



Level 1 Award/Certificate/Diploma in Personal and Social Skills  
603/5752/6 603/5753/8 603/5754/X

# Assessment Guide

## Assessment Principles

### Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact.

### Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development as the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry-driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.
4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task-based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

### **Delivery Team Requirements**

#### ***Tutors / Assessors***

- Tutors / Assessors should have a detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment, but individuals with less experience could be considered as assessors if sufficiently occupationally competent

#### ***Internal Quality Assurers (IQAs)***

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed, but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

### ***Technical / Expert Witness***

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

### **Assessment Materials**

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

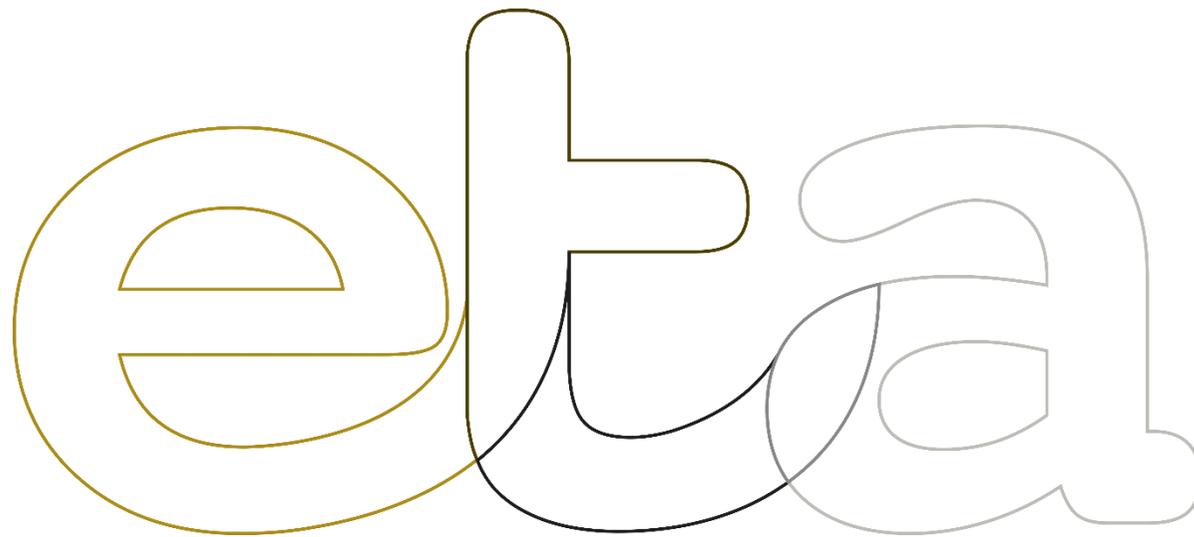
### ***Instructions for Conducting Assessment***

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.



Level 1 Award in Personal Resilience and Perseverance

### Award aim

This unit aims to provide strategies that can be utilised by learners to enhance their personal resilience so that they may effectively navigate challenges posed in everyday life with confidence and positive action.

### Award introduction

This unit will help learners to develop an understanding of how to identify situations that may require personal resilience and the methods and strategies that can be introduced to deal with them.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		Y/617/9675 603/551777
<b>Qualification Framework</b>		RQF
<b>Title</b>		Personal Resilience and Perseverance
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know there are different types of resilience and why this is important	1.1	Identify 3 types of resilience and give an example of each	Emotional (being positive, not being a victim) Physical (e.g. endurance activities) marathons, health (resilience to illness), environmental (e.g. temperature)
		1.2	Explain emotional resilience	<ul style="list-style-type: none"> <li>• Coping mechanisms</li> <li>• Bouncing back and carrying on</li> <li>• Persevering</li> </ul> Inner strength
2	Understand how to identify situations where resilience is needed	2.1	List 5 situations where resilience may be required	This could be related to specific job roles, hobbies
		2.2	Identify 2 life events where resilience may be particularly required	

3	Know how to identify better emotional resilience and perseverance and how it can be encouraged and developed	3.1	Identify 3 specific situations where resilience may be required and identify an appropriate strategy to support emotional resilience	<p>A minimum of 3 types should be included</p> <p>Strategies to consider:</p> <ul style="list-style-type: none"> <li>• Changing your environment</li> <li>• Taking short vigorous physical activity</li> <li>• Taking time out</li> <li>• Speaking to a friend or other supportive person</li> <li>• Don't give up, keep going</li> <li>• Taking deep breaths to calm yourself</li> </ul>
		3.2	Identify 5 good habits which may support overall emotional resilience	<p>Could include:</p> <ul style="list-style-type: none"> <li>• Doing things out of the comfort zone</li> <li>• General health; Sleeping well, fresh air and nutrition</li> <li>• Maintaining positive or optimistic attitudes</li> <li>• Being grateful</li> <li>• Living in the present</li> <li>• Not worrying about things out of your control</li> <li>• Undertaken activities to calm e.g. mediation, yoga, tai chi, deep breathing</li> <li>• Understanding what you are feeling and why</li> <li>• Developing a support network, e.g. good friends</li> <li>• Positive self-reflection/communication</li> <li>• Not seeing yourself as the victim</li> <li>• Keeping a diary, journaling</li> <li>• Laughing</li> <li>• Exercise</li> </ul>



Level 1 Award in Understanding the Term Mental Health

### Award aim

This unit aims to provide a basic understanding of the term mental health and develop a knowledge of what rights and support is available to underpin mental health well-being including cultural diversity.

### Award introduction

This unit will help learners to develop an understanding of how to interpret the term mental health and what support and guidance is available to ensure a positive perception is developed and maintained.

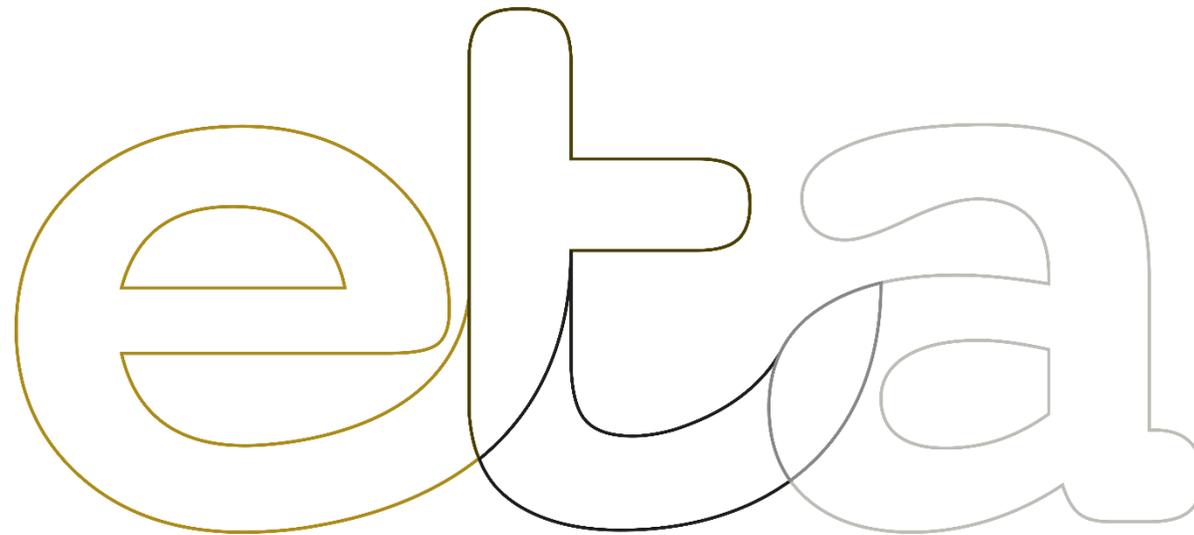
### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		<i>J/618/0689</i> <b>603/5702/2</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Understanding the Term Mental Health
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand what is meant by the term Mental Health	1.1	Explain what the term mental health means	
		1.2	Explain what the term mental ill-health means	
		1.3	List some of the things that can cause mental health problems	As least 3 should be listed
		1.4	List some types of mental health problems	At least 3 should be listed
		1.5	State where you can find information on mental health problems	
2	Know what the effects of mental ill-health are on personal and social status	2.1	Describe how a mental health problem might impact a person	

