Action Planning</b>	<b>Unit aim(s)</b>	To develop the learner's action planning and reviewing skills.		
<b>Level</b>	Level 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	PAPL1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know how to assess own performance in terms of strengths and weaknesses.	1.1 1.2	ü	ü	
2	know how to review own classification.	2.1 2.2	ü	ü	ü
3	understand the skills and/or qualities which are important to employers.	3.1 3.2	ü	ü	ü
4	know how to carry out careers action planning.	4.1 4.2	ü	ü	ü
Continued on next page					

Unit 1: Personal Action Planning (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
4	(Continued from previous page)	4.3	review the action plan once.	ü	ü	
5	understand the importance of knowing about own skills and qualities.	5.1	give two reasons why knowing about own strengths and weaknesses is important for self-development, eg in career planning.	ü	ü	



Unit 1: Personal Action Planning (Level 2)

<b>Title</b>	<b>Personal Action Planning</b>	<b>Unit aim(s)</b>	To develop the learner's action planning and reviewing skills.		
<b>Level</b>	Level 2	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	PAPL2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know how to assess own performance in terms of strengths and weaknesses.	1.1 1.2	ü ü	ü ü	
2	know how to review own classification.	2.1 2.2	ü ü	ü ü	ü ü
3	understand the skills and/or qualities which are important to employers.	3.1 3.2	ü ü	ü ü	ü ü
4	know how to carry out careers action planning.	4.1	ü	ü	ü
Continued on next page					

## Unit 1: Personal Action Planning (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
4	(Continued from previous page)	4.2	write a 'SMART' action plan for the targets including information on: a) action required clearly set out b) timescale c) review dates.	ü	ü	
		4.3	review the action plan three times.	ü	ü	
		4.4	produce a summary at the end of the action planning sequence, evaluating successes and failures.	ü	ü	
5	understand the importance of evaluating own skills and qualities.	5.1	explain why knowing about own strengths and weaknesses is important for self-development, eg in career planning.	ü	ü	

Unit 2: Drugs Education (Entry 1)

<b>Title</b>	<b>Drugs Education</b>	<b>Unit aim(s)</b>	To develop the learner's basic knowledge of drugs, alcohol and tobacco.			
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life			
<b>Registration code</b>	DREE1	<b>Credit value</b>	2			
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>		<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	be able to recognise that some substances are safe and others are unsafe.	1.1	sort six given substances into safe and unsafe categories when swallowed.	ü	ü	ü
2	be able to recognise that some drugs are legal and others are illegal.	2.1	recognise, from given material, two legal drugs in common use, eg alcohol, tobacco.	ü	ü	ü
		2.2	recognise, from given material, two over-the-counter medicines.	ü	ü	ü
		2.3	recognise, from given material, two illegal drugs.	ü	ü	ü
3	know about some problems associated with alcohol abuse and smoking.	3.1	communicate one problem relating to the abuse of alcohol.	ü	ü	ü
		3.2	communicate one problem relating to the use of tobacco.	ü	ü	ü
		3.3	communicate the legal age for buying alcohol and for buying tobacco.	ü	ü	ü

## Unit 2: Drugs Education (Entry 2)

Title	Drugs Education	Unit aim(s)	To develop the learner's knowledge of drugs, alcohol and tobacco.
Level	Entry 2	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	DREE2	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	be able to recognise some potentially safe and unsafe substances.	1.1	sort six given substances into safe and unsafe categories when used inappropriately.
		1.2	sort six given drinks into alcoholic and non-alcoholic.
2	know about problems associated with alcohol abuse and smoking.	2.1	identify two problems relating to alcohol abuse.
		2.2	identify two problems relating to the use of tobacco.
		2.3	recognise the legal age for buying alcohol and for buying tobacco.
3	know about the safe use of medicines.	3.1	recognise two precautions relating to the use of medicines.
4	be able to recognise some illegal and some addictive drugs.	4.1	recognise two illegal drugs.
		4.2	recognise two addictive drugs.
		Evidence (See also Section 4.5)	
		Learner produced work	ü
		Learner completed worksheets	ü
		Teacher written record	ü

Unit 2: Drugs Education (Entry 3)

<b>Title</b>	<b>Drugs Education</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge and understanding of illegal drugs, alcohol and tobacco.			
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life			
<b>Registration code</b>	DREE3	<b>Credit value</b>	2			
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>		<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	know about problems associated with alcohol abuse.	1.1	arrange common alcoholic drinks in order of alcoholic value.	ü	ü	
		1.2	outline the current government advice for men and women on safe alcohol consumption.	ü	ü	
		1.3	identify two problems associated with alcohol abuse.	ü	ü	
		1.4	state briefly the law relating to the purchase of alcohol.	ü	ü	
2	know about problems associated with smoking.	2.1	name three harmful chemicals in tobacco.	ü	ü	
		2.2	outline two reasons why people start to smoke.	ü	ü	
		2.3	identify two health risks associated with tobacco.	ü	ü	
		2.4	state briefly the law relating to the purchase of tobacco.	ü	ü	
Continued on next page						

Unit 2: Drugs Education (Entry 3) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<p><b>The learner will:</b></p> <p>3 know about problems associated with illegal drugs.</p>		<p><b>The learner can:</b></p> <p>3.1 classify five given illegal drugs into all three classes A, B or C.</p> <p>3.2 identify two specific health risks associated with the use of two specific illegal drugs.</p> <p>3.3 state briefly the maximum penalties for the supply of and the possession of the three classes of illegal drugs.</p>		Learner produced work	Learner completed worksheets	Teacher written record
				ü	ü	
				ü	ü	
				ü	ü	

Unit 2: Drugs Education (Level 1)

<b>Title</b>	<b>Drugs Education</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge and understanding of the potential implications of the use of illegal and legal drugs, including tobacco and alcohol.		
<b>Level</b>	Level 1	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life		
<b>Registration code</b>	DREL1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>	<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	understand information relating to recommended alcohol intake limits.	1.1	explain what is meant by 'percentage by volume' of an alcoholic drink.	ü	ü
		1.2	describe, using examples, the link between percentage by volume and units of alcohol.	ü	ü
		1.3	describe current government guidance for men and women on safe alcohol consumption.	ü	ü
2	understand problems associated with alcohol abuse.	2.1	identify two specific health risks associated with alcohol abuse.	ü	ü
		2.2	describe two social problems associated with alcohol abuse.	ü	ü
3	understand problems associated with tobacco abuse.	3.1	name three major harmful substances in tobacco and describe the effect of each on the human body.	ü	ü
		3.2	outline three social issues associated with tobacco use, including those associated with passive smoking.	ü	ü
4	know the dangers of the misuse of other legal drugs.	4.1	identify two dangers of the misuse of legal drugs other than tobacco or alcohol, eg Valium, steroids.	ü	ü
Continued on next page					

Unit 2: Drugs Education (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
5	know about the classification system for illegal drugs and how different drugs are classified into all three classes.	5.1	classify six illegal drugs into classes A, B and C.	ü	ü	
6	know the health risks associated with the use of illegal drugs.	6.1	identify three specific health risks associated with the use of three specific illegal drugs.	ü	ü	
7	know how the law is applied in respect of the possession and supply of illegal drugs.	7.1	outline the maximum penalties associated with the possession of and supply of illegal drugs from each class (A, B and C).	ü	ü	



Unit 2: Drugs Education (Level 2)

<b>Title</b>	<b>Drugs Education</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge and understanding of the potential implications of the use of illegal and legal drugs, including tobacco and alcohol.			
<b>Level</b>	Level 2	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life			
<b>Registration code</b>	DREL2	<b>Credit value</b>	2			
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>		<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	know how to interpret information relating to recommended alcohol intake limits.	1.1	explain what is meant by 'percentage by volume' of an alcoholic drink.	ü	ü	
		1.2	research information on ten commonly available alcoholic drinks and use it to produce a report in tabular form which demonstrates the link between percentage by volume and units of alcohol.	ü	ü	
		1.3	state the current government guidance for men and women on safe alcohol consumption.	ü	ü	
2	understand problems associated with alcohol abuse.	2.1	describe three specific health risks associated with alcohol abuse.	ü	ü	
		2.2	describe in detail three social problems associated with alcohol abuse and make recommendations for addressing each of them.	ü	ü	
3	understand problems associated with tobacco abuse.	3.1	name three main harmful substances in tobacco and describe the effect of each on the human body.	ü	ü	
Continued on next page						

## Unit 2: Drugs Education (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
3	(Continued from previous page)	3.2	describe in detail three social issues associated with tobacco use, including passive smoking, and make recommendations for addressing each of them.	ü	ü	
4	know the dangers of the misuse of legal drugs.	4.1	describe in detail the potential effects of the misuse of three legal drugs other than tobacco or alcohol, eg Valium, steroids.	ü	ü	
5	know about the classification system for illegal drugs and how different drugs are classified into all three classes.	5.1	classify six illegal drugs into classes A, B and C.	ü	ü	
6	know the health risks associated with the use of illegal drugs.	6.1	research and describe the specific health risks associated with the use of five specific illegal drugs.	ü	ü	
7	know how the law is applied in respect of the possession and supply of illegal drugs.	7.1	outline the maximum penalties associated with the possession of and supply of illegal drugs from each class (A, B and C).	ü	ü	

## Unit 3: Sex and Relationship Education (Entry 1)

Title	Sex and Relationship Education	Unit aim(s)	To develop the learner's knowledge of personal relationships.	
Level	Entry 1	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life	
Registration code	SREE1	Credit value	2	
Learning Outcomes		Assessment Criteria		
The learner will:		The learner can:		
1	know about some different sorts of relationship.	1.1	communicate the name of a friend, a family member and any other person with whom a different relationship exists.	
		1.2	communicate one feeling about each of these relationships.	
		1.3	recognise, from given material, a sexual relationship.	
		1.4	recognise, from given material, the difference between appropriate body space in close and in formal relationships.	
2	know about physical aspects of human reproduction.	2.1	communicate three physical differences between males and females at puberty.	
		2.2	recognise that an egg and sperm make a baby.	
		2.3	recognise from which part of the body a baby is born.	
Evidence (See also Section 4.5)		Learner produced work	Learner completed worksheets	Teacher written record

## Unit 3: Sex and Relationship Education (Entry 2)

Title	Sex and Relationship Education	Unit aim(s)	To develop the learner's knowledge of personal relationships.
Level	Entry 2	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	SREE2	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	know about some different sorts of relationship.	1.1	communicate the name of a friend, a family member and any other person with whom a different relationship exists.
		1.2	communicate two good and two bad features that can exist in relationships.
		1.3	identify, from given material, a sexual relationship.
		1.4	recognise, from given material, the difference between appropriate body space in close and in formal relationships.
2	know about physical aspects of human reproduction.	2.1	identify and locate three parts of the male and three parts of the female reproductive systems.
		2.2	recognise the main stages of reproduction and birth.
3	know about contraception.	3.1	communicate how one method of contraception works.
4	know how to prevent the transmission of sexually transmitted infections.	4.1	indicate how the transmission of sexually transmitted infections can be prevented.
		Learner produced work	ü
		Learner completed worksheets	ü
		Teacher written record	ü
		Evidence (See also Section 4.5)	

Unit 3: Sex and Relationship Education (Entry 3)

