Handbook

PSDC1 – VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)

600/4212/6

Version 3.0

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

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)
Qualification number	600/4212/6
Product code	PSDC1
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	15
Total Qualification Time (TQT)	150
Guided Learning (GL) hours	125
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking these qualifications and there is no minimum level of literacy or numeracy required.
Legal considerations	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

These qualifications have been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs. They are designed to meet the needs of learners who wish to seek, gain and retain employment or progress to further learning, allow learners to learn, develop and practise the skills required for employment and provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence.

There is a wide range of units allowing learners to choose units to meet the needs of their own personal and career development or work role.

2.2 Progression opportunities

Learners achieving these qualifications can progress to further learning, or into specific vocational employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF) learners must achieve all mandatory units. A minimum of **15** credits must be achieved.

The minimum TQT required to achieve this qualification is **150**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group A): A minimum of 15 credits from Group A				
DP15	Career planning and making applications	1	3	A/501/6880
DP65	Supporting others	1	3	H/501/6887
DP69	Developing personal skills for leadership	1	2	M/501/5869
DP70	Practising leadership skills with others	1	2	T/501/5808
DP72	Communicating solutions to others	1	2	L/501/5961
DP130	Developing group and teamwork communication skills	1	3	F/500/5380
DP114	Environmental awareness	1	2	Y/502/0659
DP115	Managing social relationships	1	2	D/502/0470
DP116	Exploring the impact of diversity in our communities	1	1	F/600/3140
DP117	Government and justice in the UK	1	1	J/600/3141
DP118	The role of an individual in a democratic society	1	1	R/600/3157
DP119	Rights and responsibilities of a citizen in a democracy	1	1	Y/600/3161
DP120	The changing nature of society in the UK	1	1	K/600/3164
DP122	Interpersonal skills	1	3	D/505/4067
DP123	Assertiveness and decision making skills	1	2	F/505/0447
DP125	Personal development skills	1	3	K/505/4069
DP126	Personal confidence and self awareness	1	3	H/505/4068
DP127	Improving own confidence	1	3	L/505/4078
IH03	Introduction to healthy eating	1	3	K/502/5008
WO57	Managing your own money	1	2	H/503/2829

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 and verify assessments

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

4.3 Deliverers, assessors and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units 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 unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, 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.

4.6 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 assessment methods

For the Level 1 Certificate in Personal and Social Development (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units 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 unit

5.3 Characteristics of assessment guidance

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 units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

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
- letter
- e-mail
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation

- witness statement
- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen)

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 in the work environment.

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, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

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

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.

- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

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

DP15 – Career planning and making applications

Unit reference number: A/501/6880

Level: 1
Credit value: 3
Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to help the learner understand about workplace values and employer and employee rights and responsibilities, including the importance of personal appearance and health and safety in the workplace. This unit provides the opportunity for a learner's achievements in personal and social development to be accredited.

Learning outcomes

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

LO1 Be able to choose a suitable career pathway

LO2 Be able to identify a suitable job, training programme or course

LO3 Understand how to prepare a curriculum vitae

LO4 Understand how candidates are selected for interview

LO5 Be able to apply for a job, training placement or course

LO6 Understand the interview process

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

A career pathway includes long-term aspirations as well as short-term goals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to choose a suitable career pathway	1.1 List sources of careers advice and guidance
	1.2 Research career options
	1.3 Agree a suitable career pathway

Learning Outcome	Assessment Criteria
LO2 Be able to identify a suitable job, training programme or course	2.1 List sources of information for job vacancies, training programmes or courses
	2.2 Find a suitable job vacancy, training programme or course

Learning Outcome	Assessment Criteria
LO3 Understand how to prepare a curriculum vitae	3.1 Identify own skills, qualities, experience and qualifications
	3.2 Draft a curriculum vitae

Learning Outcome	Assessment Criteria
LO4 Understand how candidates are selected for interview	4.1 Describe how candidates are selected for an interview for a job, training programme or course

Learning Outcome	Assessment Criteria
LO5 Be able to apply for a job, training placement or course	5.1 Obtain an application form and/or job details
	5.2 Complete the application