		2.2	Outline how many people might experience mental health problems in their lifetime	
		2.3	State how media reporting can have a negative effect on individuals	
		2.4	State how media reporting can have a negative effect on society	
		2.5	List the effects on people with mental health problems, stereotyping can bring	
3	Know what responses might be encountered with regard to mental health issues	3.1	Explain what rights individuals with mental ill-health problems have	
		3.2	List the places people can be referred to for additional help or guidance about mental health issues	At least 3 should be listed
		3.3	State the ways in which society can promote positive mental health	
4	Understand the relationship between cultural diversity and mental health issues	4.1	Explain what might cause mental distress for diverse cultural groups	
		4.2	State what sort of barriers might be experienced by diverse cultural group in accessing services	
		4.3	Explain ways the barriers could be overcome	
		4.4	Describe how positive mental health might be promoted across diverse cultures	



Level 1 Award in Personal Change Management

### Award aim

This unit aims to provide a basic understanding of what is meant by change management and how that can be applied personally and on an individual basis. It will help the learner develop a knowledge of how to identify and deal with appropriate change in their lives.

### Award introduction

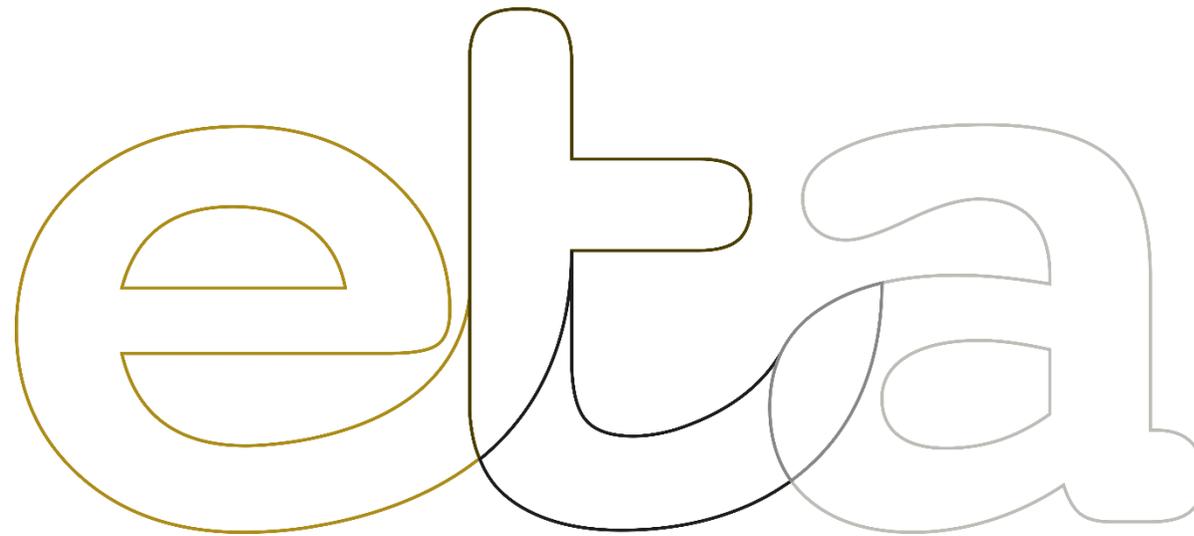
This unit will help learners to develop an understanding of how to identify and deal with positive changes in their lives.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		A/618/0690 603/5703/4
<b>Qualification Framework</b>		RQF
<b>Title</b>		Personal Change Management
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know how to approach and identify change situations	1.1	Provide examples of change an individual might experience	At least 2 should be listed
		1.2	Explain what is meant by pro-active and reactive in a change context	
		1.3	Explain what the two recognised coping mechanisms are	Should cover: <ul style="list-style-type: none"> <li>Controlling coping</li> <li>Escaping coping</li> </ul>
2	Understand the effects of change	2.1	Describe the effect change can have on <ul style="list-style-type: none"> <li>Physical wellbeing</li> <li>Emotional wellbeing</li> </ul>	
3	Understand the difference between opportunities and dangers during change	3.1	List what opportunities might arise from change	At least two should be listed
		3.2	List the dangers that may arise from change	At least two should be listed
		3.3	Outline what is meant by Stress Management and why it is important	



Level 1 Award in Participation Personal Behaviours and Standards

## Unit aim

This unit introduces learners to identify, understand and contribute towards a positive working environment and the organisations that provide this. It encourages learners to make informed choices about their behaviours and values at work contributing positively to their potential career opportunities.

## Unit introduction

This unit will help learners to develop an understanding of the behaviours and values that are important to employers and will contribute towards securing and progressing their career.

## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		<i>M/617/5731</i> <b>603/5609/1</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Participation Personal Behaviours and Standards
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>		<b>Criteria expansion</b>
1	Understand the behaviours, attitudes and attributes required for participation	1.1	Identify what is generally expected to participate in activities	<ul style="list-style-type: none"> <li>• Behaviours</li> <li>• Attitude</li> <li>• Capabilities</li> </ul>
		1.2	Identify what could be barriers to participating in activities	<ul style="list-style-type: none"> <li>• Behaviours</li> <li>• Attitude</li> <li>• Capabilities</li> </ul>
2	Understand emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
		2.2	State how behaviours impact on performance of self and others	
		2.3	Describe the importance of emotions and behaviours when seeking to participate in activities	
3	Be able to recognise areas for personal development	3.1	Identify own areas of strength and development needs in order to meet the behaviours, attitudes and capabilities required to participate in activities	This is to include <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Observed Feedback</li> </ul>

		3.2	List in an action plan, areas for development to meet the behaviours, attitudes and attributes required to participate in activities	
4	Contribute towards team working, creating a positive working environment and delivering common goals	4.1	Identify the different roles required within a team to ensure it performs effectively	This must include a minimum of three role examples and how they impact on each other
		4.2	Give examples of own contribution and how this support team working	This should include common roles within a team
		4.3	Describe how own contribution affects others to deliver team targets	Identify own preferred role type within a team



Level 1 Award in Managing Own Finances

## Unit aim

This unit will help to learners understand how to balance income and expenditure, how to save money and how to borrow safely.

## Unit introduction

This unit will help learners to plan and manage a simple budget and to calculate a surplus or shortfall and examine how pay is calculated. They will develop an understanding of how money can be saved for future needs and investigate different types of savings accounts to determine which type of account might best suit their needs. They will also explore different approaches to borrowing money by making simple calculations for loan repayments.

## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		<i>D/617/5739</i> <b>603/5610/8</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Managing Own Finances
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know how to plan personal finances	1.1	List the different sources of income	A minimum three different sources of income required
		1.2	Outline regular weekly expenditure	A minimum of five different typical items of weekly expenditure required
		1.3	Use calculations to compare weekly income with expenditure	Compare income with expenditure, based on details given for weekly income and expenditure in 1.1 and 1.2
		1.4	Explain details shown on a payslip	A minimum of five details shown on a simple payslip
2	Know what is involved and how to save money	2.1	Outline ways to make savings in weekly expenditure	A minimum of three different examples required
		2.2	Outline features of different types of savings accounts	Two features of two different types of savings account required
		2.3	Select a savings account to match own needs	From 2.2 select one and give two reasons why it meets the learners needs
3	Understand what is involved in borrowing money	3.1	Describe reasons why borrowing money may be required	A minimum of three different examples required

		3.2	Outline the features of different ways to borrow money	A minimum of three different examples required with at least one being online
		3.3	Demonstrate how to calculate repayments on a simple loan	Show how much was borrowed and how much would be paid back and over what period
		3.4	List the potential dangers and risks of borrowing money	This should include both the sources and potential impacts



Level 1 Award in Setting and Achieving Personal Goals

### Award aim

This unit aims to provide a basic understanding of how to set personal goals and the importance of doing so in order to achieve objectives and medium to long term plans.

### Award introduction

This unit will help learners to develop a knowledge and understanding of how to identify goals through planning and deal with barriers both personal through external influence.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		J/618/0773 603/5738/1
<b>Qualification Framework</b>		RQF
<b>Title</b>		Setting and Achieving Personal Goals
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the reasons for setting goals	1.1	Explain what a 'goal' in relation to personal development is	
		1.2	Outline why you might set goals	
		1.3	Identify aspects of your personal life where goals could be set	At least 2
		1.4	State the difference between a non-realistic and a realistic goal	
		1.5	Explain the difference between outcome and performance goals	
2	Know about the importance of monitoring progress and learning from failure	2.1	Explain why, when working towards a goal, it is important to monitor the progress	
		2.2	Explain how you can learn and progress through failure	

		2.3	Describe the process of using feedback loops to help monitor the progress being made towards set goals	
3	Know how to set personal goals and plan in order to achieve them	3.1	Outline a particular personal goal	
		3.2	Explain the personal motivators for the goal	
		3.1	Develop a draft plan for personal goal setting	<p>Should include but not limited to:</p> <ul style="list-style-type: none"> <li>• timescales</li> <li>• reviewing</li> <li>• achievement steps</li> <li>• overall goal</li> </ul>



Level 1 Award in Forming Positive Relationships

### Award aim

This unit aims to provide a basic understanding of how individuals form relationships in a variety of situations and how these might impact their behaviour and actions.

### Award introduction

This unit will help learners to develop a knowledge and understanding of how to manage themselves when developing a variety of relationships and how to ensure these relationships are and remain positive.

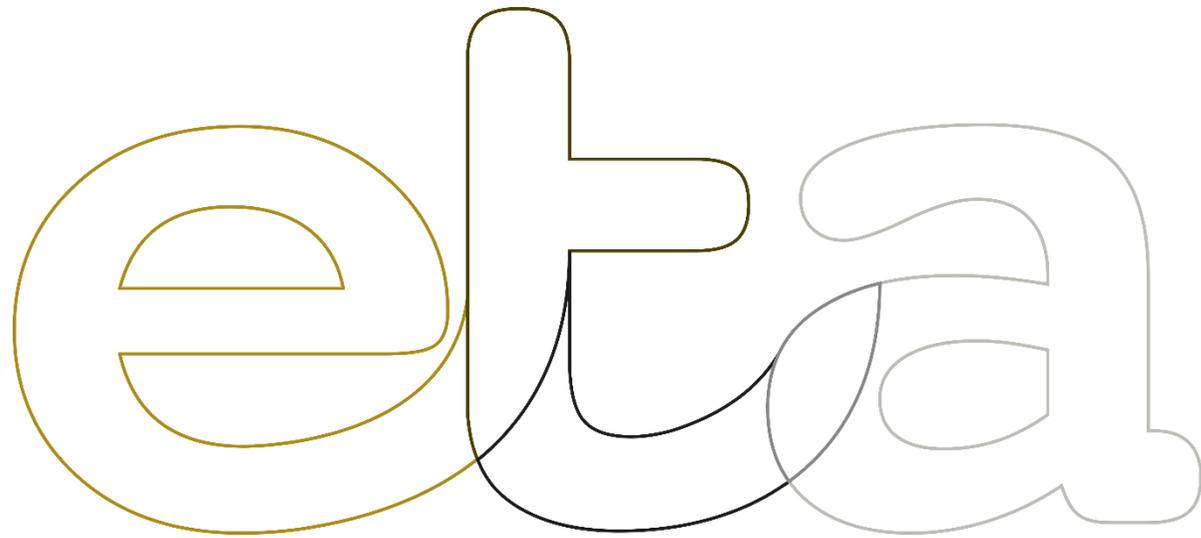
### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		L/618/0774 603/5739/3
<b>Qualification Framework</b>		RQF
<b>Title</b>		Forming Positive Relationships
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand there is a range of relationships and what they might be	1.1	List different types of relationships	Should be at least 3
		1.2	Identify the factors that might influence relationships	Should be at least 3
		1.3	Explain how relationships might be impacted different cultures and personal differences	
2	Know how each individual might form positive relationships	2.1	Describe the different ways in which an individual might form positive relationships	At least 4 should be indicated
		2.2	Outline the types of boundaries to be observed when building professional relationships	
3	Understand how the law impacts sex and sexuality related relationships	3.1	List the relevant legal requirements	This should include but is not limited to: <ul style="list-style-type: none"> <li>• abuse</li> <li>• marriage</li> <li>• living together</li> <li>• age of consent</li> </ul>

		3.2	Explain the effects on relationship building of inappropriate sexual behaviour	This should include at least 5 examples
4	Know how to identify and understand own positive relationships	4.1	List own positive relationships	Should include: <ul style="list-style-type: none"><li>• family</li><li>• friends</li><li>• work/volunteering</li></ul>
		4.2	Explain why each of the relationships identified above is a positive relationship	
		4.3	Develop a personal action plan to support development of positive relationships	



Level 1 Award in Producing a CV

## Unit aim

This unit introduces learners to the concept of developing and using a CV as an application tool for suitable job opportunities as well as support career progression opportunities.

## Unit introduction

This unit will help learners to develop their personal CV and understand the importance of having an appropriate method to communicate their capability, knowledge and experience. They will also set out their personal qualities and how this will contribute towards securing and progressing their career.

## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit, through a variety of assessment methods appropriate to the assessment environment.

<b>Unit Reference Number</b>		D/617/1562 <b>603/5611/X</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Produce a CV
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
Know the type of information usually included in a CV	1.1	Identify the type of information usually included in a CV	
	1.2	Collect the information required to create a CV ensuring it is accurate and up to date	
Understand the importance of a reference	2.1	Identify 2 people who would be suitable as referees	
	2.2	Give examples of people who would not be acceptable as referees	
Produce a CV	3.1	Identify a suitable layout for a CV	This can be handwritten or electronic
	3.2	Create an accurate and appropriately laid out draft CV	
Understand feedback on a CV	4.1	Summarise feedback received on CV from a professional	This feedback should be from a tutor, agency or careers adviser

	4.2	Review changes that have been recommended to be made to your CV based upon feedback	
	4.3	Describe three reasons why a CV needs to be kept updated	
Be able to update a CV to meet job requirements	5.1	Summarise draft CV with notes on required changes	
	5.2	Update CV for a given job role	
	5.3	Produce a CV that is suitable for use	A completed CV, assessed as suitable for use must be produced



Level 1 Award in Applying for Opportunities

## Unit aim

This unit introduces and guides learners to identify, evaluate and progress applications. It encourages learners to make informed choices about the opportunities they might apply for, contributing positively to their potential career opportunities.

