

Unit CA1: Community action

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| Aim | This unit is about candidates developing an understanding of the function of community groups and encouraging them to engage in local community activities. Through this process they should be able to recognise the benefits of these activities, for themselves and for the community. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1.1 Demonstrate an understanding of the role that community groups play | 1.1.1 Describe two different community groups and their activities 1.1.2 State why these groups are important for the community |
| 1.2 Demonstrate their involvement in community activities | 1.2.1 Contribute to activities within the community 1.2.2 Explain how the activities benefit themselves and the community 1.2.3 With others plan further activities to continue/maintain benefits to the community |

At this level...

Level 1 candidates should be capable of developing a basic understanding of the role that community groups play and the benefits of participating in community activities. Candidates should be able to contribute to community activities within routine and supportive situations.

Unit EA1:

Environmental awareness

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|--------------|---|---------------------|---|
| Aim | This unit is about candidates developing an understanding of the environmental impact of their actions and about encouraging them to engage in activities to improve the environment in their local area. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1.1 Demonstrate an awareness of how the actions of humans affect the environment | 1.1.1 Give examples of human behaviours which harm the environment 1.1.2 Give examples of human behaviours which help the environment 1.1.3 Identify ways to raise awareness about environmental issues |
| 1.2 Demonstrate an understanding of environmental issues which affect the local area | 1.2.1 Describe an environmental issue which has an impact on their local area 1.2.2 Identify ways in which this issue can be tackled to bring about improvements |
| 1.3 Carry out activities to help improve the environment in the local area | 1.3.1 Describe activities that they can carry out to improve the local environment 1.3.2 Carry out at least two activities to improve the local environment 1.3.3 Describe the benefits of these activities for the local area 1.3.4 Say what actions are needed to maintain improvements in the future |

At this level...

Level 1 candidates should be capable of developing a basic understanding of the impact that human behaviour has on the environment and contribute to activities to improve their local environment, within routine and supportive situations.

Unit FSC1: Food safety in the home and community

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| Aim | This unit is about exploring the importance of handling food safely and introducing candidates to the basic elements of food hygiene. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1.1 Understand the importance of handling food safely | 1.1.1 Describe why it is important to maintain good practice when handling food 1.1.2 Identify hazards related to food safety and describe appropriate actions 1.1.3 State why it is important to store and dispose of waste safely, and give examples of how to do it |
| 1.2 Understand the importance of personal hygiene when handling food | 1.2.1 List ways to maintain personal hygiene in the food work area, including how and when to wash hands 1.2.2 List potential problems resulting from not maintaining personal hygiene in the food work area |
| 1.3 Understand the importance of cleaning a food work area | 1.3.1 State why cleaning is important in keeping food safe 1.3.2 List ways of keeping the food work area clean 1.3.3 Select and safely use appropriate cleaning materials in a food work area |
| 1.4 Understand the importance of keeping food products safely | 1.4.1 Describe how to store different types of food correctly 1.4.2 State why it is important to follow food storage instructions 1.4.3 List ways in which food should be handled to avoid contamination 1.4.4 List ways in which food should be stored to avoid contamination |
| 1.5 Handle food safely | 1.5.1 Handle food safely following correct procedures |

At this level...

Level 1 candidates should be capable of understanding the potential risks of poor practice when handling and storing food. With guidance they should be capable of following correct procedures and demonstrating safe practices when cleaning a food work area and when storing and handling food.

Unit HE1: Healthy eating

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|--------------|---|---------------------|---|
| Aim | This unit is about introducing candidates to ways in which they can contribute to a healthy lifestyle and about encouraging them to engage in activities that will improve their lifestyle. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1.1 Understand the importance of maintaining a balanced diet | 1.1.1 Describe why a balanced diet is important in leading a healthy lifestyle 1.1.2 Describe the impact of a poor diet on an individual's health 1.1.3 Identify the main food groups needed to maintain a balanced diet 1.1.4 Plan and make a balanced healthy meal or packed lunch |
| 1.2 Understand the dietary needs of different groups | 1.2.1 Identify two different groups that have specific dietary needs and describe what these needs are 1.2.2 Produce a healthy eating plan for one day for an individual with specific dietary needs |

At this level...