Learning Outcome	Assessment Criteria
LO6 Understand the interview process	6.1 List what needs to be considered in preparation for the interview
	6.2 Observe or take part in a real or simulated interview
	6.3 Give examples of effective and ineffective interview practice

DP15 Document History

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

Unit Handbook

DP65 – Supporting others

Unit reference number: H/501/6887

Level: 1
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, being aware of health and safety issues and reviewing the effectiveness of the support provided

Learning outcomes

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

LO1 Identify others who need support

LO2 Know what he/she can do to support others

LO3 Understand what he/she cannot do to support others and why

LO4 Be aware of relevant health and safety issues

LO5 Be able to support others

LO6 Review the effectiveness of the support given

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Others who need support might include peers, family members.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Identify others who need support	1.1 List the person(s) who need support in different ways
	1.2 Describe the support needs of the person(s) he/she has decided to support

Learning Outcome	Assessment Criteria
LO2 Know what he/she can do to support others	2.1 State two ways he/she could support the person(s)
	2.2 Agree how to support the person(s)

Learning Outcome	Assessment Criteria
LO3 Understand what he/she cannot do to support others and why	3.1 Explain what he/she cannot do to help or support
	3.2 Explain why he/she cannot help or support in this way

Learning Outcome	Assessment Criteria
LO4 Be aware of relevant health and safety issues	4.1 List relevant health and safety issues
	4.2 Work safely

Learning Outcome	Assessment Criteria
LO5 Be able to support others	5.1 Support the person or persons

Learning Outcome	Assessment Criteria
LO6 Review the effectiveness of the support given	6.1 Identify what went well and what did not go well
	6.2 Identify the changes he/she would make if he/she provides the support again

DP65 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP69 – Developing personal skills for leadership

Unit reference number: M/501/5869

Level: 1
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner understand the importance of setting goals. The learner will find out how to set long and short term goals and how their skills and qualities may help them to achieve their short term goals.

Learning outcomes

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

LO1 Know about the main features of leadership

LO2 Understand how to make decisions

LO3 Understand how to give instructions to members of a group

LO4 Understand how to give and receive feedback about a task or activity

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the main features of leadership	1.1 Identify different types of leadership
	1.2 Outline the main features of leadership

Learning Outcome	Assessment Criteria
LO2 Understand how to make decisions	2.1 Identify a decision that needs to be made about a task or situation
	2.2 Describe the step or steps needed to make the decision

Learning Outcome	Assessment Criteria
LO3 Understand how to give instructions to members of a group	3.1 Identify the instructions needed for members of a group to carry out an aspect of their tasks or activities
	3.2 Give instructions to group members

Learning Outcome	Assessment Criteria
LO4 Understand how to give and receive feedback about a task or activity	4.1 Give examples of when they gave feedback about a task or activity to another group member
	4.2 Give examples of when they received feedback about a task or activity from another group member

DP69 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP70 – Practising leadership skills with others

Unit reference number: T/501/5808

Level: 1
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner practise their leadership skills with other members of a group and understand how to contribute to a group's tasks and activities in a leadership role.

Learning outcomes

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

LO1 Understand leadership skills they could practise with others

LO2 Demonstrate leadership skills in a group

LO3 Review their practice of leadership skills

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand leadership skills they could practise with others	1.1 Describe leadership skills they could practise with others

Learning Outcome	Assessment Criteria
LO2 Demonstrate leadership skills in a group	2.1 Discuss instances when they have demonstrated leadership skills

Learning Outcome	Assessment Criteria
LO3 Review their practice of leadership skills	3.1 Discuss the effectiveness of the leadership skills they have demonstrated
	3.2 Identify one aspect that went well and one that did not go so well

DP70 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP72 – Communicating solutions to others

Unit reference number: L/501/5961

Level: 1
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to introduce the learner to the ways in which they can communicate the solution to a problem that they have solved. The learner will also consider how effectively they have communicated a solution to others.