## Unit introduction

This unit will help learners to develop an understanding of the process and delivery of applications to secure opportunities. They will understand the personal qualities that are valued by employers and contribute towards securing and progressing their career.

## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		<i>D/617/1559</i> <b>603/5612/1</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Applying for Opportunities
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
Know the type of information usually asked for in job applications	1.1	Identify the type of information usually requested in a straightforward application	<ul style="list-style-type: none"> <li>• Personal information</li> <li>• Capability and previous achievements</li> </ul>
	1.2	Present the information they will need for an application ensuring that it is accurate and up to date	
Understand how a straightforward job application form should be completed and an accompanying letter written	2.1	Complete a straightforward application form accurately	This must be drafted, marked by a professional and amended accordingly
	2.2	Write an accompanying letter to send to submit with an application	<ul style="list-style-type: none"> <li>• an appropriately selected format</li> <li>• address and date it correctly</li> <li>• use a relevant style and language</li> <li>• check the letter for mistakes and accuracy</li> </ul>
Identify and select alternative routes to direct applications online	3.1	Identify sources of opportunities and their related benefits	This must include generic job sites and agencies

	3.2	Evaluate the identified benefits against their personal circumstances	
Applying for opportunities online	4.1	Identify application routes for opportunities in an appropriate skills level, sector and geography	
	4.2	Complete a template application to the required standards to submit online	



Level 1 Award in Career Progression Opportunities

## Unit aim

This unit introduces will give the learners an understanding of the possible career pathways they may be interested in. It will make sure that the skills and experience they have gives them the opportunity to apply for the job they always longed to do when it becomes available. The learner will also find that as they progress through working life the need to continually gain new skills and experience if they want to progress.

## Unit introduction

This unit gives learners the opportunity to understand why it is so important to plan for a career. They will then research different jobs and courses for a chosen pathway. Having gathered that information, they will then be able to plan for the chosen pathway.

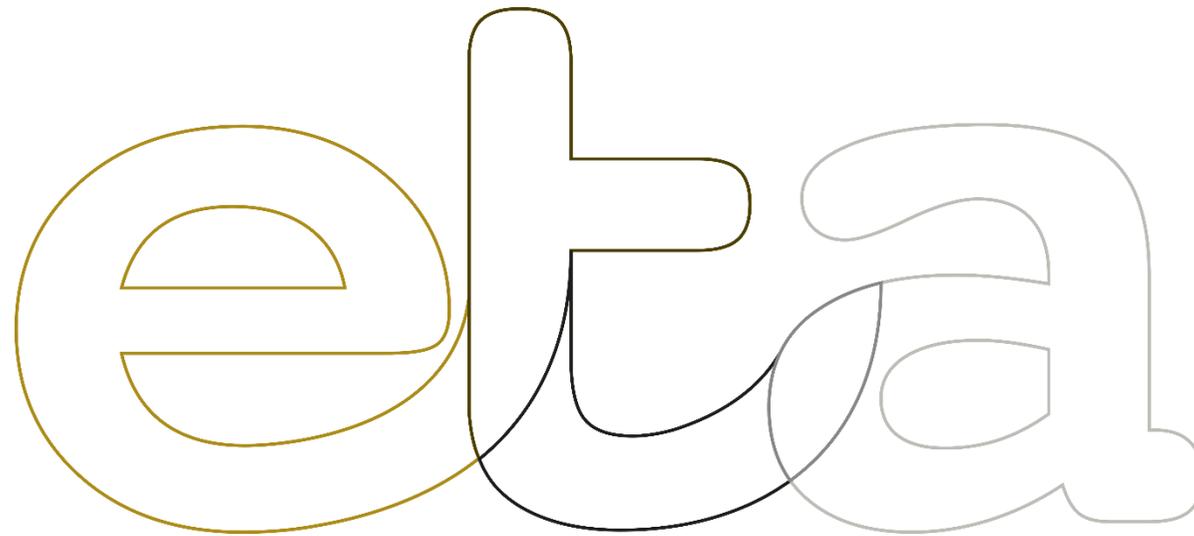
## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		J/617/5735 603/5613/3
<b>Qualification Framework</b>		RQF
<b>Title</b>		Career Progression Opportunities
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
Understand the ways available to progress careers	1.1	Explain how work and studying opportunities can help with career progress	
	1.2	Explain how one job role or a stage of career development may lead to a progression to another job role or study opportunity	
Know how to carry out self-assessment for a different type of career pathway	2.1	Describe personal motivation needs when deciding on a career pathway	
	2.2	Describe the factors that can influence career planning and outcomes	
	2.3	Identify own skills and experience against those required for chosen pathways	This must include at least three examples

Know how to successfully research for a chosen career pathway	3.1	Describe the opportunities that are available within a chosen career pathway	
	3.2	Describe the essential criteria required for progression within the chosen career pathway	A reference to digital media must be included
Be able to make a S.M.A.R.T plan for career progression in a chosen pathway	4.1	Explain the acronym S.M.A.R.T	
	4.2	Identify S.M.A.R.T goals using information gathered from a self-assessment	
	4.3	Identify resources needed to support the career progression plan	Include a digital media reference
	4.4	Identify the short term goals in the plan	
	4.5	Identify the long term goals in the plan	
	4.6	Outline how the career progression plan will be reviewed and actioned	



Level 1 Award in Transferable Skills and Qualities

## Unit aim

This unit will help to learners to identify qualities and skills that employers look for. They may not have an in-depth knowledge of how to repair a car or how to work in a customer service environment, but they do have skills that they use everyday life that can transfer to the workplace.

## Unit introduction

This unit will help to develop learners to discover the qualities and skills sought by employers. They will be able to recognise skills from everyday activities, for example cooking a meal for the family requires organisational and time management skills which can be transferred into the workplace. The learner will spend time looking at job advertisements to discover how their skills and qualities can match those sought by prospective employers for specific jobs. They will also look at how to promote their own skills and qualities in a way that makes them a potential candidate for the job on offer.