Level 1 candidates should be capable of understanding what is meant by a balanced diet and of recognising the dietary needs of different groups of people. In a supportive situation, candidates should be able to apply this knowledge and understanding to produce healthy meals and healthy eating plans.

Unit HL1: Healthy living

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|--------------|---|---------------------|---|
| Aim | This unit is about introducing candidates to ways in which they can contribute to a healthy lifestyle and about encouraging them to engage in activities that will improve their lifestyle. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 1.1 Understand the importance of leading a healthy lifestyle | 1.1.1 Describe the key elements of a healthy lifestyle 1.1.2 Explain why a healthy lifestyle is important |
| 1.2 Demonstrate how they contribute to own healthy lifestyle | 1.2.1 Select and carry out activities which contribute to a healthy lifestyle |
| 1.3 Review the activities undertaken to maintain a healthy lifestyle | 1.3.1 Carry out a review of their activities 1.3.2 Describe what went well and areas for improvement 1.3.3 Describe how the activities have improved their lifestyle 1.3.4 Suggest further activities which could contribute to a healthy lifestyle |

At this level...

Level 1 candidates should be capable of understanding the importance of a healthy lifestyle and of identifying activities that contribute to a healthy lifestyle. Candidates should be able to show that they can engage in such activities and review their success, within routine and supportive situations.

Unit ICD1: Identity and cultural diversity

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|--------------|--|---------------------|---|
| Aim | This unit is about raising candidates' awareness of issues to do with equality and diversity within society. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1.1 Understand aspects of cultural diversity | 1.1.1 Give a definition of the term 'cultural diversity' 1.1.2 Give examples of diverse groups in society 1.1.3 Give examples of how diversity can benefit society 1.1.4 Identify bodies who work on 'equality/diversity' issues |
| 1.2 Develop strategies to challenge antisocial behaviour | 1.2.1 Define different types of antisocial behaviour 1.2.2 Give examples of antisocial behaviour in a range of situations 1.2.3 List ways of challenging antisocial behaviour assertively |
| 1.3 Understand the value of respect and understanding | 1.3.1 List ways to encourage respect and understanding between diverse cultural groups 1.3.2 Give examples of how to show respect and understanding to diverse cultural groups |

At this level...

With guidance, Level 1 candidates should be capable of understanding the concept of cultural diversity and of giving examples of what this means in their local community and in wider contexts. They should be capable of behaving in ways that show respect for different cultures and be able to recognise, and challenge, unacceptable behaviour in others.

Unit IRR1: Individual rights and responsibilities

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|--------------|--|---------------------|---|
| Aim | This unit is about raising candidates' awareness of their rights and responsibilities as an individual within society. | | |
| Level | Level 1 | Credit value | 1 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1.1 Understand their individual rights | 1.1.1 Give examples of their rights as an individual 1.1.2 Give examples of barriers which may prevent the exercise of their rights 1.1.3 Identify sources of support and information about rights and responsibilities and describe how these could help |
| 1.2 Understand their individual responsibilities | 1.2.1 Identify their responsibilities to themselves 1.2.2 State their responsibilities to others 1.2.3 Demonstrate how they take responsibility for themselves |

At this level...

Level 1 candidates should be capable of understanding the idea of individual rights and responsibilities. They should be able to give examples of what this means for them – as an individual and in their relationships with others – in a range of situations. They should be capable of describing the help available to them in relation to their rights and responsibilities.

Unit MLT1:

Making the most of leisure time

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|--------------|---|---------------------|---|
| Aim | This unit is about helping candidates understand the options available for making good use of their leisure time. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1.1 Understand how to make the best use of their leisure time | 1.1.1 Describe the benefits of participating in leisure activities 1.1.2 Describe a range of leisure activities available to them 1.1.3 Identify ways in which they can make the best use of their leisure time |
| 1.2 Be able to participate in a range of activities | 1.2.1 Make arrangements to take part in different leisure activities to include: a) a relaxing activity b) a challenging activity c) an activity which involves learning a new skill 1.2.2 Take part in the activities |
| 1.3 Carry out a review of the activities they have tried | 1.3.1 Describe their experiences of the activities 1.3.2 State their preference for one activity from those tried out and give reasons for this choice |

At this level...

