



Skillsfirst
AWARDS

Level 1 Certificate in Personal and Social Development (RQF)

PSDC1

TUTOR GUIDE



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Contents

Page

Introduction	2
Unit DP 15 - Career planning and making applications	3
Unit DP65 - Supporting others	5
Unit DP69 - Developing personal skills for leadership	7
Unit DP70 - Practising leadership skills with others	9
Unit DP72 - Communicating solutions to others	10
Unit DP84 - Developing group and teamwork communication skills	11
Unit DP114 - Environmental awareness	13
Unit DP115 - Managing social relationships	14
Unit DP116 - Exploring the impact of diversity in our communities	15
Unit DP117 - Government and justice in the UK	16
Unit DP118 - The role of an individual in a democratic society	17
Unit DP119 - Rights and responsibilities of a citizen in a democracy	18
Unit DP120 - The changing nature of society in the UK	19
Unit DP122 – Interpersonal skills	20
Unit DP123 – Assertiveness and decision making skills	21
Unit DP125 – Personal development skills	22
Unit DP126 – Personal confidence and self-awareness	23
Unit DP127 – Improving own confidence	25
Unit IH03 - Introduction to healthy eating	27
Unit WO57 - Managing your own money	28

Introduction

This handbook has been designed to provide some guidance to tutors and trainers delivering the Level 1 Certificate in Social and Personal Development (RQF). It contains an explanation of the criteria for each unit and where they add value to the guidance, examples of evidence are provided.

Where applicable, a holistic approach to delivery is suggested for all these units. However, some units are task-based and could prove difficult to achieve over one set context. It is envisaged that these units be delivered through various topic areas of interest to the learners. Assessment evidence, therefore, will primarily come in the form of discussions and that generated by assignments and/or tasks/activities. Role play and simulated activities are allowed to meet those outcomes which require demonstration of competence. To achieve each unit, learners will need to meet all of the assessment criteria.

This handbook provides guidance and is not a prescriptive document. In some cases, there are statements which state strong recommendations, but these are suggested guidelines that will provide the most effective method of assessment in Skillsfirst's opinion.

There are also a series of examples and lists of possible sources of evidence. These are not exhaustive and are only there to provide some guidance and structure for the tutor/trainer.



DP15 Career planning and making applications

Outcome 1 Choose a suitable career pathway

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to list sources of careers advice and guidance. These could include people, organisations and websites.

For criterion 2 the learner needs to research at least two career options.

For criterion 3 the learner needs to agree a suitable career pathway with an appropriate person e.g. tutor, supervisor, careers adviser.

Evidence for 1 to 3 can be a learner statement signed by the assessor to confirm agreement.

Outcome 2 Identify a suitable job, training programme or course

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to list sources of information for job vacancies, training programmes or courses e.g. local media and job centre.

For criterion 2 the learner needs to find a suitable job vacancy, training programme or course related to their chosen career pathway. For example, a part-time job may contribute to the learner's skills development. Information could be provided for the learner in a manageable form e.g. extracts from newspapers or websites, although the learner is expected to identify relevant information and state why their choice is a suitable one in relation to the career pathway identified in criterion 3 in outcome 1.

Evidence for 1 and 2 may be a learner statement.

Outcome 3 Understand how to prepare a curriculum vitae

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify own skills, qualities, experience and qualifications. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Evidence for 1 may be a learner statement.

For criterion 2 the learner needs to draft a curriculum vitae (CV) but this can be typed up by someone else.

Evidence for 2 should be the CV.

Outcome 4 Understand how learners are selected for interview

Explanation of criterion and examples of evidence

For criterion 1 the learner needs to describe the selection process e.g. job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing.

Evidence for may be a learner statement.

Outcome 5 Apply for a job, training placement or course

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to obtain an application form and/or job details. This could be in writing, by telephone, via the internet or face-to-face.

Evidence may be the application form, job details or learner statement.

For criterion 2 the learner needs to complete the application. This may be a form or letter but it could be a telephone application.

Evidence may be the completed form or letter of application or for a telephone application may be an assessor observation or an audio recording.

Outcome 6 Understand the interview process

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to list what needs to be considered in preparation for the interview e.g. researching the job/course/placement and the company/institution, research transport and timings, prepare clothes for the interview, etc.

Evidence may be a learner statement.

For criterion 2 the learner needs to observe or take part in a real or simulated interview. The learner could take part in a real interview or a practice interview. Alternatively, the learner could watch a video or role play.

Evidence may be an assessor statement.

For criterion 3 the learner needs to give at least two examples of effective interview practice and at least two examples of ineffective interview practice.

Evidence may be a learner statement.

DP65 Supporting others

Outcome 1 Identify others who need support

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to list people who need support in different ways e.g. a house bound person could need help with their shopping, a new entrant at work or a place of learning could need mentoring, a parent could need the support of a baby sitter.

For criterion 2 the learner needs to choose a particular person and describe the support needs of the person(s) they have decided to support. The person who needs support could be someone known to the learner e.g. a colleague or someone they do not know e.g. from a local day centre, national charity.

Evidence for 1 and 2 may be a learner statement.

Outcome 2 Know what they can do to support others

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to state two ways they could support the person(s) e.g. for a house bound person, support could include fetching items of shopping, helping them to order their main shopping via an internet site, posting letters, walking the dog. Evidence for 1 may be a learner statement or an assessor or witness statement generated during a review or tutorial session.

For criterion 2 the learner needs to agree how to support the person(s). Evidence should be a written record produced by the assessor or learner stating what the learner will do and when they will do it. This should be agreed with their tutor/supervisor and the person to be given support.

Outcome 3 Understand what he/she cannot do to support others and why

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to explain what they cannot do to help or support. This includes anything which requires specialist knowledge/qualifications or an inappropriate level of involvement e.g. giving medicines.

For criterion 2 the learner needs to explain why they cannot help or support in this way. This could be for reasons of legislation, lack of specialist knowledge or skill, etc.

Evidence for 1 and 2 may be a learner statement.

Outcome 4 Be aware of relevant health and safety issues

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to list possible health and safety issues relevant to the support role undertaken. These could include lifting safely, not putting themselves at risk, safe storage of food etc. Evidence may be a learner statement.

For criterion 2 the learner needs to work safely in the support role. This could involve them demonstrating how they safely carry out those health and safety issues identified in criterion 1. Evidence should be an assessor observation or witness statement. This evidence may also be used for outcome 5 criterion 1.