Learning outcomes

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

LO1 Understand how to solve possible problems

LO2 Understand how to communicate the solution appropriately to others

LO3 Communicate the solution appropriately to others

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to solve possible problems	1.1 With support, identify an appropriate problem that they can solve
	1.2 Identify a way in which they can solve the problem

Learning Outcome	Assessment Criteria
LO2 Understand how to communicate the solution appropriately to others	2.1 Describe appropriate communication methods needed to present the solution to others
	2.2 Identify the appropriate information that is needed to communicate the solution

Learning Outcome	Assessment Criteria
LO3 Communicate the solution appropriately to others	3.1 Present the solution to others in an appropriate way
	3.2 Respond appropriately to others' views

DP72 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP130 – Developing group and teamwork communication skills

Unit reference number: K/506/5007

Level: 1
Credit value: 3
Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to develop teamwork skills and the various roles and responsibilities of group members. It develops an awareness of co-operation and how to give constructive criticism.

Learning outcomes

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

LO1 Understand the roles and responsibilities associated with working in a group

LO2 Interact successfully with group members and staff in a range of contexts

LO3 Demonstrate listening and conversational skills for social interaction

LO4 Be aware of others' rights to communicate within a group situation

LO5 Recognise the importance of co-operation when working in group situations

LO6 Accept and respond to praise and criticism in a variety of context

LO7 Be aware of the role of those in authority and their relationship with them

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the roles and responsibilities associated with working in a group	1.1 Identify different roles for group members when completing specific group tasks

Learning Outcome	Assessment Criteria
LO2 Interact successfully with group members and staff in a range of contexts	2.1 Communicate appropriately to others in a range of structured situations

Learning Outcome	Assessment Criteria
LO3 Demonstrate listening and conversational skills for social interaction	3.1 Select information being communicated orally and respond appropriately, showing that the information has been understood

Learning Outcome	Assessment Criteria
LO4 Be aware of others' rights to communicate within a group situation	4.1 Allow others to express their view/responses without interrupting on a number of occasions in different group situations
	4.2 Discuss why this is important

Learning Outcome	Assessment Criteria
LO5 Recognise the importance of co-operation when working in group situations	4.1 Identify a number of situations when co-operation is necessary to achieve a group task

Learning Outcome	Assessment Criteria
LO6 Accept and respond to praise and criticism in a variety of context	4.1 Identify the appropriate response to praise and constructive criticism from group members in different structured contexts

Learning Outcome	Assessment Criteria
LO7 Be aware of the role of those in authority and their relationship with them	4.1 Identify their relationship with those in authority

DP130 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP114 – Environmental awareness

Unit reference number: Y/502/0659

Level: 1
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

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

Learning outcomes

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

LO1 Demonstrate an awareness of how the actions of humans affect the environment

LO2 Demonstrate an understanding of environmental issues which affect the local area

LO3 Carry out activities to help improve the environment in the local area

Version 1

Unit content

Evidence requirements

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

Assessment guidance

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment
	1.2 Give examples of human behaviours which help the environment
	1.3 Identify ways to raise awareness about environmental issues

Learning Outcome	Assessment Criteria
LO2 Demonstrate an understanding of environmental issues which affect the local area	2.1 Describe an environmental issue which has an impact on their local area
	2.2 Identify ways in which this issue can be tackled to bring about improvements

Learning Outcome	Assessment Criteria
LO3 Carry out activities to help improve the environment in the local area	3.1 Describe activities that they can carry out to improve the local environment
	3.2 Carry out at least two activities to improve the local environment
	3.3 Describe the benefits of these activities for the local area
	3.4 Say what actions are needed to maintain improvements in the future

DP114 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP115 – Managing social relationships

Unit reference number: D/502/0470

Level: 1
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

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

Learning outcomes

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

LO1 Understand how to interact with others in a range of social situations
LO2 Demonstrate how to interact with others in a range of social situations

Version 1

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to interact with others in a range of social situations	1.1 Identify at least two social situations in which they may need to interact with others
	1.2 Identify positive behaviours which can be used when interacting with others
	1.3 Explain why it is important to use positive behaviours when interacting with others

Learning Outcome	Assessment Criteria
LO2 Demonstrate how to interact with others in a range of social situations	2.1 Take an active role in at least two exchanges on different topics, with one or more people
	2.2 Use a range of appropriate behaviours when participating in the exchanges
	2.3 Use appropriate formal and informal communication techniques

DP115 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP116 – Exploring the impact of diversity in our communities

Unit reference number: F/600/3140

Level: 1
Credit value: 1
Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to explore diversity in local communities. Learners are expected to consider their own attitudes and how these can influence behaviour towards diversity.