Level 1 candidates should be capable of understanding the benefits of participating in leisure activities and of recognising the range of options available to them. Candidates should be able to show that they can engage in such activities and review their success, within routine and supportive situations.

Unit MOM1:

Managing own money

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|--------------|--|---------------------|---|
| Aim | This unit is about introducing candidates to the basic elements of managing their personal finances including engaging them in planning a personal budget and carrying out transactions competently. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1.1 Understand how to plan a personal budget | 1.1.1 Prepare a personal budget plan which includes key information on income and expenditure 1.1.2 Use appropriate calculations when preparing the budget plan |
| 1.2 Understand how to manage their personal finances | 1.2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans 1.2.2 Identify an account to suit their purpose and say why it is appropriate |
| 1.3 Know how to carry out transactions | 1.3.1 Identify a range of ways in which purchases can be paid for 1.3.2 Carry out two different types of transaction 1.3.3 Use appropriate calculations and checking procedures during transactions |

At this level...

Level 1 candidates should be capable of understanding commonly used financial terms, eg income and expenditure, and basic principles of financial services, eg current and saving accounts. Initially it would be appropriate to discuss with candidates where to get information about financial products and how to manage their personal income and expenditure. They should be capable of preparing their own budget plan.

Unit PA1:

Parenting awareness

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|--------------|--|---------------------|---|
| Aim | This unit is about introducing candidates to some of the issues facing new parents and helping them to identify sources of help and support for families with babies and young children. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1.1 Demonstrate an understanding of the demands of having a baby | 1.1.1 Identify the ways in which having a new baby can be emotionally and physically demanding 1.1.2 Identify the signs of stress that new parents may show and describe the impact this may have on the family |
| 1.2 Demonstrate an understanding of the sources of help and support available for parents | 1.2.1 Describe the sources of help available for new parents 1.2.2 Describe the facilities in their local area which support parents with young children 1.2.3 Describe the benefits to new parents of help and support from a range of sources |
| 1.3 Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy | 1.3.1 Describe a range of ways to ensure the safety and health of a baby 1.3.2 Give examples of when a parent should seek medical advice about their baby's health |

At this level...

Level 1 candidates should be capable of understanding the nature of the challenges faced by new parents and of recognising the effects these may have on individuals and the wider family. Initially it would be appropriate to discuss with candidates where new parents might get help and support. However, they should be capable of recognising the benefits of help and support from different sources and of understanding what needs to be done/avoided to ensure the safety and health of a baby.

Unit MSR1:

Managing social relationships

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|--------------|---|---------------------|---|
| Aim | This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 1.1 Understand how to interact with others in a range of social situations | 1.1.1 Identify at least two social situations in which they may need to interact with others 1.1.2 Identify positive behaviours which can be used when interacting with others 1.1.3 Explain why it is important to use positive behaviours when interacting with others |
| 1.2 Demonstrate how to interact with others in a range of social situations | 1.2.1 Take an active role in exchanges on different topics, with one or more people 1.2.2 Use a range of appropriate behaviours when participating in the exchanges 1.2.3 Use appropriate formal and informal communication techniques |

At this level...

Level 1 candidates should be capable of understanding the idea of positive and negative behaviours and how these impact on social interactions. Candidates should be able to apply this understanding and interact with others in positive ways in a range of situations.

Unit PW1:

Preparation for work

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|--------------|---|---------------------|---|
| Aim | This unit is about introducing candidates to ways in which they can contribute to a healthy lifestyle and about encouraging them to engage in activities that will improve their lifestyle. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 1.1 Understand how own skills and qualities relate to those needed for working life | 1.1.1 Describe personal and employability skills and qualities which employees need 1.1.2 Describe their own skills, qualities and achievements 1.1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.1.4 Suggest areas for improvement |
| 1.2 Research personal career opportunities | 1.2.1 Find out about a range of potential job roles which interest them 1.2.2 Match their skills, qualities and achievements to a potential job role 1.2.3 Identify and prepare key information needed for an application or interview |

At this level...

Level 1 candidates should be capable of understanding what sorts of skills and qualities are needed in the workplace and of matching their own skill set and personal attributes against specific job roles. With guidance, candidates should be able to prepare the information required to apply for a job or to participate in a job interview.