Title	Sex and Relationship Education	Unit aim(s)	To develop the learner's knowledge and understanding of personal relationships.
Level	Entry 3	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	SREE3	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:	1	The learner can:	Evidence (See also Section 4.5)
		1.1	
1	know about some different sorts of relationship.	1.1	indicate how the relationship between a child and a parent/carer changes from birth to adulthood.
		1.2	outline three qualities of good parenting/caring.
		1.3	identify three changes which may take place in a relationship with a partner.
		1.4	recognise, from given material, the difference between appropriate body space in close and in formal relationships.
		1.5	state the legal age for sexual intercourse.
2	know about physical aspects of human reproduction.	2.1	locate the main parts of both the male and female reproductive systems.
		2.2	outline the main stages of reproduction and birth.
		Continued on next page	

## Unit 3: Sex and Relationship Education (Entry 3) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)			
<b>The learner will:</b>		<b>The learner can:</b>					Teacher written record
3	know about contraception.	3.1	outline briefly the use and effectiveness of three methods of contraception in a healthy relationship.	ü	ü		
4	know about sexually transmitted infections and how to prevent their transmission.	3.2	outline the work of an organisation where advice on relationships and contraception can be obtained.	ü	ü		
		4.1	state the symptoms and treatment of three different types of sexually transmitted infection.	ü	ü		
		4.2	indicate how the transmission of sexually transmitted infections can be prevented.	ü	ü		

Unit 3: Sex and Relationship Education (Level 1)

Title	Sex and Relationship Education	Unit aim(s)	To develop the learner's understanding of the importance of relationships and to provide sex education within this context.
Level	Level 1	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	SREL1	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		Evidence (See also Section 4.5)	
1	be able to recognise what constitutes good parenting/caring.	The learner can:	Learner produced work Learner completed worksheets Teacher written record
2	understand the importance of relationships.	1.1 describe three responsibilities of good parents/carers. 1.2 list three qualities of good parents/carers and explain why each is important.	ü ü ü ü
3	understand why people get married.	2.1 outline two factors which can help relationships to thrive and develop. 2.2 outline two benefits of friendship.	ü ü ü
4	know what may cause relationships to break down.	3.1 outline three reasons why people may choose to marry. 4.1 identify three causes of breakdowns in relationships.	ü ü ü
5	know about the work of an organisation that supports relationships in crisis.	5.1 name an organisation that supports relationships in crisis. 5.2 describe how the organisation carries out its role.	ü ü
Continued on next page			

## Unit 3: Sex and Relationship Education (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)			
<b>The learner will:</b>		<b>The learner can:</b>					
6	understand the impact of separation or divorce on family life.	6.1	outline two potential consequences for a family of separation or divorce.	ü	ü	Teacher written record	
7	assess the appropriateness of different kinds of contraception.	7.1	describe the main advantages and disadvantages of different types of contraception.	ü	ü		
8	know how sexually transmitted infections can be prevented.	8.1	identify three sexually transmitted infections.	ü	ü		
		8.2	list two ways to prevent sexually transmitted infections.	ü	ü		
9	know where to obtain professional advice on contraception.	9.1	list the names and contact details of two organisations from which advice on contraception can be obtained.	ü	ü		



Unit 3: Sex and Relationship Education (Level 2)

Title	Sex and Relationship Education	Unit aim(s)	To develop the learner's understanding of the importance of relationships and to provide sex education within this context.
Level	Level 2	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	SREL2	Credit value	2
Learning Outcomes		Evidence (See also Section 4.5)	
The learner will:	Assessment Criteria	The learner can:	Evidence
1	be able to recognise what constitutes good parenting/caring.	1.1 1.2	discuss and evaluate the importance of three responsibilities of good parents/carers. discuss and evaluate the importance of three qualities of good parents/carers.
2	understand the importance of relationships.	2.1 2.2	describe three factors which can help relationships to thrive and develop. discuss three benefits and three responsibilities of friendship.
3	understand why people choose to have sexual relationships and choose to get married.	3.1 3.2	discuss three different reasons for having a sexual relationship and three different reasons for delaying a sexual relationship. discuss three reasons why people may choose to marry.
4	know what may cause relationships to break down.	4.1	discuss three causes of breakdowns in relationships and suggest ways to prevent this happening.
5	know about the work of an organisation that supports relationships in crisis.	5.1	research and describe the work of an organisation that supports relationships in crisis.
Continued on next page			

## Unit 3: Sex and Relationship Education (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
6	understand the impact of separation or divorce on family life.	6.1	discuss three potential consequences for a family of separation or divorce.	ü	ü	
7	assess the appropriateness of different kinds of contraception.	7.1	describe and evaluate the main advantages and disadvantages of three different contraceptive methods.	ü	ü	
8	know how sexually transmitted infections can be prevented.	8.1	research and report on the causes, effects, prevention and treatment of three sexually transmitted infections.	ü	ü	
9	know where to obtain professional advice on contraception.	9.1	research and state the names and contact details of three organisations from which advice on contraception can be obtained.	ü	ü	

Unit 4: Personal Finance (Entry 1)

Title	Personal Finance	Unit aim(s)	To develop the learner's basic budgeting skills.			
Level	Entry 1	Sector subject area(s)	14.1 Foundations for Learning and Life 15.1 Accounting and Finance			
Registration code	PEFE1	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:				
1	be able to recognise British coins currently in use.	1.1	recognise the eight British coins.	ü	ü	ü
2	know the approximate cost of some regularly bought items.	2.1	communicate the approximate cost of three regularly bought items.	ü	ü	ü
3	know what is meant by saving.	3.1	recognise, from given material, one item to save for.	ü	ü	ü
		3.2	communicate one way of saving.	ü	ü	ü
4	be able to participate as a member of a group in a fund-raising activity.	4.1	participate as a member of a group in a fund-raising activity.	ü	ü	ü

## Unit 4: Personal Finance (Entry 2)

Title	Personal Finance	Unit aim(s)	To develop the learner's basic budgeting skills.					
Level	Entry 2	Sector subject area(s)	14.1 Foundations for Learning and Life 15.1 Accounting and Finance					
Registration code	PEFE2	Credit value	2					
Learning Outcomes			Assessment Criteria			Evidence (See also Section 4.5)		
The learner will:			The learner can:					
1	be able to identify the relative value of British coins and notes.	1.1	rank order British coins and notes up to and including £10.	Learner produced work	Learner completed worksheets	Teacher written record	ü	ü
2	know the approximate cost of some regularly bought items.	2.1	communicate the approximate cost of five regularly bought items.	Learner produced work	Learner completed worksheets	Teacher written record	ü	ü
3	know what is meant by saving.	3.1	identify one item that could be saved for and its approximate cost.	Learner produced work	Learner completed worksheets	Teacher written record	ü	ü
		3.2	indicate how the item could be saved for, including the approximate time scale.	Learner produced work	Learner completed worksheets	Teacher written record	ü	ü
4	be able to participate as a member of a group in a fund-raising activity.	4.1	participate as a member of a group in a fund-raising activity.	Learner produced work	Learner completed worksheets	Teacher written record	ü	ü

## Unit 4: Personal Finance (Entry 3)

Title	Personal Finance	Unit aim(s)	To develop the learner's personal finance skills.			
Level	Entry 3	Sector subject area(s)	14.1 Foundations for Learning and Life 15.1 Accounting and Finance			
Registration code	PEFE3	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
1	know the relative cost of some common lifestyle expenses and how to pay for them.	1.1	rank order the cost of five given lifestyle expenses, eg house, car, bed, fridge, iron.	ü	ü	
		1.2	identify three different methods of payment for goods and services.	ü	ü	
2	know what is meant by saving.	2.1	state two reasons for saving money.	ü	ü	
		2.2	identify the main difference between a current account and a savings account.	ü	ü	
3	be able to complete a bank account application form.	3.1	complete an application form to open a current account or savings account.	ü	ü	
4	be able to record personal income and expenditure over time.	4.1	list one week's personal income and spending.	ü	ü	
		4.2	make a simple comparison of own income and spending.	ü	ü	
5	be able to help to plan, participate in and review on own contribution to a fund-raising activity.	5.1	make a contribution to the planning of a fund-raising activity.	ü	ü	ü / audio visual recording
		5.2	participate as a member of a group in a fund-raising activity.	ü	ü	ü / audio visual recording

---

Unit 4: Personal Finance continued over page

Unit 4: Personal Finance continued over page

Unit 4: Personal Finance (Level 1)

Title	Personal Finance	Unit aim(s)	To develop the learner's personal finance skills.
Level	Level 1	Sector subject area(s)	14.1 Foundations for Learning and Life 15.1 Accounting and Finance
Registration code	PEFL1	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	know about the different services available for the individual from a bank or savings institution.	1.1	outline two financial services available to the individual from a chosen bank or savings institution.
2	know how to interpret information shown on a bank statement.	2.1	identify the meaning of the terms and abbreviations used on a bank statement.
3	know how to interpret information shown on a pay slip.	2.2	identify how credit and debit items are taken into account in determining the balance.
4	know how to budget.	3.1	describe the difference between gross pay and net pay.
5	understand the importance of pension planning.	3.2	identify two statutory and one non-statutory deductions from pay and describe what each deduction is for.
6	understand the meaning and financial implications of buying on credit.	4.1	produce, from given information, a realistic personal budget for living costs for one week or one month.
		5.1	explain why pension planning is important for the individual.
		6.1	outline the meaning of annual percentage rate of interest (APR).
Continued on next page			

Unit 4: Personal Finance (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
6	(Continued from previous page.)	6.2	describe the main advantages and disadvantages of buying on credit.	ü	ü	
		6.3	outline the difference between a credit card and a debit card.	ü	ü	
7	know about a selection of state benefits or allowances for the individual.	7.1	identify two personal state benefits or allowances and describe the circumstances in which each is paid.	ü	ü	



Unit 4: Personal Finance (Level 2)

Title	Personal Finance	Unit aim(s)	To develop the learner's personal finance skills.					
Level	Level 2	Sector subject area(s)	14.1 Foundations for Learning and Life 15.1 Accounting and Finance					
Registration code	PEFL2	Credit value	2					
Learning Outcomes			Assessment Criteria			Evidence (See also Section 4.5)		
The learner will:			The learner can:			Learner produced work	Learner completed worksheets	Teacher written record
1	know about the different services available for the individual from banking or savings institutions.	1.1	research and compare two financial services available to the individual from two different banking or savings institutions.	ü	ü			
2		2.1		identify the meaning of the terms and abbreviations used on a bank statement.	ü	ü		
3	know how to interpret information shown on a pay slip.	2.2	research and compare savings accounts offered by three different providers.	ü	ü			
		3.1		describe the difference between gross pay and net pay.	ü	ü		
4	know how to budget.	3.2	identify two statutory and one non-statutory deductions from pay and describe what each deduction is for.	ü	ü			
		4.1		produce, from given information, a realistic personal budget for living costs for one week or one month.	ü	ü		
5	understand the importance of pension planning.	4.2	research and report on ways to improve the value for money of the budget already produced.	ü	ü			
		5.1		explain why pension planning is important for the individual.	ü	ü		

Continued on next page

## Unit 4: Personal Finance (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
6  understand the meaning and financial implications of buying on credit.	The learner will:  The learner can:	6.1	outline the meaning of annual percentage rate of interest (APR).	ü	ü	Teacher written record
		6.2	describe the main advantages and disadvantages of buying on credit.	ü	ü	
		6.3	outline and compare three different ways of buying on credit.	ü	ü	
		6.4	describe the difference between a credit card and a debit card.	ü	ü	
		7.1	describe two personal state benefits or allowances and the circumstances in which each is paid.	ü	ü	
7	know about a selection of state benefits or allowances for the individual.					