Outcome 5 Support others

Explanation of criterion and examples of evidence

For criterion 1 the learner needs to support the person or persons as agreed in outcome 2, criterion 2. Evidence may be a learner statement, assessor/witness observation, photographs or audio/video recordings but care must be taken to maintain the confidentiality of the person requiring support where appropriate.

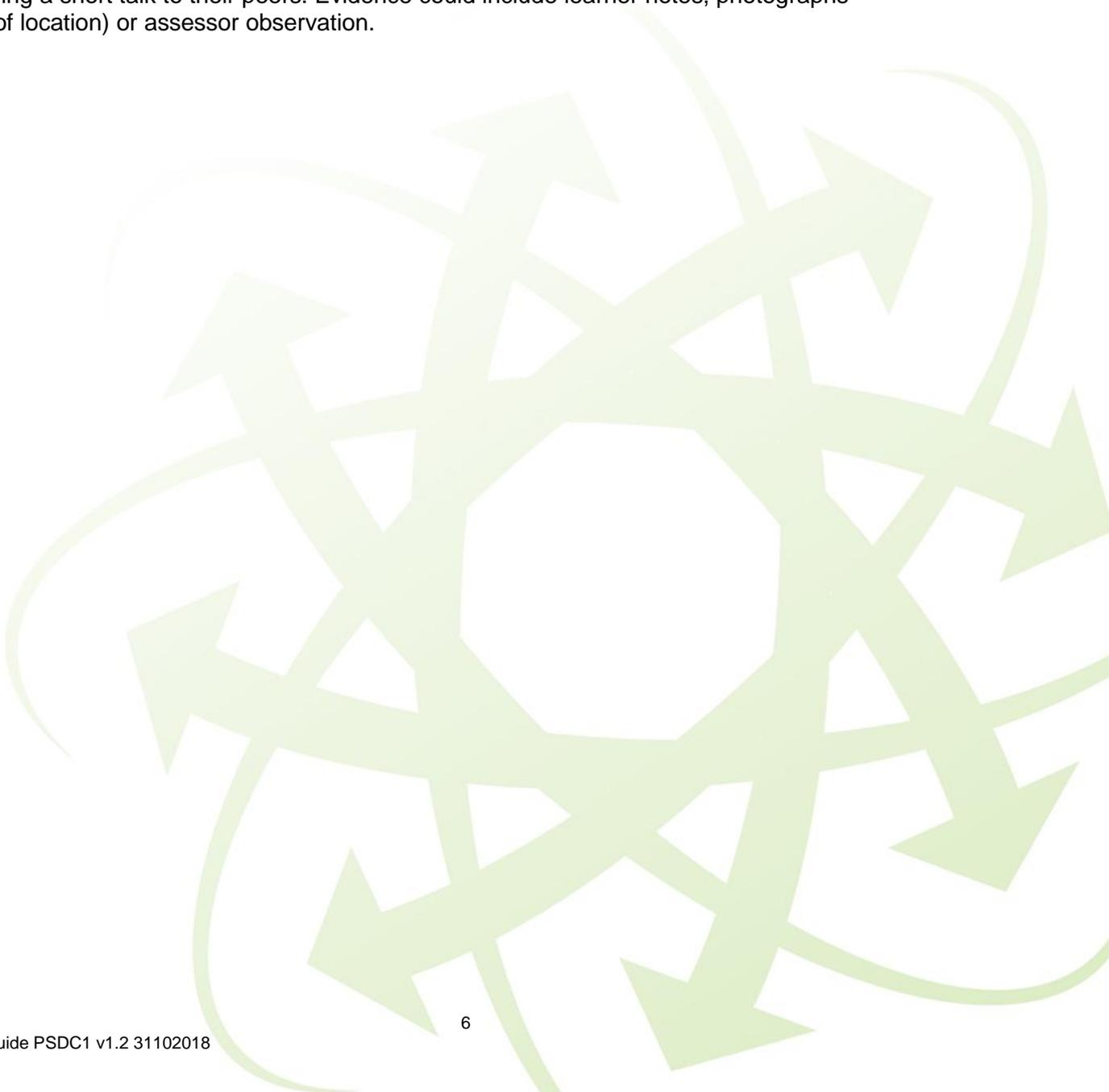
Outcome 6 Review the effectiveness of the support given

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify what went well and what did not go well. This could be by listing each activity and reflecting on what went well and what did not go well. The person being supported could also provide feedback.

For criterion 2 the learner needs to identify the changes they would make if they provide the support again. The list produced in criterion 1 could be used to look at ways of improving those activities that were identified as not going well.

Evidence for 1 and 2 may be a learner statement. Learners may cover several assessment criteria by giving a short talk to their peers. Evidence could include learner notes, photographs (e.g. of location) or assessor observation.



DP69 Developing personal skills for leadership

Outcome 1 Know about the main features of leadership

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify at least two different types of leadership. The learner needs to identify leaders in a wide context e.g. prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others e.g. head of school/college, tutor, line manager/supervisor, community leaders; informal leadership e.g. sports team captains, prefects/monitors, leaders of project teams, leaders of social groups.

For criterion 2 the learner needs to outline at least two main features of leadership including responsibility for others e.g. making sure other people carry out their tasks or meet goals; giving instructions e.g. allocating work to others, telling people what they need to do; giving and receiving feedback e.g. telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions e.g. deciding on what the others need to do and how they should do it.

Evidence may come from a group or one-to-one discussion which shows the individual contribution. Evidence for 1 and 2 may be a taped discussion, video evidence, an assessor observation record, witness statement or learner statement.

Outcome 2 Understand how to make decisions

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify a straightforward decision that needs to be made. Different types of decisions may need to be made e.g. in order to solve a problem, the best way of doing a task or activity, which team member will do which activity.

For criterion 2 the learner needs to describe the steps needed to make a decision e.g. consider talents, skills and interests of team members and match them to the requirements of the assignment before allocating tasks to individual team members; consider all appropriate solutions before deciding on the best way to solve a problem. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for 1 and 2 may be a taped discussion, video evidence, an assessor observation record, witness statement or learner statement.

Outcome 3 Understand how to give instructions to members of a group

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify the instructions needed for members of a group to carry out an aspect of their tasks or activities. Types of instructions may include: e.g. allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed. Evidence may be an assessor observation record, witness statement or learner statement.