Unit YMF1:

Your money in the future

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|--------------|--|---------------------|---|
| Aim | This unit is about developing candidates' understanding of the importance of planning for medium and longer-term financial security. | | |
| Level | Level 1 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 1.1 Understand the benefits of saving | 1.1.1 Describe the benefits of having a saving plan 1.1.2 Record income and spending in an average month 1.1.3 Prepare a personal saving plan for a specified purpose 1.1.4 Identify options for investing their savings |
| 1.2 Understand the impact of major life decisions on finance | 1.2.1 Identify major life decisions that could be relevant to them in the next five years 1.2.2 Describe the financial impact of one of these decisions 1.2.3 Investigate and describe options of how they could save/pay for this decision |
| 1.3 Understand how decisions about managing their money affects longer term financial security | 1.3.1 Identify the impact of poor financial decisions on how money is managed and their options in the future 1.3.2 Review their monthly spending and identify essential and non-essential purchases 1.3.3 Identify ways they could make changes to improve their current financial situation 1.3.4 Identify ways they could improve/enhance their future financial security |

At this level...

Level 1 candidates should be capable of understanding commonly used financial terms, such as income and expenditure, and of understanding the concepts of essential spending, non-essential spending and future financial security. Initially it would be appropriate to discuss with candidates where to get information about savings products and how to manage personal income and expenditure. However, they should be capable of identifying changes they could make to improve their financial situation.

Unit CA2:

Community action

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|--------------|--|---------------------|---|
| Aim | This unit is about candidates developing an understanding of the role of community groups and encouraging candidates to engage in local community activities. Through this process they should be able to identify the range of activities that community groups offer and recognise the social and personal benefits of active participation in community activities. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 2.1 Demonstrate an understanding of the role that community groups play | 2.1.1 Describe a variety of community groups and their activities 2.1.2 Explain the role of these groups within the community |
| 2.2 Demonstrate an understanding of the benefits of participation in community activities | 2.2.1 Explain how community groups benefit from the participation of individuals 2.2.2 Explain how individuals benefit from participation in community activities/groups 2.2.3 Describe any potential barriers to participation by individuals in community activities and how they can be overcome |
| 2.3 Demonstrate their involvement in community activities | 2.3.1 Identify the range of activities that community groups offer 2.3.2 Contribute to activities within the community and explain the reason for their choice of activity 2.3.3 With others plan further activities to continue/maintain benefits to the community |

At this level...

Level 2 candidates should be capable of understanding the role that community groups play and the benefits of participation in community activities. At this level, candidates should take some responsibility for selecting an appropriate opportunity for their own community service and be able to show they can meet the demands of largely straightforward tasks when contributing to community activities.

Unit EA2:

Environmental awareness

| | | | |
|--------------|--|---------------------|---|
| Aim | This unit is about candidates developing an understanding of the environmental impact of their actions and lifestyle choices, and encouraging them to engage in activities to improve the environment. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 2.1 Demonstrate an understanding of how individual actions affect the environment | 2.1.1 Describe a range of human activities that threaten the environment 2.1.2 Describe the effects that individual actions can have on the environment positively or negatively 2.1.3 Describe the effects of combined actions on the environment |
| 2.2 Demonstrate an understanding of choices that can be made in their own lives to help tackle environmental issues | 2.2.1 Describe a range of environmental issues relevant to their own lives 2.2.2 Describe changes to their lifestyle that could help to tackle environmental issues |
| 2.3 Carry out activities which help to tackle environmental issues | 2.3.1 Identify a change that they have made to their lifestyle that is positive for the environment 2.3.2 Participate in a local project that has had a positive effect on the environment 2.3.3 Explain the positive effects that the project has had on the environment |

At this level...

A Level 2 candidate should be capable of understanding the impact that human behaviour has on the environment and should be able to recognise the effects of their own lifestyle choices. At this level, candidates should take some responsibility for selecting an appropriate opportunity to take part in activities that help tackle environmental issues. Candidates should be able to meet the demands of largely straightforward tasks when participating in an environmental project or other environmental activities.