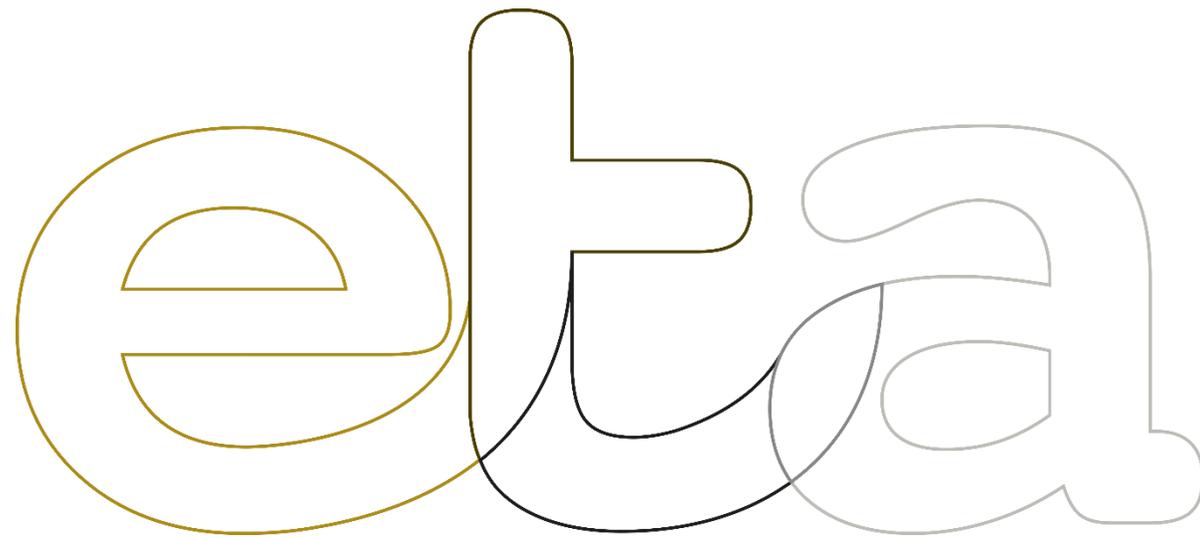
## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		Y/617/5738 603/5615/7
<b>Qualification Framework</b>		RQF
<b>Title</b>		Transferable Skills and Qualities
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to recognise their own qualities and skills that can be transferred into a working environment	1.1	Explain the term 'transferable skill'	
		1.2	Explain transferable skills and provide a list of skills that can be transferred into the workplace	Explain why those skills were selected
		1.3	Describe what a quality is	
		1.4	Identify what their own qualities are and why they are appropriate for a working environment	A minimum of three examples must be provided
2	Assess opportunities that can help develop transferable qualities and skills needed for a working environment	2.1	Describe the type of day to day activities that help to develop transferable qualities and skills	A minimum of two qualities and skills from everyday activities required
		2.2	Identify the types of initiatives that can help to develop transferable qualities and skills	A minimum of two qualities and skills from employment initiatives required

3	Demonstrate how own transferable qualities and skills can be used when applying for jobs	3.1	Identify the transferable qualities and skills employers are looking for when filling specific job roles	A minimum of three examples must be provided
		3.2	Describe how own transferable qualities and skills can match the skills and qualities required by employers	A minimum of two examples must be provided



Level 1 Award in Equality and Diversity in Everyday Life

### Award aim

This unit aims to provide a basic understanding of what is meant by the term Equality and Diversity and how it might impact everyday life.

### Award introduction

This unit will help learners to develop a knowledge and understanding of how to identify both positive and negative discrimination, attitudes and beliefs and provide skills to help develop techniques to adjust own attitude and influence others.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		R/618/0775 603/5740/X
<b>Qualification Framework</b>		RQF
<b>Title</b>		Equality and Diversity in Everyday Life
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand what is meant by Equality and Diversity	1.1	Explain the terms: <ul style="list-style-type: none"> <li>• Equality</li> <li>• Diversity</li> </ul>	
		1.2	Outline reasons why laws on equality and diversity might be required	Should include at least two
		1.3	List examples of inequality in a variety of situations	Should include at least four
		1.4	Explain what stereotypes are	
		1.5	Describe how stereotypes might impact an individual	
		1.6	Explain the benefits to society that different perspectives and ideas might have	
2	Understand the term discrimination	2.1	Explain the difference between prejudice and discrimination	

		2.2	Outline what is meant by protected characteristics	
		2.3	List the protected characteristics	There are 9 to be included
		2.4	State why it is important to protect these characteristics	
		2.5	Explain what direct discrimination is	
		2.6	List some examples of direct discrimination	
3	Know how to consider own attitude and beliefs	3.1	Explain how own attitude and beliefs in relation to protected characteristics	
		3.2	Describe a situation where equality and diversity might affect personal circumstances	
		3.3	State where you might find additional information about protected characteristics	
		3.4	Develop an action plan to improve own attitude around equality and diversity	



Level 1 Award in Problem Solving

## Unit aim

This unit introduces learners to task-based problem-solving. Learners also develop communication and team working skills to work effectively with others to solve a task-based problem.

## Unit introduction

This unit allows learners to develop skills to work effectively to solve problems. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals. You will also develop your skills to reflect and improve, which are vital skills to have for careers in highly competitive sectors. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		<i>J/617/1596</i> <b>603/5617/0</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Problem Solving
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		40 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 Credits
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
Know the importance of recognising Understand how to identify problems	1.1	List ways to identify problems	A minimum of three sources of information is required
	1.2	Explain the different types of problem that could be identified	
Understand the impact problems can cause	2.1	List the potential impact that the problems can cause	This must be a minimum of three impacts
Understand why these problems may have occurred	3.1	Explain the potential reasons for the problems identified occurring	
Understand the benefits of solving problems in a structured way	4.1	List the stages of a structured process for solving problems	A minimum of three stages must be included to identify three problems
	4.2	Identify a problem using the structure agreed	
	4.3	State potential solutions to the problems identified	

Demonstrate the skills required to work with others to solve problems	5.1	Identify the skills required when working with others to solve problems	This should include an introduction to 5 Why's
	5.2	List appropriate communication skills used when working with others to problem solve	
Review proposed solutions to problems in a structured way	6.1	List the possible ways to measure the solution and ensure it works effectively	
	6.2	Contribute towards the review of the effectiveness of the solution	



Level 1 Award in Recycling and Waste Management

## Unit Aim

This unit introduces learners to the concept of and challenges faced with recycling and waste management within the logistics and supply chain sector.

## Unit introduction

The unit will develop a learner's understanding, skills and knowledge of the specific requirements of the broader logistics and supply chain sector with regard to waste management and the challenges with regard to recycling as well as the risk waste in general will present. Learners will be able to apply the learning to progress in the general sector as well as waste management.

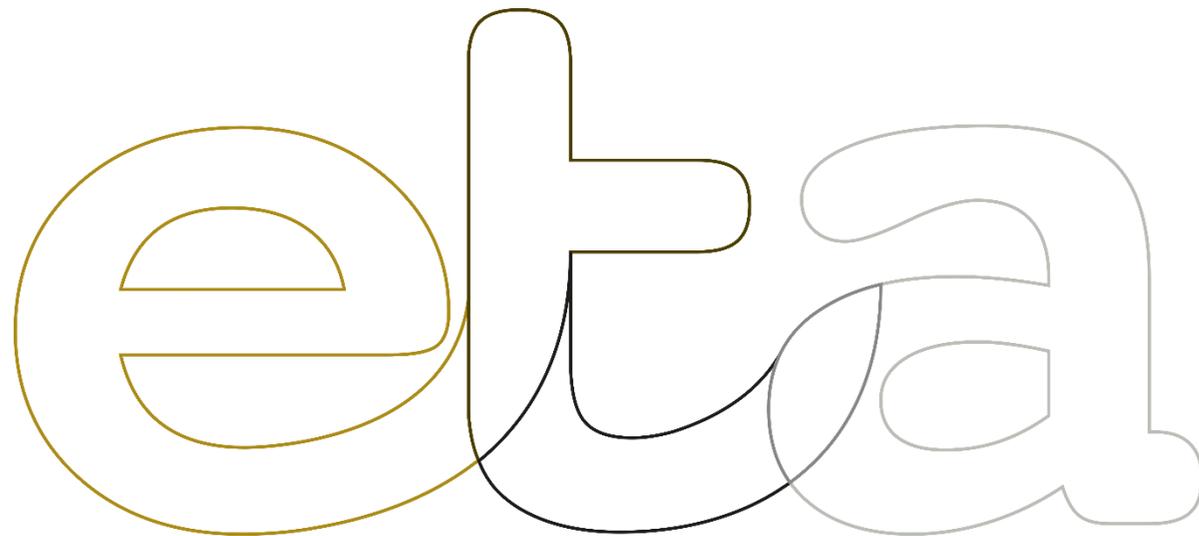
## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		<i>F/617/6222</i> <b>603/5616/9</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Recycling and Waste Management
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		45 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 Credits
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>		<b>Criteria expansion</b>
1	Understand how waste impacts on the environment	1.1	Definition of the environment	
		1.2	Definition of waste	
		1.3	Identify the different types of waste	Include Inert, Active and Hazardous
		1.4	Identify ways in which waste impacts on the environment	
		1.5	Identify good and bad practices	Using the correct facilities vs Fly tipping for example
2	Understand the legal requirements related to waste management	2.1	Identify two pieces of environmental legislation relating to waste	
		2.2	List the requirements of The Duty of Care Regulations (1991)	
3	Be able to report and address potential safety issues in the workplace.	3.1	Outline how to identify problems or potential safety issues and how to report these to the appropriate person	a) Equipment b) Materials c) Hazardous situations