Unit 5: Emotional Wellbeing (Entry 1)

<b>Title</b>	<b>Emotional Wellbeing</b>	<b>Unit aim(s)</b>	To develop the learner's understanding of emotional experiences and their effects.					
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life					
<b>Registration code</b>	EMWE1	<b>Credit value</b>	2					
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)					
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record			
1	be able to recognise emotions and where to obtain emotional support.	1.1	ü	ü	ü			
		1.2				ü	ü	ü
2	know about bullying.	2.1	ü	ü	ü			
		2.2				ü	ü	ü
		2.3						
3	know a way to be a good friend.	3.1	ü	ü	ü			

## Unit 5: Emotional Wellbeing (Entry 2)

Title	Emotional Wellbeing	Unit aim(s)	To develop the learner's understanding of emotional experiences and their effects.
Level	Entry 2	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	EMWE2	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	be able to identify emotions and know how to manage emotional experiences.	1.1	identify, from given materials, four emotions.
		1.2	communicate how two given emotional experiences might be managed.
2	know about bullying.	2.1	recognise three actions that can be seen as bullying.
		2.2	communicate an assertive attitude to bullying.
3	know how to be a good friend.	2.3	identify, from given materials, the name of one agency that supports the victims of bullying.
4	know that illness can be mental or physical.	3.1	identify two ways to be a good friend.
		4.1	identify given illnesses as either mental or physical.
		Evidence (See also Section 4.5)	
		Learner produced work	ü
		Learner completed worksheets	ü
		Teacher written record	ü

## Unit 5: Emotional Wellbeing (Entry 3)

Title	Emotional Wellbeing	Unit aim(s)	To develop the learner's understanding of emotional experiences and their effects.			
Level	Entry 3	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life			
Registration code	EMWE3	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
1	be able to identify emotions and know how to manage emotional experiences.	1.1	link five emotions to different events.	ü	ü	
		1.2	identify two stressful situations and explain how each could be managed.	ü	ü	
		1.3	identify three ways to improve self-confidence.	ü	ü	
2	know about bullying.	2.1	recognise that bullying can be both physical and non-physical.	ü	ü	
		2.2	communicate an assertive attitude to bullying.	ü	ü	
		2.3	outline the work of one agency that supports the victims of bullying.	ü	ü	
3	know about peer pressure.	3.1	use examples to show how peer pressure works.	ü	ü	
4	know that illness can be mental or physical.	4.1	identify the main difference between a physical and a mental illness.	ü	ü	

---

Unit 5: Emotional Wellbeing continued over page

Unit 5: Emotional Wellbeing continued over page

Unit 5: Emotional Wellbeing (Level 1)

Title	Emotional Wellbeing	Unit aim(s)	To develop the learner's understanding of factors that can affect emotional wellbeing and how these may be addressed.			
Level	Level 1	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life			
Registration code	EMWL1	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
1	understand possible causes of stress.	1.1	identify two causes of stress.	ü	ü	
2	know possible effects of stress.	1.2	outline why each cause might result in stress for an individual.	ü	ü	
3	know about how stress can be managed.	2.1	list the main effects of stress.	ü	ü	
4	understand the meaning of prejudice.	3.1	describe two stress management techniques.	ü	ü	
5	know about the consequences of prejudice.	4.1	state what is meant by prejudice.	ü	ü	
6	understand the meaning of equal opportunities.	4.2	list three forms of prejudice.	ü	ü	
	know about the consequences of prejudice.	5.1	describe two consequences of prejudice.	ü	ü	
	understand the meaning of equal opportunities.	6.1	describe what is meant by 'equal opportunities'.	ü	ü	
Continued on next page						

## Unit 5: Emotional Wellbeing (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
				Learner produced work	Learner completed worksheets	Teacher written record
<b>The learner will:</b>		<b>The learner can:</b>				
6	(Continued from previous page)	6.2	describe two instances of equal opportunities either being provided or being denied.	ü	ü	
7	understand the nature of bullying and how to deal with it.	7.1	give two examples of bullying and explain why each occurs.	ü	ü	
		7.2	describe one way of dealing with bullying.	ü	ü	
8	know about the nature of a selected mental illness and how it may be treated.	8.1	describe the nature and treatment of one mental illness.	ü	ü	
		8.2	outline the support offered by a specialised agency dealing with this mental illness.	ü	ü	



Unit 5: Emotional Wellbeing (Level 2)

Title	Emotional Wellbeing	Unit aim(s)	To develop the learner's understanding of factors that can affect emotional wellbeing and how these may be addressed.
Level	Level 2	Sector subject area(s)	1.3 Health and Social Care 14.1 Foundations for Learning and Life
Registration code	EMWL2	Credit value	2
Learning Outcomes	Assessment Criteria	Evidence (See also Section 4.5)	
The learner will:	The learner can:	Learner produced work	Learner completed worksheets
1	understand possible causes of stress.	1.1 describe three causes of stress.	ü
		1.2 explain why each cause might result in stress for an individual.	ü
2	know possible effects of stress.	2.1 list the main effects of stress.	ü
		2.2 describe briefly each effect using examples where possible.	ü
3	know about how stress can be managed.	3.1 describe three stress management techniques and explain how each may be of benefit.	ü
4	understand the meaning and causes of prejudice.	4.1 define what is meant by prejudice.	ü
		4.2 describe four forms of prejudice.	ü
		4.3 explain three causes of prejudice.	ü
Continued on next page			

## Unit 5: Emotional Wellbeing (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
5	know about the consequences of prejudice.	5.1	describe three consequences of prejudice using examples.	ü	ü	
6	understand the meaning of equal opportunities.	6.1	explain what is meant by 'equal opportunities'.	ü	ü	
		6.2	describe three instances of equal opportunities either being provided or being denied.	ü	ü	
7	understand the nature of bullying and how to deal with it.	7.1	describe three examples of bullying, explaining why each occurs.	ü	ü	
		7.2	describe in detail two ways of dealing with bullying.	ü	ü	
8	know about the nature of a selected mental illness and how it may be treated.	8.1	describe the nature and treatment of one mental illness.	ü	ü	
		8.2	outline the support offered by a specialised agency dealing with this mental illness.	ü	ü	

## Unit 6: Healthy Lifestyles (Entry 1)

<b>Title</b>	<b>Healthy Lifestyles</b>	<b>Unit aim(s)</b>	To enable the learner to develop knowledge and understanding of health-related issues and to make healthy decisions in relation to diet, exercise and other lifestyle choices.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life		
<b>Registration code</b>	HLSE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know what is needed for a healthy body.	1.1	recognise, from given materials, three things needed for a healthy body.	ü	ü
2	know about the importance of protection from the sun and how to achieve it.	2.1	communicate two ways to protect the body from the sun.	ü	ü
3	know that there are different healthcare services and where one can be found.	3.1	recognise, from given materials, three healthcare services.	ü	ü
		3.2	communicate the location of a local health facility.	ü	ü

## Unit 6: Healthy Lifestyles (Entry 2)

<b>Title</b>	<b>Healthy Lifestyles</b>	<b>Unit aim(s)</b>	To enable the learner to develop knowledge and understanding of health-related issues and to make healthy decisions in relation to diet, exercise and other lifestyle choices.		
<b>Level</b>	Entry 2	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life		
<b>Registration code</b>	HLSE2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know what is needed for a healthy body.	1.1	communicate three things needed for a healthy body.	ü	ü
		1.2	identify three good eating habits.	ü	ü
		1.3	identify three physical activities which promote fitness.	ü	ü
2	know about the importance of protection from the sun and how to achieve it.	2.1	communicate one reason why protection from the sun is important.	ü	ü
		2.2	communicate two ways to achieve this.	ü	ü
3	know about the roles of some given healthcare services.	3.1	identify the roles of three given healthcare services.	ü	ü
		3.2	communicate the location of a local health facility.	ü	ü

Unit 6: Healthy Lifestyles (Entry 3)

<b>Title</b>	<b>Healthy Lifestyles</b>	<b>Unit aim(s)</b>	To enable the learner to develop knowledge and understanding of health-related issues and to make healthy decisions in relation to diet, exercise and other lifestyle choices.		
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life		
<b>Registration code</b>	HLSE3	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know what is needed for a healthy body.	1.1 identify how choices in respect of diet and exercise can affect health.	ü	ü	
		1.2 Identify the name of one specific local facility which promotes physical wellbeing.	ü	ü	
		1.3 produce a brief plan to promote own health.	ü	ü	
2	know about the importance of protection from the sun and how to achieve it.	2.1 state one reason why protection from the sun is important.	ü	ü	
		2.2 list three ways to achieve this.	ü	ü	
3	know about organisations which offer support in respect of specific health-related problems.	3.1 list the names of two organisations which offer support in respect of specific health-related problems.	ü	ü	
		3.2 outline the support available from one of these organisations.	ü	ü	
4	know how to apply the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.	4.1 apply, in a simulated situation, or state the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.	ü	ü	ü / audio visual recording
Continued on next page					

Unit 6: Healthy Lifestyles (Entry 3) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)				
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record		
				5 know about the main features of anorexia and bulimia.	5.1	state the main features of anorexia.	ü	
					5.2	state the main features of bulimia.	ü	

Unit 6: Healthy Lifestyles (Level 1)

<b>Title</b>	<b>Healthy Lifestyles</b>	<b>Unit aim(s)</b>	To enable the learner to make healthy decisions in relation to diet, exercise and other lifestyle choices.		
<b>Level</b>	Level 1	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life		
<b>Registration code</b>	HLSL1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>	<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	understand what is meant by a healthy diet.	1.1	outline the main constituents of a healthy diet and the importance of each.	ü	
2	know the importance of exercise.	2.1	outline the benefits to heart and lung efficiency of raising heart rate through regular exercise.	ü	
3	be able to investigate local opportunities for promoting physical well-being.	3.1	name three specific local facilities which provide opportunities to promote physical wellbeing.	ü	
		3.2	outline the potential value of each in promoting physical wellbeing.	ü	
4	know about a selection of health related issues and how to access specialist support.	4.1	identify two eating disorders and describe possible causes, symptoms and effects of each.	ü	
		4.2	describe the possible link between poor health choices and a) skin cancer b) heart disease.	ü	
		4.3	describe how specialised support could be accessed for one identified health problem.	ü	
Continued on next page					

## Unit 6: Healthy Lifestyles (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
5	know how to apply the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.	5.1	describe or demonstrate the application of the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.	ü	ü	ü / audio visual recording
6	be able to make appropriate choices to promote a healthy lifestyle.	6.1	produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep.	ü	ü	



Unit 6: Healthy Lifestyles (Level 2)

<b>Title</b>	<b>Healthy Lifestyles</b>	<b>Unit aim(s)</b>	To enable the learner to make healthy decisions in relation to diet, exercise and other lifestyle choices.		
<b>Level</b>	Level 2	<b>Sector subject area(s)</b>	1.3 Health and Social Care 14.1 Foundations for Learning and Life		
<b>Registration code</b>	HLSL2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>	<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	understand what is meant by a healthy diet.	1.1	ü	ü	
2	know the importance of exercise and what constitutes appropriate exercise in different contexts.	2.1	ü	ü	
		2.2	ü	ü	
3	be able to evaluate local opportunities for promoting physical well-being.	2.3	ü	ü	
		3.1	ü	ü	
		3.2	ü	ü	
Continued on next page					