Unit FSC2: Food safety in the home and community

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|--------------|--|---------------------|---|
| Aim | This unit is about the importance of handling food safely and helping candidates to understand the significance of time and temperature when storing and cooking food. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 2.1 Understand food safety risks and responsibilities | 2.1.1 Describe why food safety is important 2.1.2 Describe how risk assessment and safe food handling contribute to good standards of food hygiene 2.1.3 Describe common food safety hazards and how to report them 2.1.4 Outline the legal responsibilities of individuals and organisations involved in handling food |
| 2.2 Understand the importance of personal hygiene for food safety | 2.2.1 Explain why personal hygiene is important for food safety 2.2.2 Describe how to maintain personal hygiene when in the food work area 2.2.3 Maintain good personal hygiene in the food work area |
| 2.3 Understand the importance of keeping the work areas clean and hygienic | 2.3.1 State why cleaning is important in keeping food safe 2.3.2 Explain how to keep the food work area and equipment clean and hygienic 2.3.3 Describe and contribute to an appropriate cleaning schedule to keep contamination risks to a minimum |
| 2.4 Understand the importance of keeping food products safe | 2.4.1 Explain how food can become contaminated by physical, chemical and biological means 2.4.2 Give examples of safe food handling practices and procedures 2.4.3 Explain the importance of temperature and time when storing, preparing, cooking, serving and transporting food |
| 2.5 Handle food safely | 2.5.1 Handle food safely following correct procedures |

At this level...

Level 2 candidates should be capable of understanding the potential risks of poor practice when handling and storing food, and of explaining how food can become contaminated by different means. They should be able to apply this knowledge and understanding to follow correct procedures and demonstrate safe practices when cleaning a food work area, and when storing and handling food.

Unit HE2:

Healthy eating

| | | | |
|--------------|---|---------------------|---|
| Aim | This unit is about enabling candidates to understand the importance of maintaining a healthy diet and to recognise how diet contributes to a healthy lifestyle. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 2.1 Understand the importance of maintaining a balanced diet | 2.1.1 Describe why a balanced diet is an important factor in leading a healthy lifestyle 2.1.2 Identify the main food groups needed by the human body for optimum health 2.1.3 Describe the characteristics of an unhealthy diet and of poor eating habits 2.1.4 Explain the impact of a poor diet on health and fitness 2.1.5 Produce a healthy eating plan for one week for own situation |
| 2.2 Understand how media representations of body image may influence eating habits | 2.2.1 Explain what is meant by 'body image' 2.2.2 Explain how and why the media portrayal of body image may impact negatively on an individual's health |
| 2.3 Understand the dietary choices and needs of different groups | 2.3.1 Explain how religion and culture can affect dietary choices and needs. 2.3.2 Explain how to meet the nutritional needs of a person with a particular religious or cultural belief. 2.3.3 Explain how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation 2.3.4 Produce a healthy eating plan for one day for an individual with specific dietary needs |

At this level...

Level 2 candidates should be capable of understanding what is meant by a balanced diet and of recognising the dietary choices/needs of different groups of people. With minimal guidance they should be able to apply this knowledge and understanding to produce healthy eating plans for themselves and for individuals with specific dietary needs. At this level, candidates should be capable of understanding how media representations of body image can influence eating habits.

Unit HL2:

Healthy living

| | | | |
|--------------|---|---------------------|---|
| Aim | This unit is about introducing candidates to ways they can contribute to a healthy lifestyle and encouraging them to engage in activities that will improve their own lifestyle and wellbeing. It also develops an understanding of how risks to health may be avoided. | | |
| Level | Level 2 | Credit value | 3 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 2.1 Recognise the characteristics and benefits of a healthy lifestyle | 2.1.1 Describe the factors that may have an impact on an individual's health and wellbeing 2.1.2 Explain the benefits of a healthy lifestyle |
| 2.2 Produce and follow a plan to lead a healthy lifestyle | 2.2.1 Describe changes in their own activities that would lead to a healthier lifestyle 2.2.2 Produce an action plan to implement positive changes towards a healthier lifestyle 2.2.3 Give reasons for the choice of activities 2.2.4 Follow action plan |
| 2.3 Review the activities undertaken | 2.3.1 Identify successful activities and those that haven't gone well and explain the reasons for this 2.3.2 Explain how the activities or lifestyle changes have had a positive effect on own wellbeing 2.3.3 Suggest further activities or lifestyle changes which could contribute to a healthier lifestyle |
| 2.4 Recognise behaviours that endanger health and understand ways to manage risks to health | 2.4.1 Describe the problems that can result from alcohol abuse 2.4.2 Describe the problems that can result from drug abuse 2.4.3 Describe the problems that can result from practising unsafe sex 2.4.4 Describe strategies which young people can use to resist pressures to take risks with their own health 2.4.5 Identify sources of help, advice and support for dealing with dangers to health |

At this level...