Learning outcomes

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

LO1 Know how attitudes about diversify can influence behaviour

LO2 Understand diverse values in the local community

LO3 Know how to recognise and challenge discrimination

Version 1

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how attitudes about diversity can influence behaviour	1.1 Identify different attitudes about diversity
	1.2 Describe how those attitudes can influence behaviour

Learning Outcome	Assessment Criteria
LO2 Understand diverse values in the local community	2.1 Outline the key features of a diverse community
	2.2 Identify similarities and differences in values between people

Learning Outcome	Assessment Criteria
LO3 Know how to recognise and challenge discrimination	3.1 Give examples of discrimination
	3.2 Outline ways to challenge discrimination

DP116 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP117 – Government and justice in the UK

Unit reference number: J/600/3141

> **Level: 1**
> **Credit value: 1**
> **Guided Learning (GL) hours: 10**

Unit aim

The aim of this unit is for learners to gain an understanding of how government and justice operate in the United Kingdom.

Learning outcomes

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

LO1 Know the key features of parliamentary democracy and government in the United Kingdom

LO2 Understand the role of the law

LO3 Know the role of the justice system

LO4 Be able to recognise how the law applies to young people

Version 1

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the key features of parliamentary democracy and government in the United Kingdom	1.1 Outline how parliamentary democracy operates in the United Kingdom
	1.2 List responsibilities of parliament, national and regional government
	1.3 Outline the role of government in the collection and allocation of public money

Learning Outcome	Assessment Criteria
LO2 Understand the role of the law	2.1 Explain the purpose of laws

Learning Outcome	Assessment Criteria
LO3 Know the role of the justice system	3.1 Outline how the justice system deals with crime and civil disputes

Learning Outcome	Assessment Criteria
LO4 Be able to recognise how the law applies to young people	4.1 Identify ways the law applies to young people

DP117 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP118 – The role of an individual in a democratic society

Unit reference number: R/600/3157

Level: 1
Credit value: 1
Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is for learners to understand the main features of a democracy and the development of universal suffrage in the United Kingdom

Learning outcomes

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

LO1 Know about democracy in the United Kingdom

LO2 Understand values which underpin democracy

LO3 Be able to participate in a democratic decision-making process

Version 1

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about democracy in the United Kingdom	1.1 Outline the key features of a democratic system
	1.2 Describe the development of universal suffrage in the UK

Learning Outcome	Assessment Criteria
LO2 Understand values which underpin democracy	2.1 Explain values which are upheld by democracy

Learning Outcome	Assessment Criteria
LO3 Be able to participate in a democratic decision-making process	3.1 Identify a democratic decision-making process
	3.2 Demonstrate personal involvement in a democratic decision-making process
	3.3 Indicate the outcome of the democratic process

DP118 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP119 – Rights and responsibilities of a citizen in a democracy

Unit reference number: Y/600/3161

Level: 1
Credit value: 1
Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to give learners an understanding of individual rights and responsibilities in the United Kingdom.

Learning outcomes

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

LO1 Know the rights of citizens

LO2 Know the responsibilities of citizenship in a democracy

LO3 Understand the role of the media in a democracy

LO4 Know how citizens can influence decisions

Version 1

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the rights of citizens	1.1 Outline the meaning of human rights
	1.2 Identify rights of citizens in the United Kingdom

Learning Outcome	Assessment Criteria
LO2 Know the responsibilities of citizenship in a democracy	2.1 Describe responsibilities of citizenship
	2.2 Describe how individual rights and responsibilities may conflict

Learning Outcome	Assessment Criteria
LO3 Understand the role of the media in a democracy	3.1 Explain how the media shapes opinion

Learning Outcome	Assessment Criteria
LO4 Know how citizens can influence decisions	4.1 Outline how individuals, groups and organisations can influence decisions affecting communities and the environment

DP119 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

DP120 – The changing nature of society in the UK

Unit reference number: K/600/3164

Level: 1 **Credit value: 1** **Guided Learning (GL) hours: 10**

Unit aim

The aim of this unit is to give learners an understanding of what it means to be a citizen in a multi-cultural society, i.e. the UK, and how to contribute to community cohesion.

