Unit CAE1: Community Action

Aim
This unit encourages candidates to recognise and access local community advice centres and to understand the importance of asking for help.

Level
Entry 1

Credit value
2

Learning outcomes
The learner will:

Assessment criteria
The learner can:

E1.1 Recognise who to go to for help
E1.1.1 Identify who can give them help/advice in their centre or in their local community

E1.2 Be able to demonstrate how they can access help
E1.2.1 Identify a situation where they might need help
E1.2.2 Demonstrate how to get help in their centre or in their local community

At this level...
When in a familiar environment, Entry 1 candidates should be able to recognise when they need help and who they could get it from in their centre and local community. They should be capable of understanding what is meant by ‘their centre’ and ‘local community’ and be capable of showing how they would get help if they needed it.
## Unit EAE1: Environmental Awareness

<table>
<thead>
<tr>
<th>Aim</th>
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<tbody>
<tr>
<td>This unit is about candidates developing an understanding of the</td>
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<tr>
<td>environmental issues that affect them and the environmental impact</td>
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<tr>
<td>of their actions, and encouraging them to think about how they can</td>
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<tr>
<td>help the environment.</td>
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<table>
<thead>
<tr>
<th>Level</th>
<th>Entry 1</th>
<th>Credit value</th>
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<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>E1.1 Demonstrates</td>
<td>E1.1.1 Identify things that humans do that can spoil the environment</td>
</tr>
<tr>
<td>an awareness of</td>
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<tr>
<td>how the actions</td>
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<td>of humans affect</td>
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<tr>
<td>the environment</td>
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</tr>
<tr>
<td>E1.2 Demonstrates</td>
<td>E1.2.1 Identify an environmental issue which affects their life</td>
</tr>
<tr>
<td>an awareness of</td>
<td>E1.2.2 Say how this issue affects their life</td>
</tr>
<tr>
<td>an environmental</td>
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<tr>
<td>issue which</td>
<td></td>
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<tr>
<td>affects their life</td>
<td></td>
</tr>
<tr>
<td>E1.3 Demonstrates</td>
<td>E1.3.1 Say what they could do to improve the environment</td>
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<tr>
<td>an awareness of</td>
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<tr>
<td>how they could help</td>
<td></td>
</tr>
<tr>
<td>the environment</td>
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</tbody>
</table>

### At this level...

With support, Entry 1 candidates should be capable of developing an awareness that the actions of humans affect the environment. They should be capable of recognising how environmental issues affect their own lives and identify positive actions they could take.
Unit HLE1: Healthy Living

Aim
This unit is about introducing candidates to ways in which they can contribute to and improve their lifestyle.

Level  Entry 1
Credit value  2

Learning outcomes  Assessment criteria
The learner will: The learner can:

E1.1 Recognise what is needed to lead a healthy lifestyle
E1.1.1 Identify at least two different things they can do to contribute to a healthy lifestyle

E1.2 Demonstrate how they can contribute to a healthy lifestyle
E1.2.1 Participate in an activity to contribute to a healthy lifestyle

At this level...
Candidates should be capable of understanding what is meant by a ‘healthy lifestyle’ and of recognising things they can do to make their own lifestyle healthier. Entry 1 candidates should be capable of participating in at least one activity that will contribute to a healthy lifestyle within a familiar environment, and with appropriate guidance and support.
**Unit MLTE1:**
**Making the Most of Leisure Time**

| Aim | This unit is about introducing candidates to different leisure facilities and about encouraging them to take part in a leisure activity that is relevant to them. |
| Level | Entry 1 | Credit value | 2 |
| Learning outcomes | Assessment criteria | The learner will: | The learner can: |
| E1.1 Recognise local leisure facilities | E1.1.1 Identify three different leisure facilities in their local area |
| E1.2 Be able to take part in leisure activities | E1.2.1 Take part in a leisure activity that is relevant to them | E1.2.2 Identify the benefits to themselves of taking part in the activity | E1.2.3 Identify what they liked about the activity |

**At this level...**

Candidates should be capable of understanding what is meant by ‘leisure time’ and of recognising leisure facilities in their local area. In a familiar environment and with appropriate guidance and support, Entry 1 candidates should be capable of taking part in a leisure activity, identifying what they like about the activity and recognising the benefits it brings.
### Unit MOME1: Managing own Money

**Aim**

This unit is about introducing candidates to the basic elements of managing their personal finances and carrying out simple transactions capably.