Level 2 candidates should be capable of understanding the benefits of a healthy lifestyle, recognising behaviours that endanger health and identifying ways to manage risks to health. They should be able to show they can take some responsibility for making changes that will lead to a healthier lifestyle and improved wellbeing.

Unit ICD2: Identity and cultural diversity

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|--------------|--|---------------------|---|
| Aim | This unit is about raising candidates' awareness of issues to do with equality and diversity within society. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 2.1 Understand the meanings of the terms social diversity and inclusion | 2.1.1 Describe the key features of social diversity 2.1.2 Define the term social inclusion 2.1.3 Describe the key features of diversity (eg ethnicity, gender) 2.1.4 Identify bodies who work on equality/diversity issues (eg Equality and Human Rights Commission) |
| 2.2 Understand equality, discrimination and prejudice | 2.2.1 Give examples of inequality in a range of situations 2.2.2 Explain the differences between discrimination and prejudice 2.2.3 Give examples of positive and negative stereotyping |
| 2.3 Understand the diversity of communities | 2.3.1 Describe the common characteristics of a range of diverse groups in society 2.3.2 Explain how society can benefit from a diverse society |

At this level...

Level 2 candidates should be capable of understanding the concepts of social diversity and social inclusion, and of giving examples of inequality, discrimination, prejudice and stereotyping. They should be able to recognise and explain how society can benefit from the presence of diverse communities.

Unit IRR2: Individual rights and responsibilities

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|--------------|--|---------------------|---|
| Aim | This unit is about raising candidates' awareness of their rights and responsibilities as an individual within society. | | |
| Level | Level 2 | Credit value | 1 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 2.1 Understand their individual rights | 2.1.1 Describe their rights as an individual 2.1.2 Describe barriers which may prevent them from exercising their rights 2.1.3 Investigate sources of information about rights and responsibilities and present their findings |
| 2.2 Understand their individual responsibilities | 2.2.1 Describe their responsibilities to themselves 2.2.2 Describe their responsibilities to others 2.2.3 Identify and demonstrate how they take responsibility for themselves |

At this level...

Level 2 candidates should be capable of understanding the idea of individual rights and responsibilities and of describing what this means for them, as an individual and in their relationships with others, in a range of situations. Candidates should be able to apply this understanding when researching and presenting information about rights and responsibilities.

Unit MLT2:

Making the most of leisure time

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|--------------|---|---------------------|---|
| Aim | This unit is about helping candidates understand the benefits of involvement and participation in recreational activities, for themselves and others. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 2.1 Understand the term 'recreation' | 2.1.1 Define the term 'recreation' 2.1.2 Describe the range of recreational activities available to young people |
| 2.2 Know about different types of recreational activities in own local area | 2.2.1 Identify the different types of recreational activities available in their local area 2.2.2 Identify appropriate recreational activities for specific user groups 2.2.3 Describe any potential barriers to participation in recreational activities for specific user groups in their local area and identify possible ways to overcome those barriers 2.2.4 Provide information about a recreational activity in their local area for a specified user group |
| 2.3 Understand the social and personal benefits of participating in recreational activities | 2.3.1 Identify the benefits of participation in recreational activities for specific user groups 2.3.2 Participate regularly in a chosen recreational activity over an agreed period of time 2.3.3 Describe the personal benefits of active participation in recreational activities |

At this level...

Level 2 candidates should be capable of understanding the benefits of participation in recreational activities and of recognising barriers to participation that may exist for some user groups. Candidates should be able to show they can take some responsibility for engaging in recreational activities that will lead to improved wellbeing.