## Unit 6: Healthy Lifestyles (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
4	know about a selection of health-related issues and how to access specialist support.	4.1	identify two eating disorders and describe the possible causes, symptoms and effects of each.	ü	ü	
		4.2	describe the possible link between poor health choices and a) skin cancer b) heart disease c) stress-related illness.	ü	ü	
		4.3	describe how specialised support could be accessed for one identified health problem.	ü	ü	
5	know how to apply the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.	5.1	describe or demonstrate the application of the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.	ü	ü	ü / audio visual recording
6	be able to make appropriate choices to promote a healthy lifestyle.	6.1	produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep.	ü	ü	
		6.2	write a commentary on own plan, explaining reasons for choices made.	ü	ü	

Unit 7: Making Informed Career Choices (Entry 1)

<b>Title</b>	<b>Making Informed Career Choices</b>	<b>Unit aim(s)</b>	To begin to develop the learner's skills in relation to career planning.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	MICE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to link requirements to specific jobs.	1.1	communicate the jobs or careers of three known people.	ü	ü
		1.2	communicate an important requirement for each of three given jobs or careers.	ü	ü
2	be able to recognise an appropriate employment, training or FE destination.	2.1	communicate two alternatives to paid employment, eg further education, voluntary work.	ü	ü
		2.2	choose an appropriate employment, training or FE destination.	ü	ü

## Unit 7: Making Informed Career Choices (Entry 2)

Title	Making Informed Career Choices	Unit aim(s)	To begin to develop the learner's skills in relation to career planning.	
Level	Entry 2	Sector subject area(s)		14.1 Foundations for Learning and Life 14.2 Preparation for Work
Registration code	MICE2	Credit value		
Learning Outcomes		Assessment Criteria	Evidence (See also Section 4.5)	
The learner will:		The learner can:		
1	be able to identify sources to assist in career planning.	1.1		communicate two sources of career or job information or advice.
2	be able to recognise appropriate employment, training or FE destinations.	2.1	communicate own career or job ideas.	
		2.2	choose an appropriate employment, training or FE destination.	
3	be able to recognise own suitability for a specific career or job.	3.1	recognise three requirements for the chosen career or job.	
		3.2	match own skills and/or qualities to the requirements of the chosen career or job.	
			Learner produced work	
			Learner completed worksheets	
			Teacher written record	

Unit 7: Making Informed Career Choices (Entry 3)

<b>Title</b>	<b>Making Informed Career Choices</b>	<b>Unit aim(s)</b>	To develop the learner's skills in relation to career planning.		
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	MICE3	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to identify and use sources to assist in career planning.	1.1 1.2	ü ü	ü ü	
2	be able to research basic career requirements.	2.1	ü	ü	
3	be able to produce a basic careers action plan.	3.1	ü	ü	

## Unit 7: Making Informed Career Choices (Level 1)

Title	Making Informed Career Choices	Unit aim(s)	To develop the learner's skills in relation to career planning.			
Level	Level 1	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work			
Registration code	MICL1	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	be able to use sources to assist in career planning.	1.1	identify three sources of careers information, help and support.	ü	ü	
2	be able to research career requirements.	1.2	use the sources to identify four appropriate preferred careers.	ü	ü	
3	be able to produce a careers action plan.	2.1	report on the basic requirements of two of the selected careers using the headings: qualifications, training, skills and experience.	ü	ü	
		3.1	identify one personal career choice.	ü	ü	
4	be able to recognise the opportunities that exist for lifelong learning.	3.2	produce a basic personal careers action plan for the selected career which includes: a) targets b) action points c) review dates.	ü	ü	
		4.1	identify three opportunities for lifelong learning.	ü	ü	

Unit 7: Making Informed Career Choices (Level 2)

Title	Making Informed Career Choices	Unit aim(s)	To develop the learner's skills in relation to career planning.
Level	Level 2	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work
Registration code	MICL2	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	be able to use sources to assist in career planning.	1.1	identify four sources of careers information, help and support.
2	be able to research career requirements.	1.2	use the sources to identify four appropriate preferred careers.
3	be able to produce a careers action plan.	2.1	report on basic requirements of three of the selected careers using the headings: qualifications, training, skills and experience.
4	be able to recognise the opportunities that exist for lifelong learning.	3.1	name own career choice.
		3.2	produce a basic personal careers action plan for the selected career which includes: a) targets b) action points c) review dates d) summative review of progress.
		4.1	research requirements for entry into Further and/or Higher Education and produce a short summary of findings.
		4.2	describe three opportunities for lifelong learning beyond FE and/or HE.
		<b>Evidence</b> (See also Section 4.5)	
		Learner produced work	Teacher written record
		ü	ü
		ü	ü
		ü	ü
		ü	ü
		ü	ü
		ü	ü
		ü	ü
		ü	ü

## Unit 8: Applying for Jobs and Courses (Entry 1)

Title	Applying for Jobs and Courses	Unit aim(s)	To develop the learner's ability to make effective job and/or course applications.			
Level	Entry 1	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work			
Registration code	AJCE1	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	know how to apply for a job or a course.	1.1	communicate two ways of applying for a job or course.	ü	ü	ü
		1.2	communicate the information necessary to complete a given basic job or course application form.	ü	ü	ü
2	know how to prepare for and take part appropriately in a simple interview.	2.1	communicate two actions to take before an interview.	ü	ü	ü
		2.2	communicate two pieces of basic information in a real or simulated simple interview.	ü	ü	ü
3	know the type of material that can be used to support an application for a job or course.	3.1	recognise, from given material, two pieces of relevant information to support an application for a given job or course.	ü	ü	ü



## Unit 8: Applying for Jobs and Courses (Entry 2)

Title	Applying for Jobs and Courses	Unit aim(s)	To develop the learner's ability to make effective job and/or course applications.
Level	Entry 2	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work
Registration code	AJCE2	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:	Evidence (See also Section 4.5)		
1	The learner can:	Learner produced work	Learner completed worksheets
2	The learner can:	Learner produced work	Teacher written record
3	The learner can:	Learner produced work	Teacher written record
1	know how to apply for a job or a course.	1.1	identify two ways of applying for a job or course.
2	know how to prepare for and take part in a simple interview.	2.1	complete, using given material, a basic job or course application form.
3	know the type of material that can be used to support an application for a job or course.	2.2	communicate three preparations necessary before an interview.
		2.3	identify two examples of good practice and two examples of bad practice in an interview.
		3.1	answer two questions appropriately in a real or simulated interview.
			identify, from given material, two pieces of relevant information to support an application for a given job or course.

## Unit 8: Applying for Jobs and Courses (Entry 3)

Title	Applying for Jobs and Courses	Unit aim(s)	To develop the learner's ability to make effective job and/or course applications.			
Level	Entry 3	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work			
Registration code	AJCE3	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
1	know how to apply in writing for a job or course.	1.1	complete a basic job or course application form.	ü		
		1.2	produce a basic letter of application for a given job or course.	ü		
		1.3	produce a basic CV.	ü		
2	know how to prepare for and take part in an interview.	2.1	prepare answers for two given questions which might be asked in an interview for a given job or course.	ü	ü	
		2.2	identify two examples of good practice and two examples of bad practice when attending an interview and give a reason why each is either good or bad practice.	ü	ü	
		2.3	answer appropriately and ask relevant questions in a real or simulated interview.			ü / audio visual recording
3	know the type of material that can be used to support an application for a job or course.	3.1	select three pieces of relevant information that can be used to support an application for a given job or course and communicate why each is relevant.	ü	ü	

Unit 8: Applying for Jobs and Courses (Level 1)

Title	Applying for Jobs and Courses	Unit aim(s)	To develop the learner's ability to make effective job and course applications.					
Level	Level 1	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work					
Registration code	AJCL1	Credit value	2					
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)				
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record		
				1 know how to apply in writing for a job or a course.	1.1	complete a standard job or course application form.	ü	
					1.2	produce a letter of application for a given job or course in an appropriate format and containing all relevant information.	ü	
					1.3	produce a CV which includes all relevant personal information plus details of education and experience, including the names and contact details of two referees.	ü	
2 recognise good practice in making written applications.	2.1	list four 'do's' and/or 'don'ts' in completing application forms.	ü	ü				
	2.2	identify good and bad features of two given letters of application for a job or course.	ü	ü				
3 know how to prepare for an interview.	3.1	list three questions which might be asked by a job or course interviewer and provide appropriate answers to each.	ü	ü				
	3.2	prepare an appropriate question to ask the interviewer.	ü	ü				
Continued on next page								

## Unit 8: Applying for Jobs and Courses (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)			
<b>The learner will:</b>		<b>The learner can:</b>					
3	(Continued from previous page)	3.3	identify the personal presentation skills required by an interviewee.	ü	ü	Teacher written record	
4	know how to take part appropriately in an interview.	4.1	respond appropriately to questions asked in an interview.			ü / audio visual recording	
		4.2	ask an appropriate question of the interviewer.			ü / audio visual recording	
		4.3	use appropriate body language.			ü / audio visual recording	
5	recognise the kind of criteria which may be used in the selection process for a given job.	5.1	identify three important criteria which might be applied in shortlisting or making appointments to a given job.	ü	ü		

Unit 8: Applying for Jobs and Courses (Level 2)

Title	Applying for Jobs and Courses	Unit aim(s)	To develop the learner's ability to make effective job and course applications.	
Level	Level 2	Sector subject area(s)	14.1 Foundations for Learning and Life 14.2 Preparation for Work	
Registration code	AJCL2	Credit value	2	
Learning Outcomes		Assessment Criteria <b>Evidence</b> (See also Section 4.5)		
1	The learner will:	The learner can:	Learner produced work	
	1 know how to apply in writing for a job or a course.		Learner completed worksheets	Teacher written record
	1.1 complete a standard job or course application form.		ü	ü
	1.2 produce a letter of application for a given job or course in an appropriate format and containing all relevant information.		ü	ü
2	recognise good practice in making written applications.	1.3 produce a CV which includes all relevant personal information plus details of education and experience, including the names and contact details of two referees.	ü	
2.1 explain five 'do's' and/or 'don'ts' in completing application forms.		2.2 evaluate two given letters of application for a job or course in terms of a) content b) presentation c) grammar.	ü	
3		know how to prepare for an interview.	3.1 produce a list of six questions which might be asked by an interviewer and provide appropriate answers to each.	ü
3.2 prepare three appropriate questions to ask the interviewer.	ü			
Continued on next page				

## Unit 8: Applying for Jobs and Courses (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
3	(Continued from previous page)	3.3	describe and explain the personal presentation skills required by an interviewee.	ü		
4	know how to take part appropriately in an interview.	4.1	respond appropriately to questions asked in an interview.			ü / audio visual recording
		4.2	ask three appropriate questions of the interviewer.			ü / audio visual recording
		4.3	use appropriate body language.			ü / audio visual recording
5	recognise the kind of criteria which may be used in the selection process for a given job.	5.1	identify three important criteria which might be applied in shortlisting or making appointments to a given job.	ü	ü	
		5.2	describe why each of the identified criteria is important.	ü	ü	

## Unit 9: Relationships, Behaviours and Practices in the Workplace (Entry 1)

<b>Title</b>	<b>Relationships, Behaviours and Practices in the Workplace</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	RBPE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know about different roles in the workplace.	1.1	ü	ü	ü
		1.2	ü	ü	ü
2	know about equal opportunities in the workplace.	2.1	ü	ü	ü
3	know about workplace health and safety requirements.	3.1	ü	ü	ü
		3.2	ü	ü	ü