For criterion 2 the learner needs to give instructions to others ensuring that instructions are clear and correct, use the most appropriate method of communication e.g. written, verbal, a presentation; in an appropriate way e.g. at the correct time and in a polite manner. Evidence may be an assessor observation record, witness statement or learner statement. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters).

Outcome 4 Understand how to give and receive feedback about a task or activity

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to give examples of when they gave feedback to another group member. Types of feedback can include formal e.g. written reports, appraisal, informal e.g. verbal feedback to individuals, and feedback to a team on performance of task. The learner must give one example of giving feedback to others. Evidence may be an assessor observation record, witness statement or learner statement.

For criterion 2 the learner needs to give examples of when they received feedback from another group member. Types of feedback can include formal e.g. written reports, appraisal informal e.g. verbal feedback to individuals, and feedback to a team on performance of task. The learner must give one example of when they received feedback (individually or as part of a group). The feedback received need not be complex or detailed. Evidence may be an assessor observation record, witness statement or learner statement.



DP70 Practising leadership skills with others

Outcome 1 Understand leadership skills they could practise with others

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to describe leadership skills that involve interaction with others. Leadership skills that involve interaction with others may include relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback. Evidence may be annotated taped or video evidence, an assessor observation record, learner or witness statement.

Outcome 2 Demonstrate leadership skills in a group

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to discuss at least one example of when they have demonstrated leadership skills. Instances could include giving instructions, allocating tasks, showing someone what they need to do, telling someone what they need to do and how to do it, setting deadlines, making a decision to solve a problem, giving and receiving feedback. Evidence may be annotated taped or video evidence, an assessor observation record, learner or witness statement.

Outcome 3 Review their practice of leadership skills

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to review their leadership skills and discuss their effectiveness. Carrying out a review could be formal evaluation e.g. assessment forms, checklists, or informal evaluation discussion with assessor. Effectiveness could include whether or not group achieved its goals, appropriateness of decisions made by the leader, feedback received from group members, whether group understood the purpose of the activity and what needed to be done to achieve the purpose. Evidence may be annotated taped or video evidence, an assessor observation record, learner or witness statement.

For criterion 2 the learner needs to identify the effectiveness of their leadership including what went well and what did not go so well. An example of what went well and what did not go well could be, clear instructions were given to the group but time taken to give the instructions was too long. Evidence may be annotated taped or video evidence, an assessor observation record, learner or witness statement.

DP72 Communicating solutions to others

Outcome 1 Understand how to solve possible problems

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify an appropriate problem that they can solve. This should ideally be a real not simulated problem and the assessor, or other appropriate person, should support the learner so an appropriate level of problem is identified. The problem could be a practical problem or a problem with working relationships.

For criterion 2 the learner needs to identify one way in which they can solve the problem identified in criterion 1. The learner should find out enough information about the problem to consider different strategies and identify an approach.

Evidence for 1 and 2 may be a learner statement.

Outcome 2 Understand how to communicate the solution appropriately to others

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to describe appropriate communication methods needed to present the solution to others. Communication methods could include face-to-face, documents, images, meetings, e-mail, social media, etc.

For criterion 2 the learner needs to identify the appropriate information that is needed to communicate the solution. This could include the action to be taken, resources required, deadlines to meet, methods of evaluating the effectiveness of the solution.

Evidence for 1 and 2 may be a learner statement.

Outcome 3 Communicate the solution appropriately to others

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to present the solution to relevant others in an appropriate way. This could be face-to-face presentation or demonstration, using documentation and/or images/charts/posters/leaflets, one-to-one or group meetings, etc.

For criterion 2 the learner needs to respond appropriately to others views. This could involve re-examining the problem, amending the solution, implementing the solution.

Evidence for 1 and 2 may be an assessor observation, witness statement, copies of written communication or a presentation

DP84 Developing group and teamwork communication skills

Outcome 1 Understand the roles and responsibilities associated with working in a group

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify different roles for group members when completing specific group tasks. The different roles identified should each have individual responsibilities that the group members will carry out to complete the specific task. These could include Belbin team roles - plant, resource investigator, monitor evaluator, co-ordinator, implementer, completer/finisher, team-worker, shaper and specialist. Evidence may be a list of the roles and responsibilities.

Outcome 2 Interact successfully with group members and staff in a range of contexts

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to communicate appropriately to others in a range of structured situations. Communicating appropriately could be verbal and non-verbal communication, using BSL and enabling technology ranging from symbols and word boards to sophisticated electronic communication aids. A range of structured situations should cover at least three situations and may include making a formal request using the telephone, taking part in a discussion, making a request for help from another team member, emailing a member of staff, texting another member of the group. Evidence may be the written communication or observation record.

Outcome 3 Demonstrate listening and conversational skills for social interaction

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to select information being communicated orally and respond appropriately, showing that the information has been understood. The learner needs to listen carefully to what is being said and ask to repeat if they do not understand. They should reply using suitable tone and language to suit the situation. Evidence may be an audio tape supported by an observation record or witness statement. This may be linked to outcome 2.

Outcome 4 Be aware of others' rights to communicate within a group situation

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to allow others to express their view/responses without interrupting on a number of occasions in at least two different group situations. Learners should know about respecting the turn-taking rights of others and when to create an opportunity to make a contribution to discussion at an appropriate time. Evidence may be an audio tape supported by an observation record or witness statement.

For criterion 2 the learner needs to discuss why this is important. Reasons could include being fair to all, allowing inclusion, etc. The discussion could be a one-to-one in a review situation or a group discussion prior to the assessment. Evidence may be a copy of the review or an observation record.

Outcome 5 Recognise the importance of co-operation when working in group situations

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify a number of situations when co-operation is necessary to achieve a group task. The learner should understand that working co-operatively in a group situation is crucial to achieve the objectives set. The learner should name at least three different situations where they have recognised the importance of co-operation and at least two of these group situations should be where the learner has co-operated. Examples could be social or work-related. Evidence may be a learner statement.

Outcome 6 Accept and respond to praise and criticism in a variety of context

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify the appropriate response to praise and constructive criticism from group members in at least three different structured contexts. The responses given may depend on the nature of the learner as some might welcome praise and some might be shy and embarrassed when praised. They need to be taught the value of constructive criticism so they do not respond in the wrong way. Constructive criticism is pointing out an error or fault and offering a solution. It should be given in the spirit of educating and in a kind manner without a personal attack. Evidence may be a written statement or an observation record.