Unit MOM2:

Managing own money

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|--------------|---|---------------------|---|
| Aim | This unit is about helping candidates to understand the importance of managing their personal finances effectively in relation to income and expenditure and to know about different ways of paying for goods and services and the implications of borrowing money. Candidates are also required to plan a personal budget. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 2.1 Understand the importance of budget planning | 2.1.1 Explain why managing money in relation to income and expenditure is important in different contexts: <ul style="list-style-type: none"> a) personal b) family c) work 2.1.2 Explain why budget planning is important when: <ul style="list-style-type: none"> a) buying a car b) planning an event c) paying bills d) shopping 2.1.3 Identify the appropriate frequency of budget planning in a range of situations |
| 2.2 Be able to keep track of 'income' and 'expenditure' | 2.2.1 Explain the terms 'income', 'expenditure', and 'disposable income' 2.2.2 Explain the importance of keeping track of income and expenditure 2.2.3 Record their income and expenditure over an agreed period of time 2.2.4 Plan a monthly personal budget to ensure expenditure does not exceed income and to maximise the benefit of any savings |

Unit MOM2:

Managing own money

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 2.3 Understand different ways of paying for goods and services | 2.3.1 Identify different ways of paying for goods and services 2.3.2 Explain the advantages and disadvantages of the different methods of payment 2.3.3 Explain their preferred methods of payment for specified goods and services and give reasons for their choice appropriate to the situation |
| 2.4 Understand the implications of borrowing money | 2.4.1 Identify ways of borrowing money over the: a) short term b) medium term c) longer term 2.4.2 Explain the advantages and disadvantages of borrowing over these periods of time 2.4.3 Identify and explain the most appropriate way of borrowing money to purchase: a) a car b) a holiday c) property |

At this level...

Level 2 candidates should be capable of understanding commonly used financial terms, eg income, expenditure, disposable income, and of understanding the concepts of essential and non-essential spending. Candidates should be able to recognise why it's important to track and manage their personal finances effectively and appreciate the implications of borrowing money. They should be capable of preparing their own monthly budget plan.

Unit PA2:

Parenting awareness

| | | | |
|--------------|--|---------------------|---|
| Aim | This unit is about introducing candidates to some of the issues facing new parents and helping them to identify sources of help and support for families with babies and young children. | | |
| Level | Level 2 | Credit value | 3 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|--|
| 2.1 Understand the stresses faced by new parents | 2.1.1 Explain the ways in which looking after a baby can be physically demanding 2.1.2 Explain how looking after a baby can be stressful emotionally 2.1.3 Identify a range of strategies that new parents can adopt to safeguard themselves from stress |
| 2.2 Understand how babies and children can be kept safe in the home | 2.2.1 Describe how to make a typical living room, kitchen and bathroom safe for babies and young children and explain the reasons for the safety measures required 2.2.2 Describe how to make a garden area safe for babies and young children 2.2.3 Identify a range of toys that would be safe for babies and young children 2.2.4 Explain the features that make toys suitable or unsuitable for particular age groups |
| 2.3 Understand the help that is available to new parents | 2.3.1 Give examples of the help provided to new parents by the statutory services 2.3.2 Give examples of the ways families of new parents can provide help and support 2.3.3 Explain the support available to new parents from other sources 2.3.4 Identify different kinds of financial help available to parents 2.3.5 Explain how to access one form of financial help |

Unit PA2:

Parenting awareness

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|---|---|
| 2.4 Understand the facilities available locally for new parents and their babies/children | 2.4.1 Identify a range of locally available leisure opportunities available for parents and young children 2.4.2 Explain the benefits for parents and children of the opportunities on offer 2.4.3 Identify a range of learning and training opportunities that are available to a parent with young children and give examples of the ways such opportunities are made accessible to the parent 2.4.4 Explain the benefits and drawbacks for parents of young children of engaging with education or training |
| 2.5 Understand the importance of developing parenting skills | 2.5.1 Describe the characteristics of an effective parent 2.5.2 Explain the benefits of good parenting skills for: <ul style="list-style-type: none"> a) the child b) the parent c) the family 2.5.3 Explain the potential consequences of poor parenting skills for: <ul style="list-style-type: none"> a) the child b) the parent c) the family 2.5.4 Give examples of support networks, and of sources of information and advice, that enable the development of parenting skills |

At this level...