## Unit 9: Relationships, Behaviours and Practices in the Workplace (Entry 2)

<b>Title</b>	<b>Relationships, Behaviours and Practices in the Workplace</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.		
<b>Level</b>	Entry 2	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	RBPE2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know about different roles in the workplace.	1.1 1.2	ü ü	ü ü	ü ü
2	know about equal opportunities in the workplace.	2.1	ü	ü	ü
3	know about the role of trade unions.	3.1	ü	ü	ü
4	know about workplace health and safety requirements.	4.1	ü	ü	ü



Unit 9: Relationships, Behaviours and Practices in the Workplace (Entry 3)

<b>Title</b>	<b>Relationships, Behaviours and Practices in the Workplace</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.		
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	RBPE3	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know about different roles in the workplace.	1.1	identify the names of three job roles in a given workplace, eg a hotel, a supermarket.	ü	
		1.2	state the relationship between two of these jobs.	ü	
		1.3	outline two major rights and two major responsibilities of: a) an employee b) an employer.	ü	
2	know about equal opportunities in the workplace.	2.1	list two areas of equal opportunities that need to be taken into account in the workplace.	ü	
		3.1	identify two major roles of trade unions.	ü	
4	know about workplace health and safety requirements.	4.1	state the main health and safety requirements relating to work in a given area.	ü	
		4.2	carry out a risk assessment to find and report on three health and safety issues in a known environment.	ü	

---

Unit 9: Relationships, Behaviours and Practices in the Workplace continued over page

Unit 9: Relationships, Behaviours and Practices in the Workplace continued over page

Unit 9: Relationships, Behaviours and Practices in the Workplace (Level 1)

<b>Title</b>	<b>Relationships, Behaviours and Practices in the Workplace</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.		
<b>Level</b>	Level 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life 14.2 Preparation for Work		
<b>Registration code</b>	RBPL1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know about the structure of an organisation.	1.1 identify the line management and departmental structure of a chosen organisation, eg a school, a supermarket. 1.2 describe the roles of two individuals within the structure.	ü	ü	
2	know the major rights and responsibilities of an employee.	2.1 describe two important employee rights. 2.2 describe three important employee responsibilities.	ü	ü	
3	understand the advantages and disadvantages of trade union membership.	3.1 identify three major roles of trade unions. 3.2 outline two advantages of trade union membership. 3.3 outline one disadvantage of trade union membership.	ü	ü	
4	know about equal opportunities in the workplace.	4.1 describe the main areas of equal opportunities in the workplace.	ü	ü	
Continued on next page					

## Unit 9: Relationships, Behaviours and Practices in the Workplace (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
5	understand the health and safety requirements relating to work in a specified area.	5.1	outline the main health and safety requirements for work in a specified area.	ü	ü	
6	understand the purpose of a workplace risk assessment.	6.1	carry out a basic risk assessment in a known workplace environment.	ü		
		6.2	outline what has been learnt from the risk assessment.	ü	ü	

## Unit 9: Relationships, Behaviours and Practices in the Workplace (Level 2)

Title	Relationships, Behaviours and Practices in the Workplace	Unit aim(s)	To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.																								
Level	Level 2	Sector subject area(s)																									
Registration code	RBPL2	Credit value																									
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)																								
<b>The learner will:</b>		<b>The learner can:</b>	<table border="1"> <thead> <tr> <th data-bbox="504 598 635 759">Learner produced work</th> <th data-bbox="504 407 635 598">Learner completed worksheets</th> <th data-bbox="504 241 635 407">Teacher written record</th> </tr> </thead> <tbody> <tr> <td data-bbox="635 598 788 759">ü</td> <td data-bbox="635 407 788 598">ü</td> <td data-bbox="635 241 788 407"></td> </tr> <tr> <td data-bbox="788 598 880 759">ü</td> <td data-bbox="788 407 880 598">ü</td> <td data-bbox="788 241 880 407"></td> </tr> <tr> <td data-bbox="880 598 973 759">ü</td> <td data-bbox="880 407 973 598">ü</td> <td data-bbox="880 241 973 407"></td> </tr> <tr> <td data-bbox="973 598 1066 759">ü</td> <td data-bbox="973 407 1066 598">ü</td> <td data-bbox="973 241 1066 407"></td> </tr> <tr> <td data-bbox="1066 598 1158 759">ü</td> <td data-bbox="1066 407 1158 598">ü</td> <td data-bbox="1066 241 1158 407"></td> </tr> <tr> <td data-bbox="1158 598 1251 759">ü</td> <td data-bbox="1158 407 1251 598">ü</td> <td data-bbox="1158 241 1251 407"></td> </tr> <tr> <td data-bbox="1251 598 1343 759">ü</td> <td data-bbox="1251 407 1343 598">ü</td> <td data-bbox="1251 241 1343 407"></td> </tr> </tbody> </table>	Learner produced work	Learner completed worksheets	Teacher written record	ü	ü		ü	ü		ü	ü		ü	ü		ü	ü		ü	ü		ü	ü	
Learner produced work	Learner completed worksheets	Teacher written record																									
ü	ü																										
ü	ü																										
ü	ü																										
ü	ü																										
ü	ü																										
ü	ü																										
ü	ü																										
1	know how to investigate the structure of an organisation.	1.1 produce a short report on the line management and departmental structure of a chosen organisation, eg a school, a supermarket. 1.2 explain the roles of four individuals within the structure at different levels.																									
2	know the major rights and responsibilities of an employee.	2.1 describe four important employee rights. 2.2 describe four important employee responsibilities.																									
3	understand the advantages and disadvantages of trade union membership.	3.1 define the term 'Trade Union' and explain the role of a trade union. 3.2 explain two advantages of trade union membership for an employee. 3.3 explain one disadvantage of trade union membership for an employee.																									
Continued on next page																											

## Unit 9: Relationships, Behaviours and Practices in the Workplace (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
4	know about equal opportunities in the workplace.	4.1	describe the main areas of equal opportunities in the workplace.	ü	ü	
		4.2	evaluate the success of one piece of equal opportunities legislation in a chosen workplace/context.	ü	ü	
5	understand the health and safety requirements relating to work in a specified area.	5.1	describe and explain the main health and safety requirements for work in two specified areas.	ü	ü	
6	understand the purpose of a workplace risk assessment.	6.1	carry out a risk assessment in a known workplace environment.	ü		
		6.2	explain what has been learnt from the risk assessment.	ü	ü	
		6.3	produce a brief report on action that needs to be taken following the risk assessment.	ü	ü	

Unit 10: Personal Safety (Entry 1)

<b>Title</b>	<b>Personal Safety</b>	<b>Unit aim(s)</b>	To develop the learner's ability to recognise threats to personal safety in a range of contexts.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	PESE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to identify dangers in the home.	1.1	ü	ü	ü
2	know how to cross a road safely.	2.1	ü	ü	ü
3	know about the safe use of internet communication, including emails and social network sites.	3.1	ü	ü	ü
		3.2	ü	ü	ü
4	know about an organisation that promotes safety.	4.1	ü	ü	ü

## Unit 10: Personal Safety (Entry 2)

Title	Personal Safety	Unit aim(s)	To develop the learner's ability to recognise threats to personal safety in a range of contexts.			
Level	Entry 2	Sector subject area(s)	14.1 Foundations for Learning and Life			
Registration code	PESE2	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:				
1	be able to identify dangers in the home.	1.1	identify three potential dangers found in a home.	ü	ü	ü
2	know how to cross a road safely.	2.1	identify three precautions to take when crossing a busy road.	ü	ü	ü
3	know about the negative consequences of 'joy riding'.	3.1	communicate one negative consequence of 'joy riding'.	ü	ü	ü
4	know about the safe use of internet communication, including emails and social network sites.	4.1	identify one social network site and state its age restriction.	ü	ü	ü
		4.2	communicate one risk associated with the use of internet communication, eg 'sexting'.	ü	ü	ü
5	know about an organisation that promotes safety.	5.1	identify the name of one agency that gives advice on safety.	ü	ü	ü
		5.2	identify what type of advice the agency gives.	ü	ü	ü



Unit 10: Personal Safety (Entry 3)

<b>Title</b>	<b>Personal Safety</b>	<b>Unit aim(s)</b>	To develop the learner's ability to recognise threats to personal safety in a range of contexts and to consider how these may be dealt with.		
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	PESE3	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to identify and respond to dangers in the home.	1.1	identify three potential dangers found in a home and state how each could be made safe.	ü	ü
2	know how to cross a road safely.	2.1	identify three precautions to take when crossing a busy road.	ü	ü
3	know about the negative consequences of 'joy riding'.	3.1	state what is meant by 'joy riding'.	ü	ü
		3.2	communicate three negative consequences of 'joy riding'.	ü	ü
4	know about the safe use of internet communication, including emails and social network sites.	4.1	identify one social network site and state its age restriction.	ü	ü
		4.2	identify two potential dangers of internet communication, eg 'sexting' and 'grooming'.	ü	ü
5	know about an organisation that promotes safety.	5.1	outline the support available from one organisation that gives advice on another aspect of safety.	ü	ü

---

Unit 10: Personal Safety continued over page

Unit 10: Personal Safety continued over page

Unit 10: Personal Safety (Level 1)

<b>Title</b>	<b>Personal Safety</b>	<b>Unit aim(s)</b>	To develop the learner's ability to recognise threats to personal safety in a range of contexts and to consider how these may be dealt with.			
<b>Level</b>	Level 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life			
<b>Registration code</b>	PEL1	<b>Credit value</b>	2			
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>		<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	know how to identify dangers in a variety of situations and how to avoid them.	1.1	identify three potential dangers found in each of: a home; a workplace; a learning environment.	ü	ü	
		1.2	explain why each of the identified dangers is a threat.	ü	ü	
		1.3	describe one way by which each threat could be avoided.	ü	ü	
		1.4	carry out a basic risk assessment for own home.	ü	ü	
2	know about the extent and limitations of personal responsibilities for safety.	2.1	identify a situation where a person is responsible for his/her own safety.	ü	ü	
		2.2	identify one area where the state imposes safety on the individual eg wearing a seat belt.	ü	ü	
3	know about the dangers to personal safety when using modern communication technology.	3.1	identify two social network sites and state their age restrictions.	ü	ü	
		3.2	describe two potential dangers of social network sites, eg sexting, grooming.	ü	ü	
Continued on next page						

## Unit 10: Personal Safety (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)			
<b>The learner will:</b>		<b>The learner can:</b>					Teacher written record
3 (Continued from previous page)		3.3	outline one threat to an individual if personal information is disclosed when using modern communication technology, eg identity theft.	ü	ü	ü	
		3.4	outline one method that can be used to protect personal information when using modern communication technology.	ü	ü	ü	
		3.5	outline what cyber bullying is and where support can be obtained for a victim of it.	ü	ü	ü	
4	know about an organisation that provides advice on personal safety other than in the area of modern communication technology.	4.1	describe briefly the support available from an organisation that gives advice on personal safety other than in the area of modern communication technology.	ü	ü	ü	

Unit 10: Personal Safety (Level 2)

<b>Title</b>	<b>Personal Safety</b>	<b>Unit aim(s)</b>	To develop the learner's ability to recognise threats to personal safety in a range of contexts and to consider how these may be dealt with.		
<b>Level</b>	Level 2	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	PESL2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
<b>1</b>	know how to identify dangers in a variety of situations and how to avoid them.	1.1 identify three potential dangers found in each of: a home; a workplace; a learning environment.	ü	ü	
		1.2 explain why each of the identified dangers is a threat.	ü	ü	
		1.3 describe one way by which each threat could be avoided.	ü	ü	
		1.4 carry out a risk assessment for own home.	ü	ü	
		1.5 produce an annotated plan to evacuate own household in case of a fire.	ü	ü	
		1.6 explain why someone might not respond positively to risk, eg not fit a smoke alarm.	ü	ü	
<b>2</b>	know about the extent and limitation of personal responsibility for safety.	2.1 describe two areas where a person is responsible for his/her own safety.	ü	ü	
		2.2 describe two areas where the state imposes safety on the individual, eg seat belts, air travel.	ü	ü	
Continued on next page					