Learning outcomes

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

LO1 Know about identity

LO2 Know about the changing nature of UK society

LO3 Understand how community cohesion in a multicultural society can be encouraged

Version 1

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about identity	1.1 List factors which contribute to cultural identity
	1.2 Outline why identity is important

Learning Outcome	Assessment Criteria
LO2 Know about the changing nature of UK society	2.1 Outline reasons people migrate
	2.2 Identify changes in UK society
	2.3 Describe benefits of cultural diversity

Learning Outcome	Assessment Criteria
LO3 Understand how community cohesion in a multicultural society can be encouraged	3.1 Explain how to encourage community cohesion in a multicultural society

DP120 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

DP122 – Interpersonal skills

Unit reference number: D/505/4067

Level: 1
Credit value: 3
Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to develop an awareness of the learner's own needs and conduct. It explores how to recognise body language and types of human behaviour.

Learning outcomes

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

LO1 Know own personal skills

LO2 Understand the need for time management

LO3 Know about stress in self and others

LO4 Know about different types of criticism

LO5 Be able to identify confident behaviour in self and others

LO6 Know about body language

LO7 Know the difference between aggressive, passive and assertive behaviour

Version 1.0

Unit content

Evidence requirements

Strengths may include confidence, a hard-working attitude, good organisational skills, the ability to work well in a team, energetic, motivated, helpful, reliable, the ability to communicate well, good interpersonal skills and the ability to solve problems.

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know own personal skills	1.1 Identify: • own strengths • own weaknesses

Learning Outcome	Assessment Criteria
LO2 Understand the need for time management	2.1 State what time management is
	2.2 Outline ways of improving own time management

Learning Outcome	Assessment Criteria
LO3 Know about stress in self and others	3.1 Identify signs and symptoms of stress in: • self • others

Learning Outcome	Assessment Criteria
LO4 Know about different types of criticism	4.1 State different types of criticism

Learning Outcome	Assessment Criteria
LO5 Be able to identify confident behaviour in self and others	5.1 Identify confident behaviour in: • self • others

Learning Outcome	Assessment Criteria
LO6 Know about body language	6.1 Identify different examples of body language

Learning Outcome	Assessment Criteria
LO7 Know the difference between aggressive, passive and assertive behaviour	7.1 Outline examples of aggressive, passive and assertive behaviour

DP122 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP123 – Assertiveness and decision making skills

Unit reference number: F/505/0447

Level: 1
Credit value: 2
Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to develop skills that encourage the learner to become more assertive and to be able to make decisions using self-control. It will also give the opportunity for the learner to recognise the rights and responsibilities of others in given situations.

Learning outcomes

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

LO1 Understand the meaning of assertiveness

LO2 Know how to prepare for personal decision making

LO3 Be able to use assertive behaviour to put forward own views in structured situations

LO4 Be able to make a reasoned decision in structured situations

Version 1.0

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the meaning of assertiveness	1.1 State what is meant by assertiveness
	1.2 Identify the possible advantages for self and others of using assertive behaviour
	1.3 Identify the possible disadvantages for self and others of using non-assertive behaviour

Learning Outcome	Assessment Criteria
LO2 Know how to prepare for personal decision making	2.1 Identify positive factors which can influence personal decision making
	2.2 Identify negative factors which can influence personal decision making
	2.3 State where to find advice when making specified decisions

Learning Outcome	Assessment Criteria
LO3 Be able to use assertive behaviour to put forward own views in structured situations	3.1 Use assertive behaviour to contribute own views

Learning Outcome	Assessment Criteria
LO4 Be able to make a reasoned decision in structured situations	4.1 Make a reasoned decision on a given situation
	4.2 State the process by which the decision was made

DP123 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP125 – Personal development skills

Unit reference number: K/505/4069

> **Level: 1**
> **Credit value: 3**
> **Guided Learning (GL) hours: 27**

Unit aim

The aim of this unit is to develop a learner's recognition of their own strengths, weaknesses and ways of self-improvement.