<table>
<thead>
<tr>
<th>Level</th>
<th>Entry 1</th>
<th>Credit value</th>
<th>2</th>
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</thead>
</table>

**Learning outcomes**

The learner will:

**Assessment criteria**

The learner can:

<table>
<thead>
<tr>
<th>E1.1 Recognise personal income and expenditure</th>
<th>E1.1.1 Identify regular sources of personal income</th>
<th>E1.1.2 Identify items they buy on a regular basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1.2 Recognise coins and notes and their relative value</td>
<td>E1.2.1 Use coins/notes appropriately when paying for items they buy on a regular basis</td>
<td></td>
</tr>
</tbody>
</table>

**At this level...**

Candidates should be capable of understanding the concept of income and of recognising their regular expenditure. In a familiar environment and with appropriate guidance, Entry 1 candidates should be capable of using the correct coins and notes when paying for items and recognising their relative value.
At this level...

Candidates should be capable of understanding that a baby can be demanding for new parents. In a familiar environment and with appropriate guidance, candidates should be able to identify some of the material things a baby will need and recognise where new parents can get help.
Unit PSE1: Personal Safety in the Home and Community

Aim
This unit is about developing candidates’ understanding of the risks they could face in the home and when travelling around.

Level
Entry 1

Credit value
2

Learning outcomes
The learner will:

E1.1 Be able to demonstrate ways to keep themselves safe when in the home

E1.2 Understand how to keep themselves safe when travelling around

Assessment criteria
The learner can:

E1.1.1 Identify safety tips for the following areas of the home: kitchen, living room, bathroom

E1.1.2 Demonstrate safe practices when using simple household utensils

E1.2.1 Identify some of the risks that they might face when out and about

E1.2.2 Demonstrate that they can make a simple journey ‘on their own’ to an agreed, familiar destination

At this level...

Entry 1 candidates should be capable of demonstrating safe practices when using simple household utensils. They should be capable of understanding risks they might face when travelling around and, with appropriate guidance and support, they should be able to make a simple journey on their own to an agreed familiar destination.
Unit PWE1: Preparation for Work

Aim
This unit is about encouraging candidates to think about their own skills and qualities and about the type of work they would like to do.

Level
Entry 1
Credit value 2

Learning outcomes
The learner will:

Assessment criteria
The learner can:

E1.1 Recognise personal skills and qualities
E1.1.1 Identify some of their own personal skills and qualities

E1.2 Identify what kind of work they would like to try
E1.2.1 Identify the kind of work they would like to try
E1.2.2 Identify different aspects of the work they would like to try
E1.2.3 Say why they would like to do the job
E1.2.4 Say if their own skills and qualities would be helpful in the job

At this level...
Candidates should be capable of understanding the concept of personal skills and qualities. In a familiar environment and with appropriate guidance, Entry 1 candidates should be capable of identifying the kind of work they would like to try and of recognising if they have the skills and qualities that would be helpful in that job.
**Unit UTE1: Using Technology in the Home and Community**

| Aim | This unit is about encouraging candidates to use technology safely and correctly in the home and in their centre. |
| Level | Entry 1 | Credit value | 2 |
| Learning outcomes | Assessment criteria |
| The learner will: | The learner can: |
| E1.1 Recognise how technology is used in the home | E1.1.1 Identify technological equipment in the home |
| | E1.1.2 Demonstrate safe practices when using a piece of technological equipment in the home |
| E1.2 Recognise how technology is used in your centre | E1.2.1 Identify technological equipment in their centre |
| | E1.2.2 Demonstrate safe practices when using a piece of technological equipment in their centre |

**At this level...**

Candidates should be capable of understanding what is meant by the term ‘technology’ and of recognising technological equipment at home and in their centre. In a familiar environment, and with appropriate guidance and support, Entry 1 candidates should be capable of demonstrating safe practices when using technology at home and in their centre.
## Unit CAE2: Community Action

**Aim**
This unit encourages candidates to participate in local community activities and to understand the benefits of these activities for the community.

**Level**
Entry 2

**Credit value**
2

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
</tr>
<tr>
<td>E2.1 Recognise local community groups</td>
<td>E2.1.1 Identify a community group in their local area and what it does</td>
</tr>
<tr>
<td>E2.2 Be able to demonstrate how they participate in community activities</td>
<td>E2.2.1 Participate in a community activity that is relevant to them E2.2.2 Identify how this activity benefits others</td>
</tr>
</tbody>
</table>

**At this level...**
At Entry 2 candidates should be capable of understanding what is meant by ‘local community’ and of recognising how community activities are beneficial. With appropriate support, they should be capable of participating in community activities in familiar contexts.
Unit DLE2: Dealing with Problems in Daily Life

Aim
This unit introduces candidates to the concept of problem solving and helps them to develop a systematic approach to tackling problems in their daily lives.