		3.2	Outline action to be taken, within own area of responsibility, where incidents could affect the safe working Environment	
4	Be able to identify, sort and prepare recyclable materials	4.1	Confirm the information and instructions are understood and/or ask for clarification	A practical demonstration required with a record of observation
		4.2	Identify materials that are suitable for recycling	Minimum of three materials
		4.3	Identify materials that are not suitable for recycling	Minimum of three materials
		4.4	Demonstrate the required sorting and processing methods in accordance with approved procedures	A practical demonstration required with a record of observation
5	Understand how to minimise the environmental impact of recycling operations	5.1	State the potential impact of pollution on the environment	Minimum of three examples
		5.2	Identify opportunities to improve environmental impact within own area of responsibility	
		5.3	Identify how to recognise the waste of energy, equipment and materials	



Level 1 Award in Resolving Conflict

### Award aim

This unit aims to provide a basic understanding of the different types of conflict that may be encountered throughout life and how to deal with them.

### Award introduction

This unit will help learners to develop a knowledge and understanding of the basic techniques available to them to deal with different types of conflict in an appropriate and effective manner.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		Y/618/0776 603/5742/3
<b>Qualification Framework</b>		RQF
<b>Title</b>		Resolving Conflict
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the different types of conflict	1.1	List examples of: <ul style="list-style-type: none"> <li>• Interpersonal conflict</li> <li>• Intrapersonal conflict</li> <li>• Intragroup conflict</li> </ul>	
		1.2	Explain the various consequences of conflict	Should include at least two
		1.3	Describe what might happen if conflicts remain unresolved	
2	Understand the behaviours and triggers in relation to conflict	2.1	Describe the possible triggers for conflict	
		2.2	Explain how the conflict, considering the identified triggers, could have been avoided	
		2.3	List the behaviours during conflict that: <ul style="list-style-type: none"> <li>• Increase tension</li> <li>• Decrease tension</li> </ul>	

3	Know about resolving conflict	3.1	Explain what we mean by conflict resolution	
		3.2	List the different stages of conflict resolution	
		3.3	Describe a situation whereby a mediator may support conflict resolution	
		3.4	State what the best conflict resolution outcome might be	
4	Know how to resolve conflict	4.1	List communication techniques for: <ul style="list-style-type: none"> <li>• Helping conflict resolution</li> <li>• Preventing conflict resolution</li> </ul>	
		4.2	Outline the techniques which might be used to resolve conflict	At least two should be indicated



Level 1 Award in Habit Management

### Award aim

This unit aims to provide a basic understanding of what habits are, how they are formed and how to break them.

### Award introduction

This unit will help learners to develop a knowledge and understanding of the basic techniques required in making and breaking positive and harmful habits.

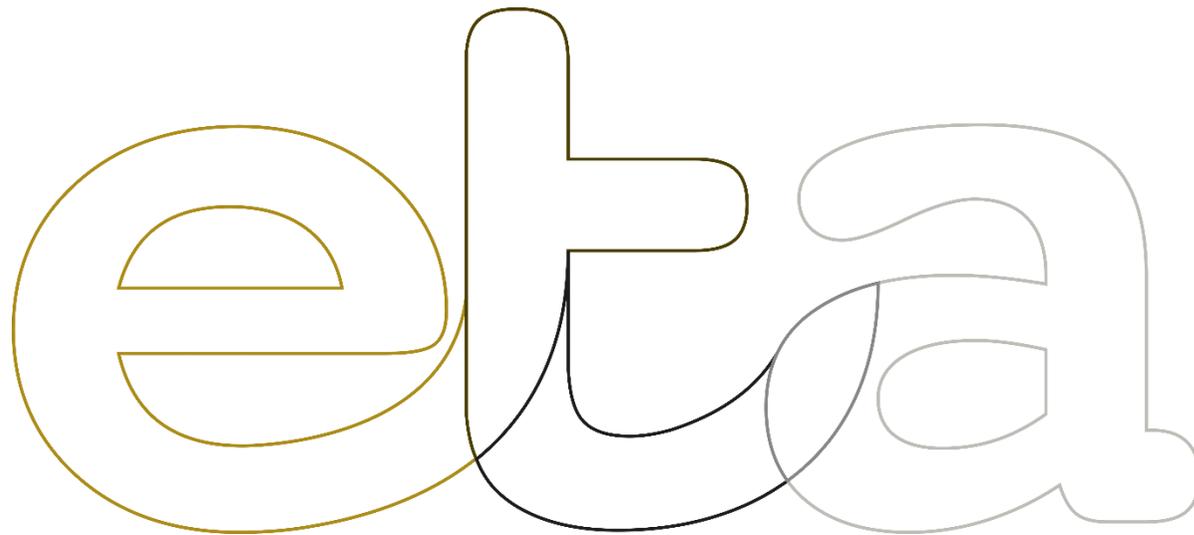
### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		<i>D/618/0777</i> <b>603/5743/5</b>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Habit Management
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand what we mean by habits	1.1	Explain what we mean by 'habit'	
		1.2	State: <ul style="list-style-type: none"> <li>• Good habits</li> <li>• Bad habits</li> </ul>	At least 2 for each should be indicated
		1.3	Describe how habits might be formed	
		1.4	Outline: <ul style="list-style-type: none"> <li>• Benefits from habits</li> <li>• Negatives of habits</li> </ul>	At least 2 for each should be indicated
		1.5	Explain how making and breaking habits can be impacted by personal environment	
2	Know how to make and break habits	2.1	State strategies for: <ul style="list-style-type: none"> <li>• Making habits</li> <li>• Breaking habits</li> </ul>	At least 2 for each should be indicated

		2.2	Explain how making and breaking habits can be helped by: <ul style="list-style-type: none"><li>• Mindfulness</li><li>• Visualisation</li></ul>	
		2.3	Outline why rewarding personal success in making and breaking habits is so important	
		2.4	Outline the importance in setting personal goals	
		2.5	Develop a basic personal plan for making and breaking habits and explain why it is important to tell others	Plan should include: <ul style="list-style-type: none"><li>• How to make a good habit</li><li>• How to break a bad habit</li></ul>



Level 1 Award in Understanding and Displaying British Values

### Award aim

This unit aims to provide a basic understanding of what is meant by the term democracy within the British political system and how this impacts the values by which we live.