Outcome 7 Be aware of the role of those in authority and their relationship with them

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify their relationship with those in authority. Those in authority may be their tutor, assessor, line manager, supervisor or other appropriate person whom they may need to ask for advice and support while working in a group situation. They must understand the need for respect for those in authority while, at the same time, may have a more relaxed relationship depending on the nature of the situation. Evidence may be a written statement.



DP114 Environmental Awareness

Outcome 1 Demonstrate an awareness of how the actions of humans affect the environment

Explanation of criteria and examples of evidence

For criterion 1 the learner could give two examples of human behaviours which harm the environment. These could include rubbish - waste products, used appliances etc., pollutants - detergents, oil, chemicals etc., emissions - smoke, fumes, noise etc., visual pollutants - litter, fly-tipping, graffiti etc.

For criterion 2 the learner could give two examples of human behaviours which help the environment. These could include recycling/reclamation schemes - by local authorities or charities, positive action - organic farming, reforestation etc., campaigns/education - direct action, advertisements etc., protected areas - National Parks, National Trust, RSPB, SSSIs etc.

For criterion 3 the learner could identify ways to raise awareness about environmental issues. These could include posters, leaflets, TV campaigns, newspaper articles, demonstrations, petitions, talks, campaigns, protests, etc.

Evidence for criteria 1-3 could be case studies, an assignment, a short report, presentation or discussion.

Outcome 2 Demonstrate an understanding of environmental issues which affect the local area

Explanation of criteria and examples of evidence

For criterion 1 the learner could describe two environmental issues which has an impact on their local area. These could include how emissions may cause asthma, how pollutants may cause skin complaints, how litter causes visual pollution etc.

For criterion 2 the learner could identify ways in which this issue can be tackled to bring about improvements. These could include helpful positive actions such as recycling to reduce landfill sites, protecting greenbelt areas to preserve important sites for future generations etc.

Evidence for criteria 1 and 2 could be case studies, a short report, presentation or discussion.

Outcome 3 Carry out activities to help improve the environment in the local area

Explanation of criteria and examples of evidence

For criterion 1 the learner could describe two activities that they can carry out to improve the local environment. These could include an anti-litter campaign, by encouraging positive environmental campaigns such as recycling, promoting greater awareness of national schemes or campaigns such as National Trust, Greenpeace. Evidence could be a learner statement, presentation or discussion

For criterion 2 the learner could carry out at least two activities as identified in criterion 1 to improve the local environment. The learner will need to demonstrate how they can play an active part in improving their own environment. Evidence could be case studies, an assignment, a short report, presentation or discussion.

For criterion 3 the learner could describe the benefits of these activities for the local area. These could include regular litter collections, weekly recycling collections etc. Evidence could be a learner statement, presentation or discussion.

For criterion 4 the learner could say what actions are needed to maintain improvements in the future. These could include the development of legislation, continuing education, etc. Evidence could be a learner statement, presentation or discussion.

DP115 Managing social relationships

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

Explanation of criteria and examples of evidence

For criterion 1 the two situations identified must be clearly different, for example one formal and one informal; one with familiar and one with unfamiliar people; one in a small group situation and one in a large group situation. Evidence could be a brief explanation of why that requires them to interact and could be a discussion or learner statement.

For criterion 2 the learner could include positive behaviours from body language, constructive criticism and assertive behaviour. Evidence could be a learner statement or discussion.

For criterion 3 the learner needs to explain the importance of positive behaviours. These could include making eye contact with someone to let them they know you are listening to them, active listening, communicating appropriately, showing respect, etc. Evidence could be a learner statement or discussion.

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

Explanation of criteria and examples of evidence

For criterion 1 the learner could provide evidence of their active role in two exchanges. These could be (but are not required to be) exchanges within the same social situations identified for outcome, criterion 1, e.g. meeting a new person at a wedding or ordering the food at a family meal out. Also naturally occurring exchanges between learners or assessor and learner could be used e.g. a small group of learners planning an activity, a progress review or to discuss an issue.

For criteria 2 and 3 the learner needs to highlight positive behaviours and formal and informal communication techniques, both verbal and non-verbal used during the exchanges. It is recommended that any appropriate behaviours or communication techniques should take into account issues of equality and diversity.

This unit could be successfully covered by an overall assignment whereby the learner provides a presentation, written or verbal report describing two social interactions in which they actively participated, giving examples of the positive behaviours used and explaining why this was important. Evidence of exchanges could be provided by means of audio or video tapes, photographs, summaries of conversations and witness testimonies.

DP116 Exploring the impact of diversity in our communities

Outcome 1 Know how attitudes about diversity can influence behaviour

Explanation of criteria and examples of evidence

For criterion 1 the learner could identify different attitudes about diversity. This should include positive and negative attitudes, for example positive attitudes towards multiculturalism and negative attitudes towards different racial groups. Attitudes about diversity could include thoughts and feelings around different beliefs and values, the nature of variety, being different through religion, race, gender, age, culture, sexual orientation and disability.

For criterion 2 the learner could provide specific examples of how these attitudes can influence behaviour. These could include exploring the connections between attitudes and values towards diversity, tolerance, developing an inclusive approach within friendship groups, schools, families and wider society and positive and negative influences e.g. prejudice and bullying and multi-cultural and inter-generational influences.

Evidence for criteria 1 and 2 could be through practical case studies, together with individual reports or written checklists.

Outcome 2 Understand diverse values in the local community

Explanation of criteria and examples of evidence

For criterion 1 the learner could outline the key features of a diverse community. This should include religion, race, gender, age, sexual orientation and disability. The community could be the learner's home town or city, region or area. Evidence could be online research with information presented on a spread sheet, chart, graph, etc.

For criterion 2 the learner could identify similarities and differences in values between people. These could include different values and beliefs about variety, similarities and differences between groups and individuals in race, gender, age, culture, religion, sexual orientation or disability, different priorities in life and the importance of individuality. Evidence could be obtained from confidential interviews or questionnaires conducted with each other or friends and relatives. The results could be summarised in short, written reports.

Outcome 3 Know how to recognise and challenge discrimination

Explanation of criteria and examples of evidence

For criterion 1 the learner could give specific examples of discrimination, e.g. homophobia, ageism, sexism or bullying. Evidence could be a learner report, case study or discussion.

For criterion 2 the learner could outline ways of challenging discrimination, including identifying and labelling discriminatory behaviour, acknowledging inappropriate attitudes, producing anti-bullying policies and promoting the importance of inclusion and diversity, tolerance and appreciation of difference. This could be evidenced from role play situations, with learners actively involved in their own assessment and producing action plans for challenging discrimination.