Level 2 candidates should be capable of understanding the stresses faced by new parents and of identifying sources of support and strategies to deal with or help to reduce that stress. Candidates should be able to recognise how to keep babies and children safe in the home, and understand and explain the suitability of toys for particular age groups. At this level, candidates should be capable of understanding the concept of effective parenting and be able to explain the potential consequences of poor parenting skills.

Unit MSR2:

Managing social relationships

| | | | |
|--------------|---|---------------------|---|
| Aim | This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 2.1 Understand how to interact with others in a range of social situations | 2.1.1 Describe a range of social situations involving interaction with others 2.1.2 Identify positive behaviours which can be used when interacting with others and explain why they are positive 2.1.3 Give examples of a range of negative behaviours and explain their potential impact on self and others if used in social situations |
| 2.2 Interact with others in a range of social situations | 2.2.1 Take an active role in exchanges in different social situations 2.2.2 Use a range of appropriate behaviours when participating in exchanges and justify why they are appropriate 2.2.3 Use a range of appropriate formal and informal communication techniques and explain why they are appropriate to different situations |

At this level...

Level 2 candidates should be capable of understanding the idea of positive and negative behaviours and be capable of explaining how they impact on social interactions. Candidates should be able to apply this understanding and interact and communicate with others in positive ways in a range of situations.

Unit PW2: Preparation for work

| | | | |
|--------------|---|---------------------|---|
| Aim | This unit is about candidates exploring their own skills and qualities and achievements and about them matching these to the requirements of the workplace and to employment options of interest to them; candidates are then required to apply their understanding to identify key information needed for the application process. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|--|
| 2.1 Demonstrate an understanding of the skills and qualities needed for working life | 2.1.1 Identify the skills and qualities desired by employers and explain why these are desirable 2.1.2 Identify their own skills, qualities and achievements 2.1.3 Identify their employability skills and explain how these contribute to employability 2.1.4 Identify skills they could develop to enhance their employability and describe how these skills might be developed |
| 2.2 Research personal career opportunities and progression routes | 2.2.1 Describe employment options that match their skills 2.2.2 Identify and research a range of potential employment options which interest them and how they would access them 2.2.3 Investigate employment progression routes in an area of their choice 2.2.4 Demonstrate the ability to complete the key information needed for an application or interview. |

At this level...

Level 2 candidates should be capable of understanding what sorts of skills and qualities are considered desirable in the workplace and of explaining why these are important. Candidates should be able to reflect on their own skills and match these against employment options. They should be capable of preparing the information required to apply for a job or to participate in a job interview.

Unit YMF2:

Your money in the future

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|--------------|--|---------------------|---|
| Aim | This unit is about developing candidates' understanding of the importance of planning for future financial security and of how savings schemes can be used for short- and medium-term purchases and for establishing longer-term security. | | |
| Level | Level 2 | Credit value | 2 |

| Learning outcomes The learner will: | Assessment criteria The learner can: |
|--|---|
| 2.1 Understand the operation of schemes for short and medium-term saving | 2.1.1 Identify a range of schemes for saving in the short and medium term 2.1.2 Decide on the most appropriate schemes when saving for: a) a car or bike b) further or higher education 2.1.3 Produce a personal saving plan for a specified purchase |
| 2.2 Understand the impact of major life decisions on their financial situation in the future | 2.2.1 Describe life decisions they may make in the future 2.2.2 Estimate the costs of these decisions 2.2.3 Produce a detailed cost projection for one of these decisions 2.2.4 Explain the impact of this cost on their saving plans |
| 2.3 Understand the importance of managing finances to establish longer-term security | 2.3.1 Identify the types of products that would contribute to future financial security 2.3.2 Explain why financial security is important related to the following: a) health b) family c) property 2.3.3 Identify a specific product which would help to support financial security in one of the above areas |

At this level...

Level 2 candidates should be capable of understanding commonly used financial terms, such as income and expenditure, and of understanding the concepts of essential spending, non-essential spending and future financial security. Candidates should be able to explain why financial security is important and be able to give examples of how to plan and manage for future financial security. They should be capable of preparing savings plans for short-, medium- and longer-term purchases.