## Unit 10: Personal Safety (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
2	(Continued from previous page)	2.3	explain why the state might legislate in areas of personal safety.	ü	ü	
3	know about the dangers to personal safety when using modern communication technology.	3.1	identify two social network sites and state their age restrictions.	ü	ü	
		3.2	describe two potential dangers of social network sites, eg sexting, grooming.	ü	ü	
		3.3	describe the possible implications for an individual if personal information is disclosed when using modern communication technology, eg identity theft.	ü	ü	
		3.4	describe one method that can be used to protect personal information when using modern communication technology.	ü	ü	
		3.5	describe what cyber bullying is and where support can be obtained for a victim of it.	ü	ü	
4	know about an organisation that provides advice on personal safety other than in the area of modern communication technology.	4.1	describe the support available from an organisation that gives advice on personal safety other than in the area of modern communication technology.	ü	ü	

Unit 11: Being a Critical Consumer (Entry 1)

<b>Title</b>	<b>Being a Critical Consumer</b>	<b>Unit aim(s)</b>	To begin to develop the learner's basic awareness and understanding of critical consumerism.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	BCCE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know what is meant by 'impulse buying' and 'shopping around'.	1.1	recognise, from given material, an example of 'impulse buying' and an example of 'shopping around'.	ü	ü
2	know some ways supermarkets seek to maximise sales.	2.1	recognise, from given material, two ways by which supermarkets encourage customers to spend more money.	ü	ü
3	know that prices of common household items often vary.	3.1	recognise, from given material, the prices of two common household items from two different suppliers, eg local shop, supermarket, on-line retailer.	ü	ü
4	know about basic customer rights in relation to buying in shops.	4.1	communicate one circumstance in which customers have the right to a refund on goods purchased in a shop and one circumstance in which they do not.	ü	ü

## Unit 11: Being a Critical Consumer (Entry 2)

Title	Being a Critical Consumer	Unit aim(s)	To develop the learner's basic awareness and understanding of critical consumerism.			
Level	Entry 2	Sector subject area(s)	14.1 Foundations for Learning and Life			
Registration code	BCCE2	Credit value	2			
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:				
1	know what is meant by 'impulse buying' and 'shopping around'.	1.1	identify an example of 'impulse buying' and an example of 'shopping around'.	ü	ü	ü
2	know some ways supermarkets seek to maximise sales.	2.1	identify three ways by which supermarkets encourage customers to spend more money.	ü	ü	ü
3	be able to compare prices from different suppliers.	3.1	compare the prices of two common household items from two different suppliers, eg local shop, supermarket, on-line retailer.	ü	ü	ü
4	know there are sources of information to assist the consumer.	4.1	identify one source of information to assist with sensible buying, eg consumer magazines, price comparison websites.	ü	ü	ü
5	know about basic customer rights in relation to buying in shops.	5.1	communicate one circumstance in which customers have the right to a refund on goods purchased in a shop and one circumstance in which they do not.	ü	ü	ü
		5.2	communicate one thing customers can do if they are not satisfied with the way a shop deals with a complaint.	ü	ü	ü



Unit 11: Being a Critical Consumer (Entry 3)

<b>Title</b>	<b>Being a Critical Consumer</b>	<b>Unit aim(s)</b>	To develop the learner's basic awareness and understanding of critical consumerism.		
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	BCCE3	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>	<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	know what is meant by 'impulse buying' and 'shopping around'.	1.1	state what is meant by 'impulse buying' and 'shopping around'.	ü	ü
2	know some ways supermarkets seek to maximise sales.	2.1	identify and explain three ways by which supermarkets seek to maximise sales.	ü	ü
3	be able to compare prices from different suppliers.	3.1	compare prices of three common household items from two different suppliers, eg local shop, supermarket, on-line retailer.	ü	ü
4	know that there are sources of information to assist the consumer.	4.1	identify three sources of information to assist with sensible buying, eg consumer magazines, price comparison websites.	ü	ü
5	know about customer rights in relation to buying in shops.	5.1	identify three circumstances where customers have a right to a refund on goods purchased in a shop and three circumstances in which they do not.	ü	ü
		5.2	identify two things customers can do if they are not satisfied with the way a shop deals with a complaint.	ü	ü
6	know about differences between credit and debit cards.	6.1	identify two differences between a credit card and a debit card.	ü	ü

---

Unit 11: Being a Critical Consumer continued over page

Unit 11: Being a Critical Consumer continued over page

Unit 11: Being a Critical Consumer (Level 1)

<b>Title</b>	<b>Being a Critical Consumer</b>	<b>Unit aim(s)</b>	To develop the learner's basic awareness and understanding of critical consumerism.		
<b>Level</b>	Level 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	BCCL1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know what is meant by 'impulse buying' and 'shopping around'.	1.1	state what is meant by 'impulse buying' and 'shopping around'.	ü	ü
2	know how shops and businesses seek to maximise sales.	2.1	outline three ways by which supermarkets seek to maximise sales.	ü	ü
3	be able to research and compare prices of common household items from different suppliers.	3.1	research and compare prices of five common household items from three different suppliers, eg local shop, supermarket, on-line retailer.	ü	ü
4	be able to identify sources of information to assist with sensible buying.	4.1	identify four sources of information to assist with sensible buying, eg consumer magazines, price comparison websites.	ü	ü
5	know about customer rights in relation to refunds on goods purchased in a shop.	5.1	identify three circumstances where customers have a right to a refund on goods purchased in a shop and three circumstances in which they do not.	ü	ü
6	know what customers can do if they are not satisfied with the way a shop deals with a complaint.	6.1	identify two things customers can do if they are not satisfied with the way a shop deals with a complaint.	ü	ü
Continued on next page					

Unit 11: Being a Critical Consumer (Level 1) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
7	know about differences between credit, debit and store cards.	7.1	outline the key differences between credit, debit and store cards.	ü	ü	
8	know about APR.	8.1	state what is meant by APR.	ü	ü	

Unit 11: Being a Critical Consumer (Level 2)

Title		Being a Critical Consumer	Unit aim(s)	To develop the learner's basic awareness and understanding of critical consumerism.		
Level		Level 2	Sector subject area(s)	14.1 Foundations for Learning and Life		
Registration code		BCCL2	Credit value	2		
Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
The learner will:		The learner can:		Learner produced work	Learner completed worksheets	Teacher written record
1	know what is meant by 'impulse buying' and 'shopping around'.	1.1	explain what is meant by 'impulse buying' and 'shopping around'.	ü	ü	
2	know how shops and businesses seek to maximise sales.	2.1	identify and explain three ways by which supermarkets seek to maximise sales and suggest how consumers might deal sensibly with them.	ü	ü	
3	be able to research and compare prices of common household items from different suppliers.	3.1	research and compare prices of five common household items from three different suppliers, eg local shop, supermarket, on-line retailers.	ü	ü	
4	be able to identify sources of information to assist with sensible buying.	4.1	research and compare four sources of information to assist with sensible buying, eg consumer magazines, price comparison websites, for three given consumer items.	ü	ü	
5	know about customer rights in relation to refunds on goods purchased in a shop.	5.1	explain three circumstances where customers have a right to a refund on goods purchased in a shop and three circumstances in which they do not.	ü	ü	
6	know what customers can do if they are not satisfied with the way a shop deals with a complaint.	6.1	explain two things customers can do if they are not satisfied with the way a shop deals with a complaint.	ü	ü	

Continued on next page

## Unit 11: Being a Critical Consumer (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
7	be able to use price comparison websites and evaluate information found.	7.1	use a price comparison website to find the annual cost of a pay-as-you-go mobile phone for a given user from three different suppliers.	ü (annotated print outs)		
8	know about differences between credit, debit and store cards.	7.2	produce a brief report evaluating information researched in 7.1 and recommend a 'best value' option.	ü	ü	
9	know about APR and factors determining the cost of loans.	8.1	explain the key differences between credit, debit and store cards.	ü	ü	
		9.1	explain what is meant by APR and identify two key factors which determine the total cost of a loan.	ü	ü	

## Unit 12: Introduction to Diversity, Prejudice and Discrimination (Entry 1)

<b>Title</b>	<b>Introduction to Diversity, Prejudice and Discrimination</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of diversity, prejudice and discrimination in society.		
<b>Level</b>	Entry 1	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	DPDE1	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to recognise that there are differences and similarities between people.	1.1	ü	ü	ü
		1.2			
2	be able to recognise when people are treated unfairly because of differences between them.	2.1	ü	ü	ü
		2.2			

## Unit 12: Introduction to Diversity, Prejudice and Discrimination (Entry 2)

<b>Title</b>	<b>Introduction to Diversity, Prejudice and Discrimination</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of diversity, prejudice and discrimination in society.		
<b>Level</b>	Entry 2	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	DPDE2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>	<b>The learner can:</b>		Learner produced work	Learner completed worksheets	Teacher written record
1	be able to recognise that there are differences and similarities between people.	1.1	communicate two examples of differences between people, eg in food, fashion or music.	ü	ü
		1.2	communicate two examples of similarities between people.	ü	ü
2	be able to recognise when people are treated unfairly because of differences between them.	2.1	identify two examples of the ways people can be treated unfairly because of differences between them.	ü	ü
		2.2	identify one example of when differences between people have not affected how they were treated.	ü	ü
		2.3	give one reason why a person might treat someone unfairly on the basis of either race, gender or age.	ü	ü



Unit 12: Introduction to Diversity, Prejudice and Discrimination (Entry 3)

<b>Title</b>	<b>Introduction to Diversity, Prejudice and Discrimination</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of diversity, prejudice and discrimination in society.		
<b>Level</b>	Entry 3	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	DPDE3	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	be able to recognise that there are differences and similarities between people.	1.1 1.2	ü ü	ü ü	
2	be able to recognise prejudice and how it occurs.	2.1 2.2	ü ü	ü ü	
3	be able to recognise discrimination.	2.3 3.1	ü ü	ü ü	
4	know that discrimination of different kinds is illegal.	4.1	ü	ü	

## Unit 12: Introduction to Diversity, Prejudice and Discrimination (Level 1)

Title	Introduction to Diversity, Prejudice and Discrimination	Unit aim(s)	To develop the learner's knowledge of diversity, prejudice and discrimination in society.
Level	Level 1	Sector subject area(s)	14.1 Foundations for Learning and Life
Registration code	DPDL1	Credit value	2
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	know what diversity in society is.	1.1	describe three examples of diversity in society, eg in food, fashion or music.
2	be able to recognise prejudice and how it occurs.	2.1	identify three examples of prejudice.
		2.2	outline how each of the chosen examples exemplifies prejudice.
		2.3	give three reasons why a person might become prejudiced.
3	be able to recognise discrimination.	3.1	identify three examples of discrimination and outline why each exemplifies discrimination.
		3.2	name three areas of discrimination covered by the 2010 Equality Act.
		3.3	briefly describe the intended effects of each of the three chosen areas.
4	be able to recognise stereotyping.	4.1	identify three examples of stereotyping in each of two different contexts, eg nationality, advertising.
		4.2	outline how three of the chosen examples demonstrate stereotyping.
		Evidence (See also Section 4.5)	
		Learner produced work	ü
		Learner completed worksheets	ü
		Teacher written record	