Learning outcomes

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

LO1 Know own strengths and weaknesses

LO2 Know own skills and investigate ways of self-improvement

LO3 Understand their current life situation and relationships

LO4 Be able to set personal objectives and make action plans for self-improvement

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Strengths** may include confidence, a hard-working attitude, good organisational skills, the ability to work well in a team, energetic, motivated, helpful, reliable, the ability to communicate well, good interpersonal skills and the ability to solve problems.

- **Skill** is the ability to do something well, it may relate to knowledge, aptitude, or a talent that has been identified.

- **Short term goals** are set to be achieved in the near future (possibly in a day, within a week or within a few months).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know own strengths and weaknesses	1.1 Identify: • personal strengths • personal weaknesses

Learning Outcome	Assessment Criteria
LO2 Know own skills and investigate ways of self-improvement	2.1 Identify personal skills learned in: • life • work • training
	2.2 State ways for self-improvement

Learning Outcome	Assessment Criteria
LO3 Understand their current life situation and relationships	3.1 State their current life situation including: • home situation • relationships

Learning Outcome	Assessment Criteria
LO4 Be able to set personal objectives and make action plans for self-improvement	4.1 Identify personal short-term goals
	4.2 Record personal short-term goals
	4.3 Produce an action plan for achieving the short-term goals

DP125 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP126 – Personal confidence and self-awareness

Unit reference number: H/505/4068

> **Level: 1**
> **Credit value: 3**
> **Guided Learning (GL) hours: 27**

Unit aim

The aim of this unit is to develop confidence, self-awareness and encourages the learner to behave positively in social situations.

Learning outcomes

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

LO1 Understand reasons for feeling confident and lacking confidence

LO2 Understand effective participation in social situations

LO3 Understand ways to manage stress

LO4 Be able to set personal objectives and plan for personal progression

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand reasons for feeling confident and lacking confidence	1.1 Identify a situation when they felt confident
	1.2 State how they behaved in this situation
	1.3 Identify a situation when they lacked confidence
	1.4 Outline how they behaved in this situation
	1.5 Identify ways in which own behaviour can affect how others view them

Learning Outcome	Assessment Criteria
LO2 Understand effective participation in social situations	2.1 Identify social situations which can feel uncomfortable
	2.2 Give reasons why a social situation can feel uncomfortable
	2.3 Give an example of behaviour which would be inappropriate in a social situation
	2.4 Identify ways in which attitude and behaviour can be changed in social situations to participate more effectively

Learning Outcome	Assessment Criteria
LO3 Understand ways to manage stress	3.1 Identify reasons for own stress
	3.2 State how to deal with feeling stressed
	3.3 Identify techniques which can help reduce stress
	3.4 State ways in which these techniques can help to reduce own stress

Learning Outcome	Assessment Criteria
LO4 Be able to set personal objectives and plan for personal progression	4.1 Identify a short term goal
	4.2 Produce an action plan which identifies ways to meet the goal
	4.3 Identify achievements which lead to attainment of the goal
	4.4 Give ways in which goal setting has contributed to own self confidence

DP126 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP127 – Improving own confidence

Unit reference number: L/505/4078

> **Level: 1**
> **Credit value: 3**
> **Guided Learning (GL) hours: 27**

Unit aim

The aim of this unit is to introduce the learner to key factors that can contribute to improving their own confidence. The learner will identify aspects of themselves and their lives that instil them with confidence and explore areas where they can develop and thereby increase their confidence. The focus of the unit is how communication skills, decision making and goal/targeting setting can lead to increased confidence.