DP117 Government and justice in the UK

Outcome 1 Know about the key features of parliamentary democracy and government in the United Kingdom

Explanation of criteria and examples of evidence

For criterion 1 the learner could give brief, concise information about how MPs are selected, the structure of government, the role of the cabinet and the opposition. This might include constitutional monarchy, representative democracy, universal suffrage, members of parliament and local government representatives (councillors) selected in secret ballot, one MP for every constituency, general elections, House of Commons, House of Lords, etc.

For criterion 2 the learner could include clear information about the responsibilities of national, local and regional governments. This could include the responsibilities of national government, such as making and changing laws, protecting the rights of citizens, managing the economy, setting taxes and debating matters of national and international interest and the responsibilities of local government, such as county, district and parish councils.

For criterion 3 the learner could give brief detail about at least two ways the government collects money and how government decisions on the spending of public money are made. This could include raising money from a variety of taxes including income tax, VAT, business tax, etc., violations of the law, licence fees and borrowing and allocating money to assist the economy.

Evidence for criteria 1-3 could be online research with information presented in a short report, diagram, chart, etc.

Outcome 2 Understand the role of the law

Explanation of criteria and examples of evidence

For criterion 1 the learner could give at least two reasons why laws are necessary. Laws could include those which uphold democracy, control behaviour and enforce order, help society to run smoothly, European law (applies in UK as member of EU, holds precedent over national law), common law (unwritten, developed from years of custom and tradition), statute law (laws passed by parliament), civil law (rights and duties in dealings with other people) and criminal law (offences against society). Evidence could be online research with information presented in a short report, presentation or discussion.

Outcome 3 Know the role of the justice system

Explanation of criteria and examples of evidence

For criterion 1 the learner could provide information about how both a crime and a civil case are dealt with. Evidence could be generated through case studies or using real-life examples. Evidence could be online research with information presented in the form of a flow-chart showing the whole process from beginning to end or a guided discussion on the process.

Outcome 4 Be able to recognise how the law applies to young people

Explanation of criteria and examples of evidence

For criterion 1 the learner could list at least two legal age restrictions and at least two legal rights of individuals. Legal age restrictions apply to different ages e.g. 10 years, 14 years, 16 years, 17 years, 18 years and 21 years. Legal rights could include the right to know the reason why one is stopped by police, the right to only tell the police one's name and address if arrested, but the right to remain silent until one has received legal advice, the right that police require a warrant to search property, the right to not being held for more than 24 hours without being charged or released, the right for under 17 years olds needing to have a parent or appropriate adult in interviews, the right to make an official complaint, etc. Evidence could be online research with information presented in a short report, presentation or discussion.

DP118 The role of the individual in a democratic society

Outcome 1 Know about democracy in the United Kingdom

Explanation of criteria and examples of evidence

For criterion 1 the learner could give concise information about at least two features of a democratic system. These could include run by the people, rule by the majority, based on the will of the people, free elections, regular elections, secret ballots, universal suffrage, individual rights respected, no censorship, everyone kept informed, direct participation by individuals in process encouraged. Evidence could be online research with information presented in a short report, presentation or discussion.

For criterion 2 the learner could make clear what happened during at least two different stages which led up to universal suffrage in the UK. These could include the introduction of Reform Acts, Representation of the People Act 1918 (gave vote to women over 30), in 1928 voting age for women reduced to 21, in 1968 voting age for men and women reduced to 18 years and the women's suffrage movement - a right for women to vote on the same terms as men. Evidence could be online research with information presented as an annotated timeline, in a short report, presentation or discussion.

Outcome 2 Understand values which underpin democracy

Explanation of criteria and examples of evidence

For criterion 1 the learner could give examples of at least two different values which are supported in a democracy. These could include freedom of speech, individual voters being equal, individual right to hold and express opinions, the right to protest, respect for different opinions, the freedom of choice, fairness, majority rule, balancing the right of an individual with the rights of group/society as a whole, transparent systems of government, that elected individuals are accountable. Evidence could be in the form of case studies, example scenarios, learner report or discussion.

Outcome 3 Be able to participate in a democratic decision-making process

Explanation of criteria and examples of evidence

For criterion 1 the learner could give brief information about the democratic decision-making process that they are participating in. Decision-making opportunities might include situations involving college councils, choosing a charity to support, selecting a venue for an outing, setting ground rules, etc. Ways to participate in democratic process could include informal discussions, formal meetings, debates, surveys of opinions, notice boards, leaflets, negotiations, voting with a show of hands, secret ballot, e-mail poll, making a decision by a sub-group

For criterion 2 the learner could give evidence of their personal involvement in activities in the decision-making process based upon a situation listed in criterion 1.

For criterion 3 the learner could state what happened as a result of the decision-making process. This may include details of the total number of votes cast, number of votes in favour and action taken as a result of the decision-making process which could cover first past the post, proportional representation and majority decision.

Evidence for criteria 1-3 could be a role play, an assignment, a scenario, learner reflective account or a real-life example supported with minutes of meeting, notices, leaflets, witness testimonies, etc.

DP119 Rights and responsibilities of a citizen in a democracy

Outcome 1 Know the rights of citizens

Explanation of criteria and examples of evidence

For criterion 1 the learner could give a clear definition of human rights which includes reference to civil, political and economic rights. These human rights could include ensuring that citizens are treated fairly, have the right to life and liberty, able to have freedom of expression and equality before the law. These are bound up in Human Rights Act 1998 and the Equality Act 2010, 2012. Evidence could be online research with information presented in a short report, presentation or discussion.

For criterion 2 the learner could list at least two civil rights, at least two political rights and at least two social rights for United Kingdom citizens. Civil rights could include free speech, fair trial and to own property. Political rights could include being able to vote and to stand for office. Social rights could include income to live, access to state education, housing and healthcare. Evidence could be a leaflet for a new citizen to the United Kingdom, a short report or discussion.

Outcome 2 Know the responsibilities of citizenship in a democracy

Explanation of criteria and examples of evidence

For criterion 1 the learner could give at least two examples of responsibilities of citizenship. These could include a duty/obligation to each other and the community, ensuring society does not break down, respecting differences in people, treating others as one would like to be treated, having an involvement in the democratic process, etc. Evidence could be a leaflet for a new citizen to the United Kingdom, a short report or discussion.