Unit 12: Introduction to Diversity, Prejudice and Discrimination (Level 2)

<b>Title</b>	<b>Introduction to Diversity, Prejudice and Discrimination</b>	<b>Unit aim(s)</b>	To develop the learner's knowledge of diversity, prejudice and discrimination in society.		
<b>Level</b>	Level 2	<b>Sector subject area(s)</b>	14.1 Foundations for Learning and Life		
<b>Registration code</b>	DPDL2	<b>Credit value</b>	2		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Evidence</b> (See also Section 4.5)		
<b>The learner will:</b>		<b>The learner can:</b>	Learner produced work	Learner completed worksheets	Teacher written record
1	know what diversity in society is.	1.1	ü	ü	
2	be able to recognise prejudice and how it occurs.	2.1	ü	ü	
		2.2	ü	ü	
		2.3	ü	ü	
3	be able to recognise discrimination.	3.1	ü	ü	
		3.2	ü	ü	
		3.3	ü	ü	
		3.4	ü	ü	
Continued on next page					

## Unit 12: Introduction to Diversity, Prejudice and Discrimination (Level 2) continued

Learning Outcomes		Assessment Criteria		Evidence (See also Section 4.5)			
4	The learner will:  be able to recognise stereotyping.	The learner can:		Learner produced work	Learner completed worksheets	Teacher written record	
			4.1	identify three examples of stereotyping in each of two different contexts, eg nationality, advertising.	ü	ü	
5	be able to promote social cohesion.	The learner can:	4.2	ü	ü		
			5.1	produce a poster or pamphlet that promotes social cohesion.	ü	ü	
			5.2	outline the main ideas behind the poster or pamphlet.	ü	ü	
			5.3	ü	ü		
				ü	ü		
				ü	ü		

## 4 Scheme of Assessment

---

Teachers are required to use their professional judgment to make an assessment on each of the component units completed.

Teachers should assess whether the learner has successfully achieved the requirements of each assessment criteria in each component unit.

---

### 4.1 Aims

A course based on this specification should:

- give learners a background of knowledge and understanding in relation to personal, social and health education
- encourage learners to apply their knowledge and understanding in making decisions
- promote self-development, through encouraging learners to be aware of their own strengths and areas for improvement, and the choices and opportunities available to them
- enhance learners' awareness of spiritual, moral, ethical, social, legislative, economic, cultural, environmental, health and safety and European issues, as appropriate.

---

### 4.2 Assessment objectives

The assessment objectives listed below relate to the specification as a whole.

- Knowledge and understanding of PSHEE which is required to enable learners to develop confidence and responsibility, healthy lifestyles, effective relationships, economic wellbeing and financial capability as described in the programmes of study for PSHEE for Key Stage 4 and exemplified in this specification.
- Application of knowledge and understanding in different practical situations and in drawing conclusions and making choices with respect to health, relationships and careers.

---

### 4.3 Requirements

Units are provided at each of the five levels (Entry 1, Entry 2, Entry 3, Level 1 and Level 2) at which the qualifications are available. Each unit specifies, by means of learning outcomes and assessment criteria, the requirements for successful completion.

There are no mandatory units; all units are optional.

Each unit is equally weighted and carries two credits.

To be eligible for the Award at a specific level learners must submit for assessment and moderation evidence from four of the units in this specification, at least three of which must be completed at or above the specific level claimed.

To be eligible for the Certificate at a specific level learners must submit for assessment and moderation evidence from seven of the units in the specification, at least four of which must be completed at or above the specific level claimed.

When submitting units at a lower level than the level claimed, these can only be **one** level below.

It is a requirement that all assessment criteria of each unit are met. A learner who fails to show evidence of the successful completion of all aspects of all assessment criteria of a unit is not eligible for the award of that unit.

Credit certificates will be issued for all completed units, regardless of completion of the overall Award or Certificate

---

## 4.4 Teacher-devised assessment tasks

There are no externally-set tasks or assignments. For each unit the school will devise its own assessment tasks, ensuring that these enable learners to demonstrate individual achievement of the assessment criteria.

Exemplar material relating to the teacher devised assessment tasks will be discussed at the standardising meetings and will be made available to all schools by AQA for reference purposes.

In presenting tasks to learners at Entry 1, 2 or 3, the teacher may use any combinations of video, role play, real objects, photographs, pictures, symbols or words, or any other method(s) which promote inclusive learning, provided that the teacher addresses the outcome(s) concerned.

At Level 1 and Level 2, teachers may use a range of materials appropriate to the level to present assessment tasks.

---

## 4.5 Evidence

Each learner must submit evidence for each unit which demonstrates achievement of **all** the assessed criteria for that unit. Evidence requirements are listed after the learning outcomes and assessment criteria of each unit.

All evidence must demonstrate **individual** achievement of each assessment criterion. Group produced responses and copied material are **not** acceptable as evidence of individual achievement.

All reasonable steps must be taken to ensure that the work submitted is the learner's own (see Section 6).

It is recognised that at Entry 1 and Entry 2, many learners have learning difficulties which involve a range of communication skills. It is important that the qualifications are accessible to such learners. Therefore, as an alternative to the completion of structured worksheets, or other learner produced work, a learner may communicate his/her responses by speaking, eye contact, pointing, signing, or by using any other method particular to him/her, provided that the teacher makes a written record of responses for submission as evidence. A teacher written record may be brief but must indicate what each individual has specifically communicated to demonstrate achievement of the assessment criterion/criteria concerned. If desired, an audio or audio-visual recording of a learner's oral responses can be made as an alternative to or in support of a teacher written record. Recordings must be made and submitted in a format acceptable to AQA. Full instructions are available on request.

At Entry 3, Level 1 and Level 2, it is expected that most evidence will be produced by the learner in paper form, eg completed worksheets, notes, diagrams, tables etc, as appropriate. Worksheets may take a variety of forms. At these levels, teacher-generated evidence will not normally be acceptable, except where specifically listed as evidence, eg for assessment criterion 2.3 in Unit 8 at Entry 3. Where appropriate, a teacher may submit evidence of learner achievement of one or more assessment criteria through an audio or audio-visual recording as an alternative to written evidence but such evidence **must** demonstrate individual achievement. Again, schools must comply with AQA instructions on the making and submission of recordings.

If a school would like further guidance on the acceptability of different types of evidence, it should contact AQA at an early date.

Evidence must be presented for moderation on a learner basis. It must be clear, through labelling, annotation or other means, where the evidence for each specific assessment criterion is to be found.

The work submitted for assessment should not include all the work completed by a learner in preparation for assessment – only that which is required by each unit.

---

## 4.6 Submission of work

There are several opportunities during the year for learners to submit for moderation evidence of the achievement of individual units. All evidence must be internally-assessed before submission to ensure that all assessment criteria have been met in the unit(s) submitted.

---

## 4.7 Weighting of assessment objectives

The approximate weighting given to the Assessment Objectives in the overall Scheme of Assessment are as follows:

Assessment Objectives	Weightings
Knowledge and understanding	50%
Application of knowledge and understanding	50%

---

## 4.8 Determining the level of the Award or Certificate

To be eligible for the Award of a particular level, three of the four units have to be completed at that level or above that level. For example, a learner completing one unit at Entry 2 and three at Entry 3 would be eligible for an Entry 3 Award.

To be eligible for the Certificate at a particular level, four of the seven units would have to be completed at that level or above that level. For example, a learner completing three units at Entry 3, three units at Level 1 and one unit at Level 2 would be eligible for a Level 1 Certificate.

Units submitted at a lower level than the level claimed for the overall qualification, can only be one level below.

---

## 4.9 Previous learning requirements

The specification can build on the knowledge, understanding and skills acquired in programmes of study at Key Stage 3 of the National Curriculum. However, no prior learning is necessary for learners to undertake a course of study relating to this specification.

Each unit requires literacy skills appropriate to the level at which it is aimed. Where a unit requires numeracy skills, these are also appropriate to the level of the unit.

Teachers should provide appropriate and adequate guidance about the demands of the specification before learners embark on their studies.

---

## 4.10 Equality, access and inclusion

Entry level qualifications enable learners to gain the most from life, learning and work.

- Entry Level qualifications often need to assess a wide range of competences. This is because they are general qualifications designed to prepare learners for a wide range of occupations and further study.
- These qualifications were reviewed to see whether any of the skills or knowledge needed by the subject presented a possible difficulty to any learners, whatever their ethnic background, religion, sex, age, disability or sexuality. If there were difficulties, the situation was reviewed again to make sure that such tests of specific competences were only included if they were important to the subject. The findings were discussed with groups who represented the interests of a diverse range of learners.
- Arrangements are made for learners with special needs to help them access the assessments as long as the competences being tested are not changed. Because of this, most learners will be able to access any part of the assessment. More details are given in Section 5.5.

## 4.11 Progression

The scheme of assessment allows attainment to be recognised at Entry 1, 2 and 3, Level 1 and Level 2. This allows for progression across these levels.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualifications therefore increase flexibility for learners and make a distinct contribution to the quality and coherence of the qualifications framework.

The specification provides a worthwhile course for learners of various ages and from diverse backgrounds in terms of general education and lifelong learning.



## 5 Administration

---

### 5.1 Administration

Full instructions for registering learners and submitting recommendations are found in the Centre Administrative Procedures booklet which can be downloaded from the website at: [www.aqa.org.uk/pse](http://www.aqa.org.uk/pse)

---

### 5.2 Availability of assessment units

Units may be delivered and internally assessed at any time during the course. Opportunities will be provided throughout the year to submit completed units for moderation and/or to claim the overall Award/Certificate. Please refer to the Centre Administrative Procedures for details of the deadlines.

---

### 5.3 Entries

Schools must be registered as a centre with AQA before entering learners. On submission of entries schools may provide a Unique Learner number (ULN) for each learner being entered. ULNs are required for use with the Learner Record.

#### **Prohibited Combinations**

There are no prohibited combinations with this specification.

---

### 5.4 Private learners

This specification is **not** available to private learners.

---

### 5.5 Access arrangements, reasonable adjustments and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications. This is published on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)) or can be found by following the link from our website ([www.aqa.org.uk](http://www.aqa.org.uk)).

Arrangements may be made to enable learners with disabilities or other difficulties to access the assessment. An example of an access arrangement is the use of Braille for a learner with a visual impairment.

Special consideration may be requested for a learner who experiences temporary illness, injury or indisposition at the time of an assessment which prevents him/her showing achievement of one or more assessment criteria. In these circumstances, an opportunity will be provided to demonstrate achievement through alternative evidence.

---

## 5.6 Examination language

All assessment will be through the medium of English. Assessment will not be available in Welsh or Gaelic.

---

## 5.7 Qualification titles

The qualifications based on this specification have the following titles:

AQA Entry 1 Award in Personal and Social Education (5806)

AQA Entry 1 Certificate in Personal and Social Education (5811)

AQA Entry 2 Award in Personal and Social Education (5807)

AQA Entry 2 Certificate in Personal and Social Education (5812)

AQA Entry 3 Award in Personal and Social Education (5808)

AQA Entry 3 Certificate in Personal and Social Education (5813)

AQA Level 1 Award in Personal and Social Education (5809)

AQA Level 1 Certificate in Personal and Social Education (5814)

AQA Level 2 Award in Personal and Social Education (5810)

AQA Level 2 Certificate in Personal and Social Education (5815)

---

## 5.8 Awarding system

The qualifications will be awarded at Entry 1, Entry 2, Entry 3, Level 1 and Level 2 and the specific level achieved will be recorded on the certificate accordingly.