Learning outcomes

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

LO1 Know about confidence

LO2 Understand how communication skills can contribute to improving confidence

LO3 Know about decision-making and associated emotions and feelings

LO4 Know how having goals/goals targets can increase confidence

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about confidence	1.1 Identify key characteristics of a confident person
	1.2 State own characteristics, skills and qualities that make them feel confident
	1.3 State things they have been successful in
	1.4 Outline the reasons why they want to improve their confidence

Learning Outcome	Assessment Criteria
LO2 Understand how communication skills can contribute to improving confidence	2.1 Outline how they think improving their communication skills will improve their confidence
	2.2 Outline why it is important to receive and respond to others with tolerance and support
	2.3 Give benefits of being able to listen to ideas and opinions
	2.4 Give benefits of being able to express own ideas and opinions

Learning Outcome	Assessment Criteria
LO3 Know about decision-making and associated emotions and feelings	3.1 Outline how making effective decisions can lead to increased confidence
	3.2 Identify an occasion when they made an important: • personal decision • decision with another person(s)
	3.3 State things they considered when making the: • personal decision • decision with another person(s)
	3.4 Give an example of an emotion/feeling that someone might experience when: • fully involved in the decision-making • marginally involved or excluded from the decision-making Indicate how these feelings might impact on confidence

Learning Outcome	Assessment Criteria
LO4 Know that having goals/goals targets can increase confidence	4.1 Indicate how having: • specific goals • setting targets can increase confidence
	4.2 State a short term goal for the following: • personal • career/education
	4.3 State a long term goal for the following: • personal • career/education
	4.4 Identify ways in which own personal and career/education goals can be achieved
	4.5 Outline the steps they will take to achieve one of the identified goals

DP127 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IH03 – Introduction to healthy eating

Unit reference number: K/502/5008

Level: 1
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

This unit gives learners an introduction to healthy eating.

Learning outcomes

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

LO1 Know the effects of food on the body

LO2 Know the different food groups and their contribution to a healthy, balanced diet

Version 3.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which meets all the assessment criteria. The guide for tutor/trainers can be found in Appendix 1.

Details of the relationship between the unit and relevant national occupational standards

These qualifications are based on NOS which have been developed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Functional Skills/Key Skills

This unit may help learners to gain confidence in, and possibly generate portfolio evidence for the following Functional/Key Skills:
- Mathematics/Application of Number
- English/Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the effects of food on the body	1.1 State what the body uses food for
	1.2 State the benefits of a healthy diet
	1.3 State why different groups of people require different diets

Learning Outcome	Assessment Criteria
LO2 Know the different food groups and their contribution to a healthy, balanced diet	2.1 Check food labels for nutritional information
	2.2 List the major food groups
	2.3 Describe a healthy, balanced diet
	2.4 Describe the importance of regular fluid/water intake in relation to a balanced diet

IH03 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator
V2.0	23/10/2023	Credit added	Qualification Administrator
V3.0	25/01/2024	Credit value	Qualification Administrator

![SKILLSFIRST]

Unit Handbook

WO57 – Managing your own money

Unit reference number: H/503/2829

> **Level: 1**
> **Credit value: 2**
> **Guided Learning (GL) hours: 20**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to balance income and expenditure, how to save money and safe borrowing.

Learning outcomes

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

LO1 Be able to compare personal income with expenditure

LO2 Know how to save money

LO3 Understand borrowing money

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Sources of income: salary or wages; inheritance, gifts; pocket money; selling items; interest on savings; benefits; loans

Regular expenditure: regular spending, e.g. food, toiletries, public transport, clothes, phone charges, entertainment, accommodation

Compare income with expenditure: calculations based on set income and expenditures for a week

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to compare personal income with expenditure	1.1 Identify different sources of income
	1.2 Identify regular weekly expenditure
	1.3 Use calculations to compare weekly income with expenditure

Learning Outcome	Assessment Criteria
LO2 Know how to save money	2.1 Outline ways to make savings in weekly expenditure
	2.2 Outline features of different types of savings accounts
	2.3 Identify a savings account to match own needs

Learning Outcome	Assessment Criteria
LO3 Understand borrowing money	3.1 Identify reasons why borrowing money could be necessary
	3.2 Explain factors to take into account before borrowing money
	3.3 Outline the features of different ways to borrow money

WO57 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

PSDC1 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator
v3.0	25/01/2024	IH03 credit value added	Qualification Administrator