For criterion 2 the learner could give detail of two situations where individual rights and responsibilities conflict. These could include freedom of speech versus threats from extremism and terrorism, rights to privacy versus requirement to carry identity cards, parental right to discipline a child versus responsibility to keep children safe, etc. Evidence could be a role play, short report or discussion.

Outcome 3 Understand the role of the media in a democracy

Explanation of criteria and examples of evidence

For criterion 1 the learner could give two examples of how the media influences public opinion and government policy. The media could include terrestrial television, satellite and cable, radio, social media, newspapers and the internet. Negative influences could include different media outlets supporting political parties, unregulated (and unverified) internet information, media outlets with social/political agenda, media outlets withholding or over-emphasising information. Positive influences could include freedom of speech, reporting current events, providing free market of ideas, informing the public of the action of government, representing views of the public to government, communicating ideas, raising awareness, lobbying and campaigning on issues. Evidence could be a presentation, short report or discussion supported by on-line research.

Outcome 4 Know how citizens can influence decisions

Explanation of criteria and examples of evidence

For criterion 1 the learner could include information about at least two different ways individuals, groups and organisations can influence decisions affecting communities and the environment. These could include membership of community organisations, pressure groups, national campaigns, local campaigns, volunteering, voting, joining a political party, involvement in student/local council, writing to a newspaper or media outlet, signing a petition, protesting, etc. Evidence could be a presentation, short report or discussion.

DP120 The changing nature of society in the UK

Outcome 1 Know about identity

Explanation of criteria and examples of evidence

For criterion 1 the learner could include at least two examples of the factors that play a part in an individual's identity. These could include gender, skin colour, disability, support of a political party, support of a football team, marital status, parenthood, the town/village area one lives, a regional identity, a national identity, a global identity, a religious identity, etc.

For criterion 2 the learner could explain at least two reasons why identity is important. These could include having a sense of belonging, feeling accepted, providing a strong sense of oneself, can help to recognise what individuals have in common as well as what makes an individual different, encourages a cohesion and sense of community.

Evidence for criteria 1 and 2 could be a short report, presentation or discussion.

Outcome 2 Know about the changing nature of UK society

Explanation of criteria and examples of evidence

For criterion 1 the learner could give clear information about at least two different reasons why people migrate. Reasons for coming to the UK could include; escaping war and/or poverty and/or discrimination, to find work, to find freedom from oppression, to marry, etc. Reasons for leaving the UK could include finding work, to join one's family in other parts of the world, to retire, to find a warmer climate, for a better life, etc. Evidence could be a learner statement, presentation or discussion.

For criterion 2 the learner could list at least two changes that have occurred in UK society. These could include the modern multicultural society made up of people from different ethnic, religious and cultural backgrounds, a less permissive society, the influence of technology and the economy on everyday life, etc. Evidence could be a learner statement, presentation or discussion.

For criterion 3 the learner could give brief details about at least two advantages of cultural diversity. These could include making life varied and interesting, enhancing life experiences, providing the opportunity to learn about different cultures and their contribution to society, industry, sport, food, music and entertainment, etc. Evidence could be a learner statement, presentation or discussion.

Outcome 3 Understand how community cohesion in a multicultural society can be encouraged

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to give at least two examples of shared values that promote community cohesion, such as building a more tolerant fair and transparent society in which all members share a common sense of belonging that overcomes their differences. Ways to encourage community cohesion could include respecting diversity, recognising shared values, learning from and about each other, applying and defending human rights, challenging prejudice, discrimination and stereotyping, participating and taking responsible action in reporting abused and discrimination, etc. Evidence could be a learner statement, presentation or discussion.

DP122 Interpersonal skills

Outcome 1 Know own personal skills

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to list at least four strengths they believe they do well, and list at least two weaknesses where they feel they could improve their skills, abilities or the way they communicate or interact with others. Using a basic self-SWOT analysis or pre-prepared checklist may be helpful to the learner.

Outcome 2 Understand the need for time management

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to state what is time management. This may refer to punctuality, getting tasks completed on time, optimising productivity, minimising time wasting

For this criterion (2) the learner needs to identify methods to improve time management, such as schedules, plans and resources such as clocks and techniques to use time effectively.

Outcome 3 Know about stress in self and others

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to identify at least two possible signs of symptoms of stress in self and four different signs and symptom of stress which may occur in other people. Physical signs of stress could include low energy, headaches, anxiety, depression, upset stomach, aches, pains, and tense muscles, insomnia and frequent colds and infections, etc.

Outcome 4 Know about different types of criticism

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to list in their own words the different types of criticism. The three most common being destructive, positive and constructive.

Outcome 5 Be aware of confident behaviour in self and others

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to list at least four situations in life, to illustrate when a person feels confident in their behaviour (they trust themselves and have belief in their own ability). Situations can be taken from real life situations in work or learning or personal life. Two examples of the learner and two different examples of others.

Outcome 6 Know about body language

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to be able to identify three types of body language (such as different types of gestures, posture, facial expression) and show they understand what each one identifies means or infers.

Outcome 7 Know the difference between aggressive, passive and assertive behaviour

Explanation of criteria and examples of evidence

For this criterion (1) the learner needs to list at least two examples of aggressive, passive and assertive behaviour. Examples may be based on different people in a range of settings such as work, learning or personal life. Examples could include verbal and non-verbal behaviours.

Evidence for this unit may be an assessor or learner statement or a series of statements.

DP123 Assertiveness and decision making skills

Outcome 1 Understand the meaning of assertiveness

Explanation of criteria and examples of evidence

For the first criterion (1) the learner could identify three situations when being assertive can achieve results.

For 2 the learner could list three benefits of being assertive within either their personal life or during a training programme. Examples of these benefits must show how both the learner and others were disadvantaged either individually or jointly.

For 3 the learner could list three instances of being non-assertive within either their personal life or during a training programme. Examples must show how both the learner and others were disadvantaged either individually or jointly

Outcome 2 Know how to prepare for personal decision making

Explanation of criteria and examples of evidence

For criteria 1 and 2 the learner could describe how they intend to make two personal choices which demonstrates they have considered alternatives, both positive and negative, different options, made preferences and have selected the choice in a positive manner (with confidence and assuredly).

For criteria 3 the learner could identify sources of advice which could be family, friends, colleagues or professional.