### Award introduction

This unit will help learners to develop a knowledge and understanding of the basics of the British democratic system, how that impacts everyday life and law in general.

### Assessment

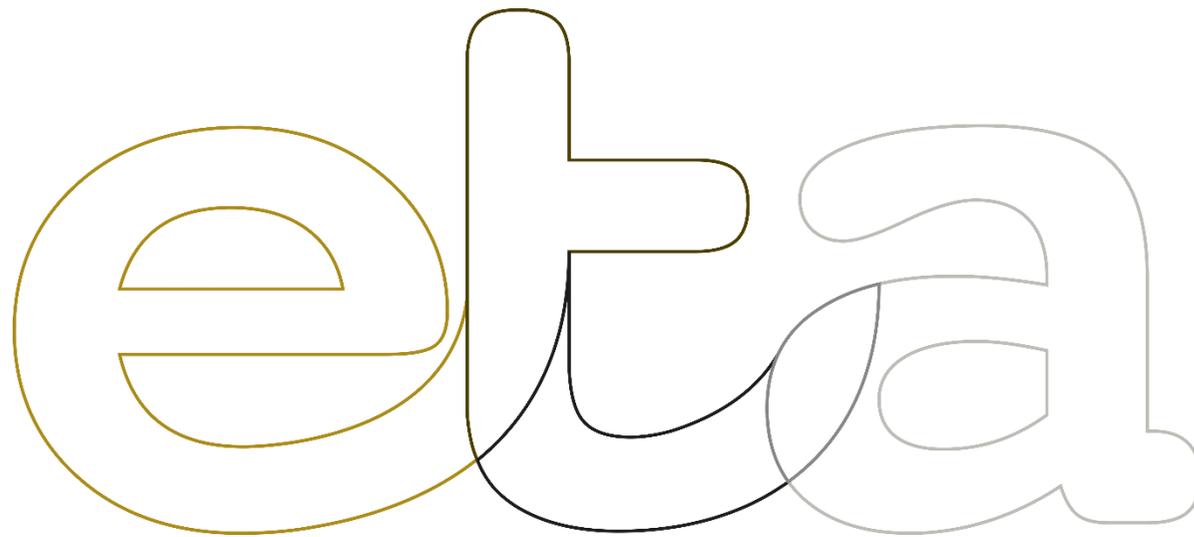
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit/Award Reference Number</b>		<i>K/618/0779 603/5744/7</i>
<b>Qualification Framework</b>		RQF
<b>Title</b>		Understanding and Displaying British Values
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand what democracy is	1.1	Explain what is meant by the term democracy	
		1.2	List examples of practices that might be considered democratic	
		1.3	List some British democratic organisations	Should be at least 3 organisations
		1.4	Describe ways in which an individual might become involved in the British democratic system	
2	Know about the basic rule of law in Britain	2.1	Outline an accepted definition of the term rule of law	
		2.2	List some examples of local laws, different to the national ones	At least 2 should be provided
		2.3	Explain what the benefits might be of living under the rule of law	

		2.4	State what any consequences might be of breaking the law	Should include at least 3 consequences
3	Understand Individual Liberty	3.1	Explain what is meant by the term individual liberty	
		3.2	List the individual liberties currently afforded within Britain	Should demonstrate at least 3
4	Understand mutual respect and tolerance	4.1	Explain the different faiths experienced within Britain	This should include at least 3 different types
		4.2	Describe different ways mutual respect and tolerance can be shown and demonstrated through different faiths and beliefs	At least 3 examples should be given
		4.3	List reasons why it is important people with different faiths and beliefs should be respected	At least 3 should be listed
5	Know and understand extremism	5.1	Explain what might be meant by the term extremism	
		5.2	Describe how individuals might be influenced into committing crimes by extremist groups	Explain what types of crimes
6	Understand how to personally safeguard against radicalisation	6.1	List what the warning signs might be that someone who has extremist beliefs is committing crimes	At least 3 signs should be listed
		6.2	Explain what methods might be used by extremist groups to encourage an individual to join them	
		6.3	Describe ways in which an individual can protect themselves from radicalisation	Ensure on-line is included

		6.4	State what action might be taken if: <ul style="list-style-type: none"><li>• It appears an individual might be in danger of being radicalised</li><li>• There is clear evidence of extremist criminal activity</li></ul>	
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Level 1 Unit – Bullying Awareness

### Award aim

This unit aims to provide a basic understanding of what is meant by bullying including provide simple strategies that can be utilised to deal with it.

### Award introduction

This unit will help learners develop an understanding of how to identify bullying, the effect it has in different situations and how to deal with it.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		T/618/6052
<b>Qualification Framework</b>		RQF
<b>Title</b>		Bullying Awareness
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know about various forms of bullying	1.1	List different types of bullying	Must be at least 3 different types
		1.2	Describe the term victim in the context of bullying	
2	Understand how to identify the affects bullying has on individuals	2.1	State what emotions a bullying victim might experience	Must be at least 3 different types
		2.2	State what emotions a bully might feel when bullying an individual	These can include those listed in 2.1
3	Know where and how to access help	3.1	Outline the help that may be available	For: Victim Bully
		3.2	Describe the support that may be available	For: Victim Bully
		3.3	Explain where and how support and help might be accessed	For: Victim Bully



Level 1 Unit – Understanding Radicalisation

### Award aim

This unit aims to provide a basic understanding of radicalisation, individual vulnerability and how to challenge others.

### Award introduction

This unit will help learners to develop an understanding of radicalisation, how to challenge those with radical views and how to support vulnerable individuals.

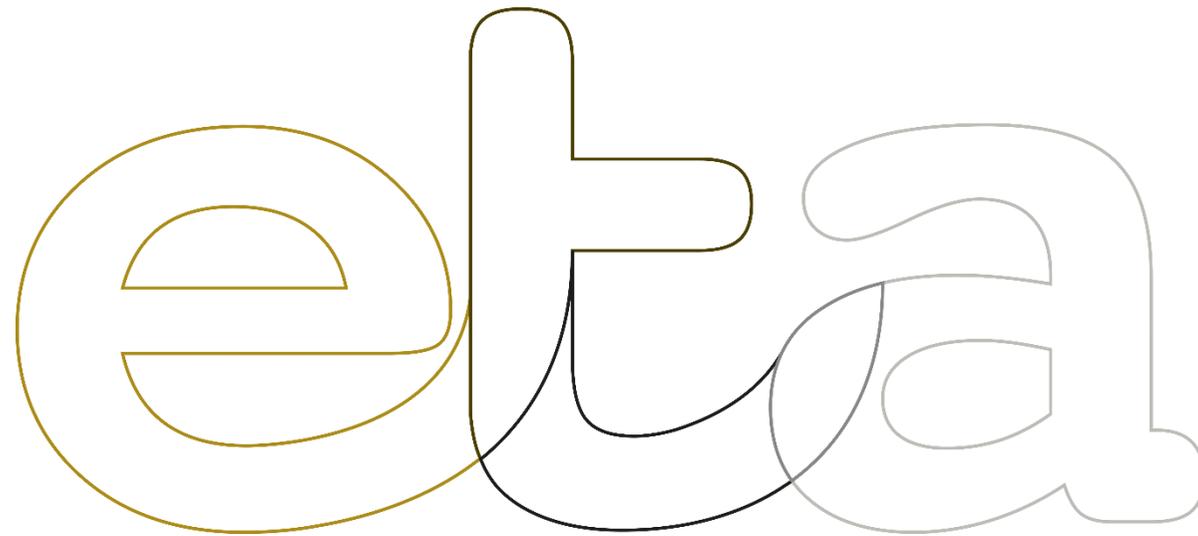
### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		A/618/6053
<b>Qualification Framework</b>		RQF
<b>Title</b>		Understanding Radicalisation
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know what the term radicalisation means	1.1	Explain what is meant by radicalisation	
		1.2	List the ways in which an individual may become radicalised	Must include at least 3 different ways
		1.3	Explain ways in which radicalisation might be developed	Must include at least 3 different ways
2	Understand how to identify those who might be vulnerable to radicalisation	2.1	List behaviours and vulnerable characteristics that increase the risk of radicalisation	Must include at least 6
		2.2	Explain why the list in 2.1 makes these people more vulnerable to radicalisation	
		2.3	Explain the methods of manipulation in the context of radicalisation	Must include at least 3
		2.4	Explain how radicalisation is linked to criminal activity	

