



Handbook

MPWA1 – VTCT (Skillsfirst) Level 1 Award in Ways to
Maintain Personal Well-being (RQF)

603/5030/1

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Ways to Maintain Personal Well-being (RQF)
Qualification number	603/5030/1
Product code	MPWA1
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	88
Guided Learning (GL) hours	72
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for the widest range of learners possible: young people, students and adults, those who are entering further or higher education or pre-employment, recently unemployed or between jobs. It has been designed to make learners aware of the principles of personal well-being and some of the ways of maintaining it. It also explores the impact of positive behaviour, healthy-eating, mindfulness and meditation on mental well-being.

The range of units contained in this qualification allow the learner to understand the need to make connections with others, to be physically active, receive continual learning and provide generosity and support to others. This qualification could also prove invaluable toward the learner's personal and career development.

2.2 Progression opportunities

On completion of the Skillsfirst Level 1 Award in Ways to Maintain Personal Well-being (RQF), it might be possible to progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

- VTCT (Skillsfirst) Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)
- VTCT (Skillsfirst) Level 1 Award in Developing Employability Skills (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Ways to Maintain Personal Well-being (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **88**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
MPW1	Introduction to personal well-being	1	24	T/617/7531
MPW2	Principles of maintaining personal well-being	1	48	A/617/7532

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the VTCT(Skillsfirst) Level 1 Award in Ways to Maintain Personal Well-being (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV).

While the Training, Assessment and Quality Assurance (TAQA) modules and the assessor/verifier (A/V) modules are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the module.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the Skillsfirst Level 1 Award in Ways to Maintain Personal Well-being (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the module

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the module within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the module.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Suggested delivery strategy

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the modules. The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the assessment criteria of a module.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All modules within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

MPW1 – Introduction to Personal Well-being

Unit reference number: T/617/7531

Level: 1

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of personal well-being, mental well-being and healthy eating.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of personal well-being

LO2 Understand the principles of mental well-being

LO3 Understand the principles of healthy eating

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Types of mental health disorders could include:

- depression
- anxiety
- eating disorders
- substance abuse
- attention deficit disorder (ADD/ADHD)

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of personal well-being	1.1 Describe what is meant by well-being
	1.2 Explain the benefits of improving personal well-being

Learning Outcome	Assessment Criteria
LO2 Understand the principles of mental well-being	2.1 Describe what is meant by mental well-being
	2.2 Explain the importance of having a good mental well-being
	2.3 Identify the signs and symptoms of mental health disorders

Learning Outcome	Assessment Criteria
LO3 Understand the principles of healthy eating	3.1 Describe how diet is linked to health
	3.2 Identify the components of a healthy diet
	3.3 Describe the types of nutrients in food
	3.4 Explain the role of nutrients in maintaining health
	3.5 Describe the principles of healthy food preparation

MPW1 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

MPW2 – Principles of maintaining personal well-being

Unit reference number: A/617/7532

Level: 1

Guided Learning (GL) hours: 48

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the need to make connections with others, to be physically active and to provide generosity and support to others. They will also have the opportunity to develop their knowledge of mindfulness and meditation and the need for continual learning.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the need to make connections with others

LO2 Understand the need to be physically active

LO3 Understand mindfulness and meditation

LO4 Understand the need for continual learning

LO5 Understand the need for providing generosity and support to others

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Connections could include:

- verbal
- emotional
- visual
- body language

Types of meditation could include:

- mindfulness
- transcendental
- guided
- loving kindness
- chakra
- yoga

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the need to make connections with others	1.1 Describe the importance of building connections with friends, family and others
	1.2 Describe the difference between positive and negative connections
	1.3 Explain how positive and negative connections can affect own well-being

Learning Outcome	Assessment Criteria
LO2 Understand the need to be physically active	2.1 Describe the benefits of daily physical activities
	2.2 Describe the physical activities available for a range of mobility and fitness
	2.3 Identify the types of exercises for: <ul style="list-style-type: none"> • body • mind
	2.4 Describe the signs of: <ul style="list-style-type: none"> • physical fatigue • mental fatigue
	2.5 Identify the factors that can affect physical well-being
	2.6 Describe how habits can affect physical well-being
	2.7 Explain the benefits of: <ul style="list-style-type: none"> • sleep • supplements

Learning Outcome	Assessment Criteria
LO3 Understand mindfulness and meditation	3.1 Describe what is meant by mindfulness
	3.2 Describe the importance of reflection to developing mindfulness
	3.3 Describe techniques that enable mindfulness
	3.4 Explain the benefits of meditation to enable mindfulness

Learning Outcome	Assessment Criteria
LO4 Understand the need for continual learning	4.1 Describe the importance of self-growth
	4.2 Describe learning activities which could contribute to self-growth
	4.3 Create an individual learning plan containing SMART objectives

Learning Outcome	Assessment Criteria
LO5 Understand the need for providing generosity and support to others	5.1 Describe how providing generosity and support to others can enable personal well-being
	5.2 Describe ways that generosity and support can be provided to others
	5.3 Describe the benefits of providing generosity and support to others

MPW2 Document History

Version	Issue Date	Changes	Role
v1.0	24/01/2023	Re-branded	Compliance Manager

MPWA1 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Handbook re-branded to VTCT. No content or learning outcomes have been amended.	Compliance Manager