Outcome 3 Be able to use assertive behaviour to put forward own views in structured situations

Explanation of criteria and examples of evidence

For this criterion (1) the learner should participate in a role play exercise. They could identify and make a strong case (a well-considered argument to follow a course of action or make a recommendation). This argument could be communicated to another person or to a small group of people taking part in the role play. The learner may select their own case to pursue or the tutor may offer topics or a scenario which the learner may prepare for the role play.

Outcome 4 Be able to make a reasoned decision in structured situations

Explanation of criteria and examples of evidence

For criteria 1 and 2 the learner should be presented with decisions and choices to make during a planned role play. From the options offered, the learners should ask questions, listen and select the preferred options and make decisions and choices in a positive manner. They should then describe the process.

Evidence for this unit may be an assessor or learner statement or a series of statements.

Outcome 1 Know own strengths and weaknesses

Explanation of criteria and examples of evidence

For the first criterion (1) the learner needs to identify their strengths and at least three weaknesses where they feel they could improve their skills, abilities, or the way they communicate or interact with others.

Outcome 2 Know own skills and investigate ways of self-improvement

Explanation of criteria and examples of evidence

For the first criterion (1) the learner needs to identify at least three skills (the ability to do something well; this may relate to knowledge, aptitude or a talent that has been identified) which they have learned or acquired in their life, in the workplace and through training.

For 2 the learner needs to state how they will be able to use the three skills identified in 1 as a basis for future self-improvement (short-term and long-term).

Outcome 3 Understand their current life situation and relationships

Explanation of criteria and examples of evidence

For the first criterion (1) the learner needs to map out their current life, home and family relationships on a diagram or table with descriptions or develop a written or oral statement.

Outcome 4 Be able to set personal objectives and make action plans for self-improvement

Explanation of criteria and examples of evidence

For criteria 1 and 2, the learner needs to identify at least three short term goals and record these on a simple personal action plan or development plan.

For criterion 3, the learner needs to produce a simple personal action plan or development plan which describes how they will achieve the short term goals identified in (1). The learner should describe who will support them to achieve the goals, the resources needed and other information as required to enable them to achieve their goal.

DP126 Developing personal confidence and self awareness

Outcome 1 Have an understanding of reasons for feeling confident and lacking confidence

Explanation of criteria and examples of evidence

For the criteria 1 and 2, the learner needs to identify one situation in work or learning or in their personal life when they felt confident. The learner should describe how they behaved or acted.

For 3 and 4, the learner needs to identify one situation when they lacked confidence (felt timid, nervous or shy) and explain how they behaved.

For 5, the learner needs to identify how other people would have viewed them when they lacked confidence, as well as when they felt confident.

Evidence may be an assessor or learner statement.

Outcome 2 Understand effective participation in social situations

Explanation of criteria and examples of evidence

For criteria 1 and 2, the learner needs to identify three social situations when they have felt uncomfortable and give reasons for this uncomfortable feeling. These could include being nervous, not being able to participate in the conversation, not knowing how to behave (e.g. not knowing which cutlery to use, etc.), being avoided or ridiculed, etc.

For 3 the learner needs to give an example of inappropriate behaviour in a social setting. Inappropriate behaviour could be an action, attitude or communication which is not fitting or accepted by others within the social situation.

For 4 the learner needs to identify their attitude and behaviour in social situations (situations may be formal/informal, with friends or new acquaintances). The learner needs to identify ways they can change their attitude to comply with the expected behaviour of others in the group and identify how they can participate more effectively.

Outcome 3 Understand ways to manage stress

Explanation of criteria and examples of evidence

For the first criterion (1) the learner needs to state at least two possible causes of stress in their personal life, or in work or learning. These could be personality issues, financial crises, training/work-related issues, etc.

For 2 the learner needs to state how they deal with the stress they have stated in 1. This could be self or external coping strategies.

For 3 the learner needs to identify at least two techniques to reduce stress which may be therapeutic, medicinal or may relate to strategies developed in work, learning or personal life to reduce opportunities for stress

For 4 the learner needs to state the benefit of using the techniques identified in 3 and explain how they reduce their own stress levels.

Outcome 4 Be able to set personal objectives and plan for personal progression

Explanation of criteria and examples of evidence

For the first criterion (1), the learner needs to identify one short term goal which relates to their work or learning or personal environment (home/social circle) which may be achieved in the near future (possibly in a day, within a week or within a few months).

For 2, the learner needs to identify who will support them to achieve the goals, the resources

needed and other information as required to enable them to achieve their goal. This information needs to be inserted into a simple action plan (likely in the format of a table) which they will produce.

For 3, the learner needs to insert into the developed action plan the achievements identified and a form of measure which will enable the learner to know when they have achieved their goals.

For 4, the learner needs to reflect on the completed action plan covering the evidence requirements for 1-3 and identify how setting the goal and working towards it, built their self-confidence. This could be a statement, reflective account or discussion.



DP127 Improving own confidence

Outcome 1 Know about confidence

Explanation of criteria and examples of evidence

For the first criterion (1), the learner needs to identify at least two characteristics of a confident person, e.g. body language, voice, clothing, etc.

For 2, the learner needs to reflect on their own feelings to create a list of at least three personal characteristics, skills or qualities that makes/helps them feel confident. This might be to do with their health, fitness, status, self-image, etc.

For 3, the learner needs to provide at three examples of having a success. These could be scenario in which the learner feels that they have achieved.

For 4, the learner needs to outline the reasons why they want to improve their confidence. This could be for personal or work-related reasons.

Evidence for 1 to 4 may be a learner statement or a record of discussion with their assessor or supervisor.

Outcome 2 Understand how communication skills can contribute to improving confidence

Explanation of criteria and examples of evidence

For the first criterion (1) the learner needs to consider verbal, non-verbal and/or written communication skills and indicate how they think improving their communication skills will improve their confidence.

For 2 the learner needs to outline why it is important to receive and respond to others with tolerance and support. They may consider times when they may have their tolerance stretched by the communication styles of others e.g. someone who is rude or abusive, someone with a speech impediment, letters that seem threatening or unclear.

For criteria 1 and 2, evidence may be a learner statement.

For 3 the learner needs to give two benefits of being able to listen to ideas and opinions. This could be listening in both a one-to-one and a group situation. The learner should be aware of the basic rules for conversation and discussion e.g. listening, reflecting, moving the conversation forward, taking turns and demonstrate effective listening.

Evidence may be a learner statement and assessor observation/witness statement.