3	Know how to challenge others with extreme views	3.1	List the ways in which you might challenge someone with extreme views	Must include at least 3 different ways
		3.2	Explain how you might support an individual in being less vulnerable to extremist views and radicalisation	
		3.3	List which organisations can help with radicalisation related challenges	Must include at least 3 organisations



Level 1 Unit – Personal Stress Management

### Award aim

This unit aims to provide a basic understanding of what is meant by stress, the impact it can have and how to deal with it.

### Award introduction

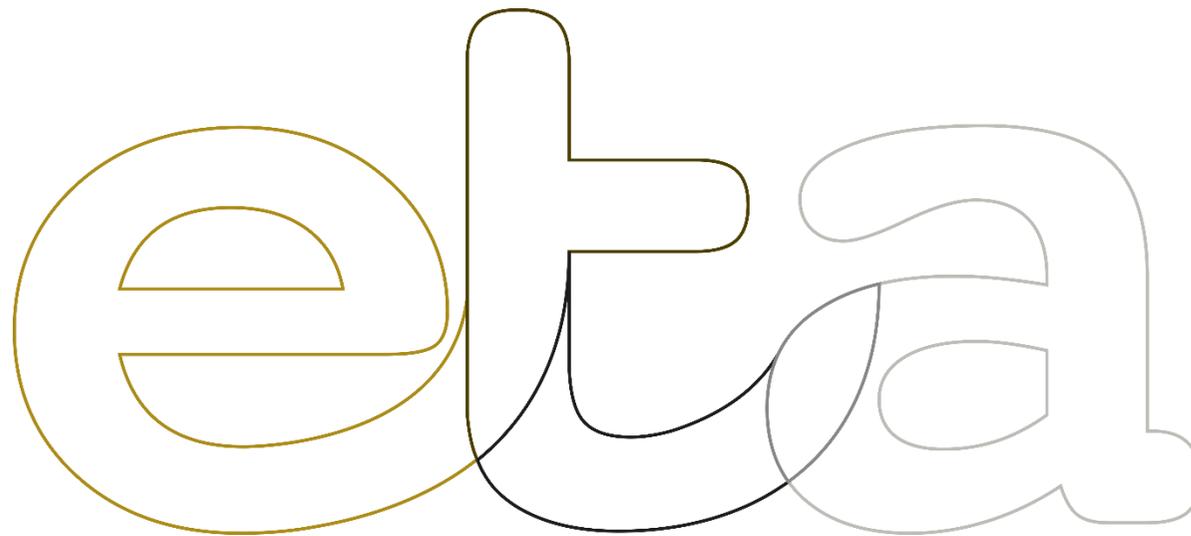
This unit will help learners to develop an understanding of how to identify and deal with stress in their lives.

### Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		F/618/6054
<b>Qualification Framework</b>		RQF
<b>Title</b>		Personal Stress Management
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand what is meant by the term stress	1.1	Explain what is meant by: <ul style="list-style-type: none"> <li>• Positive Stress</li> <li>• Negative Stress</li> </ul>	
		1.2	List what might cause: Short-term stress Long-term stress	Must include at least 3 causes
2	Know what the potential effects of stress are	2.1	List the potential effects of stress	Consider: <ul style="list-style-type: none"> <li>• Work Life</li> <li>• Psychological</li> <li>• Relationships</li> </ul>
3	Understand how it is possible to manage stress	3.1	Describe how an individual can be supported in managing stress	Consider: <ul style="list-style-type: none"> <li>• Avoiding</li> <li>• Reducing</li> </ul>
		3.2	List what might be considered personal stress triggers	Must include at least 3
		3.3	Describe stress management strategies	Include how to identify triggers



Level 1 Unit - County Lines Awareness

## Unit aim

This unit aim is to provide a basic understanding of the term, county lines. The learner will be able to identify and understand how and why county lines operate, what a county lines gang pyramid looks like and how to prevent its exploitation. It encourages learners to make informed choices about behaviours and actions of others and how that impacts on their own lives.

## Unit introduction

This unit introduces the learner to the challenges associated with county lines. It explores both the knowledge and understanding of county lines and the link between county lines and other forms of peer control. This unit raises the awareness of the sign of involvement with gangs and how to support and help both friends and the learners wider social group.

## Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

## Achievement

Learners must complete the 1 mandatory unit to achieve the 1 credit required to gain the qualification.

<b>Unit Reference Number</b>		K/618/6811
<b>Qualification Framework</b>		RQF
<b>Title</b>		County Lines Awareness
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		1 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand what county lines are	1.1	Outline what the definition of county lines is	Must include: <ul style="list-style-type: none"> <li>• Deception</li> <li>• Manipulation</li> <li>• Coercion</li> </ul>
		1.2	Explain the ranking structure of county lines gangs	
2	Understand how county lines can affect yourself and your friends	2.1	Identify the different types of abuse connected with county lines	This must include: <ul style="list-style-type: none"> <li>• Modern slavery</li> <li>• Grooming</li> <li>• Neglect</li> <li>• Sexual exploitation</li> <li>• Physical abuse</li> </ul>
		2.2	List 3 possible factors that could impact on yourself or friends becoming involved in drug gangs	This may include any of the following: <ul style="list-style-type: none"> <li>• Not attending mainstream education</li> <li>• Being given expensive gifts or money</li> <li>• Offering protection from danger</li> <li>• Involved in anti-social behaviour</li> </ul>

				<ul style="list-style-type: none"> <li>• Peer pressure from social groups</li> <li>• Bullying from others</li> </ul>
		2.3	Outline 3 ways to minimise and manage drug gang involvement in your life or that of friends and your wider social circle	
3	Know about the various forms of county lines	3.1	Explain the following terms <ul style="list-style-type: none"> <li>• Faces and elders</li> <li>• Deceived and indebted</li> <li>• Cuckooing</li> <li>• Trap house</li> </ul>	
		3.2	List the stages of recruitment criminal gangs use to capture people	
		3.3	List the signs that individuals involved in county lines might demonstrate	Consider: <ul style="list-style-type: none"> <li>• Multiple mobile phones</li> <li>• Attitude change</li> <li>• Excessive messaging</li> </ul>
4	Know how to challenge and support friends and associates involved in county lines	4.1	Describe how to support individuals involved in county lines.	This should be both positive and negative
		4.2	List 4 ways to report concerns regarding county lines safely	This should include: <ul style="list-style-type: none"> <li>• Designated safeguarding lead at education institute</li> <li>• Crime stoppers</li> <li>• Teacher or carer</li> <li>• Contact 101</li> </ul>