Level
Entry 2

Credit value
2

Learning outcomes
The learner will:

Assessment criteria
The learner can:

E2.1 Demonstrate an awareness of how to recognise straightforward problems
E2.1.1 Identify a straightforward problem
E2.1.2 Identify a way of tackling the problem, with appropriate support

E2.2 Tackle straightforward problems
E2.2.1 Tackle the problem using a given procedure
E2.2.2 Ask for advice or support if needed

At this level...
With appropriate support and in familiar contexts, Entry 2 candidates should be capable of recognising a straightforward problem and of following a given procedure to tackle it. They should be capable of asking for advice or support if needed.
## Unit DSE2: Developing Self

This unit is about individuals reflecting on their own personal development and being engaged in activities to help them improve their personal skills, qualities, abilities and behaviours. The candidate does this by working through action steps that will help them to achieve an agreed target for their self-development. The unit can help to motivate candidates and improve their confidence by providing a focus for recognising achievements. The unit is not about the acquisition of technical skills or academic knowledge; activities related to learning goals, therefore, would be more suitable as the focus of the Working Towards Goals unit.

### Learning outcomes

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>The learner can:</th>
</tr>
</thead>
</table>
| **E2.1** Be able to recognise their strengths and areas they need to develop | **E2.1.1** Identify a personal strength or ability  
**E2.1.2** Identify an area for self-development |
| **E2.2** Recognise how to develop themselves | **E2.2.1** Identify a personal skill or behaviour they need to develop  
**E2.2.2** Agree with an appropriate person a suitable target to work towards  
**E2.2.3** Identify who will support them in developing the identified skill or behaviour  
**E2.2.4** Work through activities to develop the agreed skill or behaviour |
| **E2.3** Review their development | **E2.3.1** Carry out a simple review of the progress they have made  
**E2.3.2** Identify what went well and what did not go so well |

### Assessment criteria

| **E2.1.1** Identify a personal strength or ability  
**E2.1.2** Identify an area for self-development |
| **E2.2.1** Identify a personal skill or behaviour they need to develop  
**E2.2.2** Agree with an appropriate person a suitable target to work towards  
**E2.2.3** Identify who will support them in developing the identified skill or behaviour  
**E2.2.4** Work through activities to develop the agreed skill or behaviour |
| **E2.3.1** Carry out a simple review of the progress they have made  
**E2.3.2** Identify what went well and what did not go so well |

### At this level...

With support and in familiar contexts Entry 2 candidates should be capable of recognising their strengths and areas they need to develop, and of actively working on developing their personal skills. They should be able to carry out a simple review of their progress in developing their skills or changing their behaviour.
## Unit EAE2: Environmental Awareness

| 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 | Entry 2 | Credit value | 2 |
| Learning outcomes | Assessment criteria |
| The learner will: | The learner can: |
| E2.1 Demonstrate an awareness of how the actions of humans affect the environment | E2.1.1 Identify a human behaviour which harms the environment  
E2.1.2 Identify a human behaviour which helps the environment |
| E2.2 Demonstrate an awareness of environmental issues which affects their life | E2.2.1 Identify an environmental issue which is relevant to their life  
E2.2.2 Say how this issue affects their life |
| E2.3 Be able to demonstrate a way in which they can help the environment | E2.3.1 Agree with an appropriate person an activity that they can participate in to help the environment  
E2.3.2 Participate in a given activity to help the environment |

### At this level...

At Entry 2 candidates should be capable of understanding that the actions of humans can affect the environment and recognise that environmental issues affect their own lives. Given a familiar context and appropriate support, they should be capable of participating in an activity to help improve the environment.
Unit HLE2: Healthy Living

Aim
This unit is about introducing candidates to ways in which they can contribute to a healthy lifestyle and encouraging them to engage in activities that will improve their own lifestyle.