For 4, the learner needs to give two benefits of being able to express ideas and opinions. This could be listening in both a one-to-one and a group situation. The learner should give a clear indication of how they personally would benefit from making a contribution to a discussion e.g. they may feel accepted, valued, included.

For criteria 3 and 4, evidence may be a learner statement and assessor observation/witness statement.

Outcome 3 Know about decision-making and associated emotions and feelings

Explanation of criteria and examples of evidence

For the first criterion (1), the learner needs to define the term "decision-maker" and outline how being an effectual decision-maker can lead to increased confidence. They may consider the sort of decisions they could make currently and the decisions they would wish to be able to make and why this would improve their confidence. They may wish to reflect on a situation when they were unable to make a decision and had to be guided by the decision making of others.

For 2, the learner needs to identify an occasion when they have made an important personal decision and when they have made an important decision with another person. These decisions could be made with family, friends and colleagues.

For 3, the learner needs to list three factors that they considered when making each of the decisions in 2. These factors could be personal, financial, physical, etc.

For 4, the learner needs to give an example of a likely emotion/feeling that someone might experience when they feel fully involved in the decision-making and also when someone is marginally involved or excluded from the decision-making. These emotions/feelings could include being accepted, valued, included, etc. or being shunned, having little value, excluded, etc.

For 5, the learner needs to indicate how these feelings identified in 4 might impact on their self-confidence, self-belief or self-esteem.

Evidence for 1 to 5 may be a learner statement.

Outcome 4 Know that having goals/goals targets can increase confidence

Explanation of criteria and examples of evidence

For the first criterion (1), the learner needs to indicate the relevance of having specific goals and setting targets to increasing confidence. Learners may consider the use of small realistic and measureable targets and how they may feel when they meet their targets.

Evidence may be a learner statement.

For 2, the learner needs to list one short term goal for their personal life and one short term goal for their career/education.

For 3, the learner needs to list one long term goal for their personal life and one long term goal for their career/education.

For 4 the learner needs identify at least three ways they plan to achieve each of the goals in 2 and 3.

For 5 the learner needs to outline the steps they will take to achieve one of the identified goals from 2.

Evidence for 2 to 4 may be recorded as part of a tutorial and/or recorded on an ILP.

IH03 Introduction to healthy eating

Outcome 1 Know the effects of food on the body

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to state what the body uses food for. This can include growth and repair, energy, warmth.

For criterion 2 the learner needs to state the benefits of a healthy diet. These could be a healthy body, correct weight/bmi, good energy levels, general well-being. A healthy diet is usually a balanced range of foods, low fat, low salt, low added sugar, government recommendations (e.g. “5 a day”).

For criterion 3 the learner needs to state why different groups of people require different diets. Different groups of people could include different age ranges, those suffering ill health, those following special diets for medical, cultural or religious reasons, pregnant women. Different diets could include weight loss (including low fat, low calorie), high energy, diabetic, food allergies, cultural/religious diets, medical diets.

Evidence for criteria 1-3 could be a learner statement or discussion

Outcome 2 Know the different food groups and their contribution to a healthy, balanced diet

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to list the major food groups, such as carbohydrates, proteins, fats, vitamins and minerals and water.

For criterion 2 the learner needs to describe a healthy, balanced diet. Examples could include a variety of foods in the correct proportions, fresh, seasonal produce, healthy cooking methods without the addition of unnecessary sugar, fat or salt, etc.

For criterion 3 the learner needs to check food labels for nutritional information. This includes checking labels for energy (calorific value), protein, carbohydrates including sugar, fats including saturated fats, fibre, salt and additives. Evidence could include images of labels and their nutritional values.

For criterion 4 the learner needs to describe the importance of regular fluid/water intake in relation to a balanced diet. Regular fluid/water intake means that fresh palatable water must be available at all times and there must be a regular intake throughout the day. Regular fluid/water intake is important because it is essential for life, aids digestion and hydrates the body.

Evidence for criteria 1-4 could be a learner statement or discussion.

Unit WO57 Managing your own money

Outcome 1 Be able to compare personal income with expenditure

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify possible different sources of income, e.g. salary or wages, inheritance, gifts, pocket money, selling items, interest on savings, benefits, etc.

For criterion 2 the learner needs to identify on what they regularly spend their income, e.g. food and drink, toiletries, public transport, clothes, phone charges, entertainment, accommodation, etc.

Evidence for criteria 1 and 2 could be a learner statement or discussion.

For criterion 3 the learner needs to show how they compare income with expenditure and the importance of monitoring their expenditure. Their calculations could be based on set income and expenditures for a week.

Evidence could be a prepared scenario, or they could use their own income and expenditure figures to calculate their weekly saving.

Outline 2 Know how to save money

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to describe ways of making savings in their weekly expenditure. Identified areas of cost saving could include the home, transport, food, clothes, etc. Home savings could include turning off lights, turning down heating, etc. Transport savings could include walking, cycling, saver tickets, etc. Food savings could include making their own packed lunch, buy-one-get-one free offers, buying shop own brands or budget items, etc. Saving on clothes could include buying sales item, using charity shops, etc.

For criterion 2 the learner needs to describe the features of different savings accounts. The type of savings account could include easy-access accounts, fixed rate bonds, regular saving, child trust funds, tax free accounts, etc. The features of each type of account could include the minimum Amount needed, the ease of access, any penalties for withdrawal, the interest rates, etc.

For criterion 3 the learner needs to compare the different savings accounts identified in criterion 2 and explain which of the different savings accounts meets their individual need and why.

Evidence for criteria 1 – 3 could be a learner statement or discussion.

Outline 3 Understand borrowing money

Explanation of criteria and examples of evidence

For criterion 1 the learner needs to identify a number of reasons why borrowing money could be necessary, e.g. to pay for long-lasting items, to pay for expensive items, such as a house, motorcycle, car, washing machine, etc.

For criterion 2 the learner needs to highlight which factors to take into account before borrowing money. These might include the amount, number and frequency of the repayments, the interest rate of the loan and how this affects the total cost, the effect of changes in personal circumstances, e.g. losing their job, long term sickness, etc. which could cause compounding interest to be added.

For criterion 3 the learner needs to identify some of the different ways to borrow money, e.g. mortgages, secured loans, unsecured loans, credit cards, store cards, hire purchase, overdrafts, catalogue shopping, etc. The dangers of compound interest on store and credit cards should be highlighted.

Evidence for criteria 1 – 3 could be a learner statement or discussion.



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