The achievement of individual units from the specification will also be certificated. Credit certificates will indicate the unit title, specific level and credit value, but not the assessment criteria of the unit.

---

## 5.9 Minimum requirements

To be eligible for the Award at a specific level, a learner must have achieved four units, at least three at or above the specific level claimed.

To be eligible for the Certificate at a specific level, a learner must have achieved seven units, four at or above the level claimed.

No unit more than one level below the level claimed may be counted towards the qualification.

Learners are required to provide evidence for the completion of all assessment criteria listed in each unit.

---

## 5.10 Recognition of prior learning

A school may apply to AQA to have the prior learning of a learner recognised as achievement towards the award of credit. Application should be made at as early a date as possible and by the deadline for receipt of entry for the appropriate session. This should be accompanied by appropriate evidence of the prior learning and an explanation of how this meets the assessment requirements for a unit or units through knowledge, understanding or skills the learner already possesses and does not need to develop through a course of learning.

---

## 5.11 Exemptions

No exemptions (based on certificated achievement) from the requirement to achieve credit for the specified, optional units have been pre-determined. However, schools wishing to claim an exemption on behalf of a learner should apply for this at as early a date as possible and by the deadline for receipt of entry for the appropriate session. Evidence of the certificated achievement must be supplied (to include qualification type, awarding body, title, date awarded and level/grade). A decision will then be made as to whether the achievement can be recognised as being of equivalent value.

Schools must (where learner consent is given) use access to the record of each learner's previous achievements in their learner record to ensure that opportunities for credit transfer and exemption are maximised.

---

## 5.12 Recording assessments

An individual Candidate Record Form must be completed for each learner in each session in which they submit units.

---

## 5.13 Submission of recommendations

Full instructions for registering learners and submitting recommendations and evidence for moderation are provided in the Centre Administrative Procedures booklet.

---

## 5.14 Retention of evidence

Schools are requested to retain the evidence relating to the achievement of learners under secure conditions for one month following certification, to allow for the possibility of enquiries about results. AQA may, at any time up to this date, require a school to produce all or some of the stored material for inspection.

## 6 Internally Assessed Work

---

### 6.1 Authenticating that internally assessed work is genuine

The Head of a school is required to provide supervision. The precise means of supervision will inevitably differ from school to school, but it is expected that the teacher will be involved in on-going discussion with the learner at all stages of the work. Learners' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the school, sufficient work must take place under direct supervision to allow the teacher to monitor progress, prevent plagiarism and authenticate each learner's whole work with confidence.

All work submitted must be the unaided work of the learner. Any teacher assistance given has to be limited to the use of strategies designed to improve accessibility such as:

- the rephrasing of tasks or questions which have not been understood
- the explanation of terms or phrases used in tasks and questions where such explanation does not, in itself, provide the information which the learner must supply
- the provision of feedback in relation to inappropriate or inadequate answers given by the learner where such feedback does not, in itself, provide the information which the learner must supply.

Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

- Learners must sign the Candidate Record Form to confirm that the work they have handed in is their own
- Teachers and assessors must confirm on the Candidate Record Form that the work marked is only that done by that learner and was conducted in line with the conditions in this specification
- Schools must not submit a unit if learners cannot confirm the work handed in for assessment is their own.

You should attach the completed Candidate Record Form for each learner to his or her work. All teachers who have marked the work of any learner entered for each unit must sign the declaration that the work is genuine.

### 6.2 Unfair practice

Before the course starts the supervising teacher is responsible for informing the learners of the AQA Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of evidence to be submitted for assessment.

Learners must **not**

- submit work that is not their own
- lend work to other learners
- give other learners access to, or the use of, their own independently-sourced research material (this does not mean that learners cannot lend their books to another learner, but that learners should be stopped from copying other learners' research)
- include work copied directly from books, the internet or other sources without acknowledgement of the source
- hand in work typed or word-processed by someone else without acknowledgement.

These actions are considered malpractice.

If malpractice is suspected, your Examinations Officer should be consulted about the procedure to be followed.

Where you suspect malpractice in internal assessments after the learner has signed the declaration of authentication, your Head of School must submit full details of the case to us at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

If AQA is satisfied that a breach of Regulations has occurred, it reserves the right to take such action as it deems appropriate in the circumstances. This action includes disqualification.

Malpractice in internal assessments discovered prior to the learner signing the declaration of authentication need not be reported to us, but should be dealt with in accordance with your school's internal procedures. We would expect you to treat such cases very seriously.

---

## 6.3 Teacher standardisation

We will hold standardising meetings for teachers each year, usually in the autumn term. At these meetings we will provide support in explaining component units in context. These materials will also be available on-line.

All schools must send a representative to one of the meetings in the first year of entry. If you have told us you are a new school, either by sending us an intention to enter, or by contacting the subject team, we will contact you to invite you to a meeting.

Attendance is also mandatory in the following cases

- where there has been a serious misinterpretation of the specification requirements
- where the nature of the teacher-devised assessments made by a school has been inappropriate
- where there have been significant differences between recommendation made by the school and awards made by AQA in relation to one or more units in the previous year.

Otherwise attendance is at the discretion of schools. At these meetings support will be provided for schools in the development of appropriate assessment tasks and assessment procedures.

---

## 6.4 Internal standardisation

Schools must have consistent standards for all learners. Where more than one teacher is involved, schools are responsible for standardising assessment. One person must be responsible for ensuring that work has been assessed to the same standard, and they need to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

These forms can be accessed at [www.aqa.org.uk/exams-administration](http://www.aqa.org.uk/exams-administration)

Internal standardisation may involve

- all teachers assessing some sample assessments and identifying differences in standards
  - discussing any differences in assessment at a training meeting for all teachers involved in the assessment
  - referring to reference and archive material, such as the commentaries from our standardising meetings.
- 

## 6.5 Annotation of internally assessed work

It is a requirement of the specification that teachers assessing internally assessed work clearly show where the evidence for each assessment criteria is. This helps our advisers to see as precisely as possible where the teacher has identified that learners have met the criteria in the specification.

---

## 6.6 Submitting confirmation of achievement

The Centre Administrative Procedures booklet provides full details of how to submit learners' work, the forms required and the deadline dates. The booklet can be downloaded from the website at: [www.aqa.org.uk/pse](http://www.aqa.org.uk/pse)

---

## 6.7 Factors affecting individual learners

Where work is misplaced in circumstances beyond the learner's control, AQA should be notified immediately of the date of the loss, how it occurred and upon whom the responsibility for the loss rests. AQA will provide details of the procedures to be followed in such cases.

The normal learning support to which the learner is accustomed is permissible in most circumstances. The learning support should, however, neither give the learner an unfair advantage nor place the learner at any disadvantage.

The support provided should not result in any task being undertaken on behalf of the learner.

AQA pays due regard to the provisions of the 2010 Equality Act in its administration of this specification. Arrangements may be made to enable learners with disabilities or other difficulties to access the assessment. (See Section 5.5)

Special consideration may be requested for a learner who experiences temporary illness, injury or indisposition at the time of an assessment. In these circumstances, an opportunity will be provided to demonstrate achievement through alternative evidence.

If a learner moves from one school to another, AQA should be consulted at the earliest possible stage to discuss arrangements.

---

## 6.8 Keeping learners' work

From the time the work is marked, your school must keep the work of all learners, with Candidate Record Forms attached, under secure conditions, to allow the work to be available during the moderation period or should there be an Enquiry about Results. You may return the work to learners after the deadline for Enquiries about Results, or once any enquiry is resolved.

# 7 Moderation

---

## 7.1 Moderation procedures

It is necessary to moderate learners' work to ensure that no injustice occurs to learners. Moderation will take place in each session on the basis of detailed scrutiny by an AQA-appointed moderator of all the evidence relating to a sample of learners and all units being recommended.

Schools will be informed which learners' evidence is required and should then send the initial sample to the moderator. The moderator may require an additional sample to complete his/her work.

For each learner included in the sample, the evidence provided for inspection by the moderator must be presented in a clear and helpful way.

---

## 7.2 Procedures after moderation

The following post-results services will be available:

- review of original moderation
- clerical recheck to ensure the correct level of unit/the correct qualification has been uploaded on the results document.

You will receive a report at the time the results are issued giving feedback on the accuracy of the assessments made and the reasons for any adjustments.

We may keep some learners' work for awarding, archive or standardising purposes and will inform you if this is the case.

# Appendices

---

## A Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, health, safety considerations and citizenship

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of learners at Key Stage 4, have been taken into account when preparing this specification.

This specification provides many opportunities to promote learners' spiritual, moral, ethical, social and cultural development.

Explicit opportunities are provided in the following units:

Unit 1: Personal Action Planning

Unit 2: Drugs Education

Unit 3: Sex and Relationship Education

Unit 4: Personal Finance  
Entry 1  
Entry 2  
Entry 3

Unit 5: Emotional Wellbeing

Unit 9: Relationships, Behaviours and Practices in the Workplace

Unit 10: Personal Safety

Unit 12: Introduction to Diversity, Prejudice and Discrimination.

### European Dimension

We have taken the 1988 Resolution of the Council of the European Community into account when preparing this specification and associated guidance documents.

Opportunities to develop learners' awareness of the European dimension occur in the delivery of the following units:

Unit 7: Making Informed Career Choices

Unit 8: Applying for Jobs and Courses

Unit 12: Introduction to Diversity, Prejudice and Discrimination.

### Environmental Education

We have taken the 1988 Resolution of the Council of the European Community and the Report 'Environmental Responsibility: An Agenda for Further and Higher Education' 1993 into account when preparing this specification and associated guidance documents.



### **Health and Safety**

Specific opportunities to raise learners' awareness of health and safety issues arise in the following units:

Unit 2: Drugs Education

Unit 3: Sex and Relationship Education

Unit 6: Healthy Lifestyles

Unit 9: Relationships, Behaviours and Practices in the Workplace

Unit 10: Personal Safety.

### **Citizenship**

Opportunities to develop knowledge, skills and understanding in relation to the programme of study for citizenship at Key Stage 4 occur in the following units:

Unit 2: Drugs Education

Unit 3: Sex and Relationship Education  
Entry 3  
Level 1  
Level 2

Unit 4: Personal Finance

Unit 5: Emotional Wellbeing

Unit 9: Relationships Behaviours and Practices in the Workplace

Unit 11: Being a Critical Consumer

Unit 12: Introduction to Diversity, Prejudice and Discrimination.

### **Avoiding bias**

We have taken great care to avoid bias of any kind when preparing this specification and guidance documents.

---

## **B Functional skills, personal learning and thinking skills**

Functional Skills in English, Information and Communication Technology (ICT) and Mathematics, together with Personal Learning and Thinking Skills (PLTS), cover the areas of competence that are most often demanded by employers.

Functional Skills are practical skills in English, ICT and Mathematics that allow people to work confidently, effectively and independently in life.

The skills are learning tools that enable people:

- to apply their knowledge and understanding to everyday life
- to engage competently and confidently with others
- to solve problems in both familiar and unfamiliar situations
- to develop personally and professionally as positive citizens who can actively contribute to society.

This specification provides a range of opportunities to develop learners' functional skills.

Personal Learning and Thinking Skills (PLTS) are team working, independent enquiry, self-management, reflective learning, effective participation and creative thinking. The PLTS framework applies to all young people 11-19, but the skills are also clearly relevant to adults.

This specification provides a range of opportunities to develop learners' personal learning and thinking skills.