Level | Entry 2
Credit value | 2

Learning outcomes
The learner will:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
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</thead>
<tbody>
<tr>
<td>The learner can:</td>
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</tbody>
</table>

E2.1 Recognise the steps needed to lead a healthy lifestyle

E2.1.1 Identify what they can do to contribute to a healthy lifestyle
E2.1.2 Identify an activity which will make an improvement to their lifestyle

E2.2 Demonstrate how they contribute to their own healthy lifestyle

E2.2.1 Participate in an activity to contribute to a healthy lifestyle

At this level...
At Entry 2 candidates should be capable of understanding what is meant by a ‘healthy lifestyle’ and of recognising things that they, as an individual, can do towards making their own lifestyle healthier. They should be capable of participating in at least one activity that will contribute to leading a healthy lifestyle, with appropriate support and in familiar contexts.
Unit IRRE2:
Individual Rights and Responsibilities

Aim
This unit is about raising candidates’ awareness of their rights and responsibilities as an individual.

Level
Entry 2
Credit value
1

Learning outcomes
The learner will:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
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</thead>
<tbody>
<tr>
<td>The learner can:</td>
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</tbody>
</table>

E2.1 Recognise that they have rights and responsibilities as an individual

- E2.1.1 Identify an individual right which is relevant to them
- E2.1.2 Identify a responsibility that they have for themselves
- E2.1.3 Say who could help if they have problems with their rights or responsibilities

At this level...
At Entry 2 candidates should be capable of understanding the idea of individual rights and responsibilities, and of recognising what this means for them as an individual. With support, they should be able to state who could help with issues relating to rights and responsibilities.
Unit MLTE2: Making the Most of Leisure Time

Aim

This unit is about introducing candidates to a range of leisure activities and encouraging them to think about their preferences for what they do in their leisure time.

Level

Entry 2

Credit value

2

Learning outcomes

The learner will:

E2.1 Demonstrate an awareness of how they make use of their own leisure time

E2.2 Be able to take part in leisure activities

E2.3 Demonstrate an awareness of their likes and dislikes about different activities

Assessment criteria

The learner can:

E2.1.1 Identify an activity they take part in

E2.1.2 Identify the benefits to themselves of taking part in this activity

E2.2.1 Take part in an activity which they find relaxing

E2.2.2 Take part in an activity which they find challenging

E2.3.1 Identify what they liked about the activities

E2.3.2 Identify what they did not like about the activities

At this level...

At Entry 2 candidates should be capable of understanding the benefits of taking part in a leisure activity and of recognising there are different ways they can use their leisure time. With appropriate support, and in familiar contexts, they should be capable of taking part in different activities and of identifying their likes and dislikes about their experiences.
Unit MOME2:
Managing own Money

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 capably.

Level
Entry 2

Credit value
2

Learning outcomes
The learner will:

E2.1 Recognise their income and expenditure
E2.2 Know how to carry out simple transactions

Assessment criteria
The learner can:

E2.1.1 Identify their weekly income
E2.1.2 Identify items they need to spend money on
E2.1.3 Prepare a simple personal weekly budget
E2.2.1 Demonstrate paying for an item
E2.2.2 Make simple calculations when paying for an item

At this level...

At Entry 2 candidates should be capable of understanding the concepts of income and expenditure. With appropriate support, they should be capable of preparing a simple weekly budget plan. They must be able to show they can use simple calculations when paying for an item.
Unit MSRE2: 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 Entry 2 Credit value 1

Learning outcomes
The learner will:

E2.1 Recognise how to interact with others in everyday and familiar situations

Assessment criteria
The learner can:

E2.1.1 Take part in an exchange with a familiar person about an everyday topic
E2.1.2 Use appropriate behaviours during the exchange
E2.1.3 Ask and respond to questions appropriately
E2.1.4 Express opinions simply and show respect for those of the other person

At this level...

At Entry 2 candidates should be capable of understanding the idea of appropriate behaviour. With support and practice, they should be able to interact with other people in positive ways in everyday and familiar situations.
## Unit PAE2: 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Entry 2</th>
<th>Credit value</th>
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### Learning outcomes

The learner will:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>E2.1</strong> Demonstrate an awareness of the demands of having a baby</td>
<td>E2.1.1 Identify a way in which having a new baby can be demanding for new parents</td>
</tr>
</tbody>
</table>
| **E2.2** Demonstrate an awareness of the sources of help and support available for parents | E2.2.1 Identify a source of help for new parents  
E2.2.2 Identify a facility in their local area which supports parents with young children |
| **E2.3** Demonstrate an awareness of a parent’s responsibility for keeping a baby safe and healthy | E2.3.1 Identify a way that a parent can protect a baby against an unsafe situation in the home  
E2.3.2 Give an example of when a parent should seek medical advice about their baby's health |

### At this level...

At Entry 2 candidates should be capable of understanding some of the ways in which a baby can be demanding for new parents, but they can be guided on where new parents can get help. With appropriate support and in familiar contexts, candidates should be capable of recognising how a parent can protect a baby against an unsafe situation in the home.
# Unit PSE2: Personal Safety in the Home and Community

<table>
<thead>
<tr>
<th>Aim</th>
<th>This unit is about raising candidates’ awareness of the risks they could face in the home and when travelling around. It is also about helping them to develop strategies for reducing risk.</th>
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<tr>
<td>Level</td>
<td>Entry 2</td>
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<tr>
<td>Learning outcomes</td>
<td>Assessment criteria</td>
</tr>
<tr>
<td>The learner will:</td>
<td>E2.1 Understand how to keep themselves safe when travelling around</td>
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<tr>
<td>E2.2 Be able to demonstrate ways to keep themselves safe when in the home</td>
<td>E2.2.1 Identify safety rules when using different items of home equipment</td>
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## At this level...

At Entry 2 candidates should be capable of understanding potential risks to their personal safety when travelling around and when at home. With appropriate preparation they should be able to travel independently to an unfamiliar destination using public transport. They should be capable of demonstrating safe practices when carrying out simple household activities, in familiar contexts and with appropriate support.
Unit PWE2: Preparation for Work

Aim
This unit is about candidates exploring the personal skills and qualities that employees need and matching these to their own skills and qualities; candidates are then required to consider suitable job roles and to prepare key information to apply for a specific job.

Level
Entry 2
Credit value
2

Learning outcomes
The learner will:

<table>
<thead>
<tr>
<th>E2.1</th>
<th>Recognise the skills and qualities needed for working life</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2.2</td>
<td>Recognise personal career opportunities</td>
</tr>
</tbody>
</table>

Assessment criteria
The learner can:

| E2.1.1 | Identify some personal skills and qualities which employees need |
| E2.1.2 | Identify their own personal skills and qualities |
| E2.2.1 | Identify a suitable job role which interests them |
| E2.2.2 | Provide key personal information needed to apply for such a job role |

At this level...

At Entry 2 candidates should be capable of understanding the concept of personal skills and qualities. They should be able to identify their own personal skills and qualities and, with appropriate support, provide the information needed to apply for a suitable job role.
At this level...

With support, Entry 2 candidates should be capable of understanding the sorts of things that will help them develop their skills as independent learners (i.e. they can recognise that planning what they are going to do and reflecting on progress are important aspects of working towards achieving personal goals). With appropriate guidance and in familiar contexts, they should be able to recognise their skills, qualities and interests, and be capable of following action steps that have been given to them to help them work towards an agreed goal.
Unit UTE2: Using Technology in the Home and Community

At this level...

Entry 2 candidates should be capable of understanding the concept of ‘technology’ and, with appropriate support, be able to recognise how different types of technology are used at home and in the local community. They should be capable of demonstrating safe practices when using technology at home and in familiar contexts outside the home.

<table>
<thead>
<tr>
<th>Aim</th>
<th>This unit is about encouraging candidates to use technology safely and correctly in the home and community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Entry 2</td>
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<td>Credit value</td>
<td>2</td>
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<tr>
<td>Learning outcomes</td>
<td>The learner will:</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The learner can:</td>
</tr>
<tr>
<td>E2.1 Recognise how technology is used in the home</td>
<td>E2.1.1 Identify how technology is used in the home</td>
</tr>
<tr>
<td>E2.2 Recognise how technology is used in the community</td>
<td>E2.1.2 Demonstrate safe practices when using Technology in the home</td>
</tr>
<tr>
<td>E2.2.1 Identify how technology is used in the local community</td>
<td>E2.2.1 Identify how technology is used in the local community</td>
</tr>
<tr>
<td>E2.2.2 Demonstrate safe practices when using Technology in the local community</td>
<td>E2.2.2 Demonstrate safe practices when using Technology in the local community</td>
</tr>
</tbody>
</table>
Unit WGE2: Working as Part of a Group

Aim
This unit supports candidates in developing their skills as active contributors when working with others on group activities.

Level
Entry 2  
Credit value
2

Learning outcomes
The learner will:  

Assessment criteria
The learner can:

E2.1 Demonstrate an awareness of how to work with others in appropriate ways
E2.1.1 Participate in setting ground rules for working with others
E2.1.2 Relate basic information about the work to be carried out
E2.1.3 Identify their role in the group

E2.2 Be able to demonstrate working as part of a group
E2.2.1 Carry out given tasks when working with others
E2.2.2 Ask for or offer help when required
E2.2.3 Identify what went well and what went less well

At this level...
With appropriate support and in familiar contexts, Entry 2 candidates should be capable of understanding how to interact with others in appropriate ways when working on a group task. They should be able to carry out tasks they are given and be able to identify what went well and less well with their work.
At this level...

At Entry 3 candidates should be capable of understanding what is meant by the term ‘local community’ and of recognising how community activities can benefit themselves and others. With appropriate guidance, they should be capable of participating in community activities in familiar contexts.
At this level...

With appropriate guidance and in familiar contexts, Entry 3 candidates should be capable of recognising a straightforward problem and of following a simple plan to tackle it. They should be able to judge whether or not the problem has been solved and be capable of reviewing their progress towards solving the problem.
Aim

This unit is about individuals reflecting on their own personal development and being engaged in activities to help them improve their personal skills, qualities, abilities and behaviours. The candidate does this by working through action steps that will help them to achieve an agreed target for their self-development. The unit can help to motivate candidates and improve their confidence by providing a focus for recognising achievements in their personal development. The unit is not about the acquisition of technical skills or academic knowledge; activities related to learning goals, therefore, would be more suitable as the focus of the Working Towards Goals unit.

Level  Entry 3  Credit value  2

Learning outcomes  Assessment criteria
The learner will:  The learner can:
E3.1 Understand how to identify areas for self-development

E3.1.1 Describe a personal strength or ability
E3.1.2 Identify an area for self-development
E3.1.3 Describe a personal skill or behaviour they need to develop

E3.2 Understand how to take responsibility for their own self-development

E3.2.1 Describe how they will develop their personal skill or behaviour
E3.2.2 Suggest a suitable target to work towards and agree it with an appropriate person
E3.2.3 Identify the support and resources needed to help them work towards the agreed target
E3.2.4 Work through activities to develop the agreed skill or behaviour

E3.3 Be able to demonstrate how they have developed personal skills

E3.3.1 Review the progress they have made
E3.3.2 Review what went well and what did not go so well
E3.3.3 Make choices about how they will continue to develop their personal skills

At this level...

At Entry 3 candidates should be capable of actively engaging in working on their personal skills. With appropriate guidance and in familiar contexts, they should be able to help plan how to develop their skills or change their behaviour, work through activities towards reaching an agreed target, review their progress and choose ways to continue to advance their personal skills.
Unit EAE3: Environmental Awareness

Aim
This unit is about candidates developing an understanding of the environmental impact of their actions and encouraging them to engage in activities to improve the environment in their local area.

Level
Entry 3
Credit value 2

Learning outcomes
The learner will:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
</table>
| **E3.1** Demonstrate an awareness of how the actions of humans affect the environment | E3.1.1 Give examples of human behaviours which harm the environment  
E3.1.2 Give examples of human behaviours which help the environment |
| **E3.2** Demonstrate an understanding of environmental issues which affect their life | E3.2.1 Identify two different types of environmental issue which are relevant to their life  
E3.2.2 Identify the effects that these issues have on their life |
| **E3.3** Be able to demonstrate a way in which they can help the environment in the local area | E3.3.1 Identify an activity that they can carry out to improve the environment in their local area  
E3.3.2 Take part in an activity to improve the environment in their local area |

At this level...
Entry 3 candidates should be capable of developing a basic understanding of the impact of their own and other people’s actions on the environment. They should also be able to take part in activities to help improve the environment, within routine and supportive situations.
At this level...

At Entry 3 candidates should be capable of understanding what is meant by a ‘healthy lifestyle’ and recognising what they could do to make an improvement to their lifestyle. They should be capable of participating in activities aimed at improving their lifestyle, with appropriate guidance and in familiar contexts.
At this level...

At Entry 3 candidates should be capable of understanding the idea of individual rights and responsibilities. They should know what this means for them as an individual and in their relationships with other people in familiar situations. With guidance, they should be able to identify sources of support and information about rights and responsibilities.
Unit MLTE3: Making the Most of Leisure Time

Aim
This unit is about introducing candidates to a range of leisure activities and encouraging them to think about their preferences for what they do in their leisure time.

Level
Entry 3
Credit value 2

Learning outcomes
The learner will:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>E3.1 Understand how to make use of their leisure time</td>
<td>E3.1.1 Identify ways in which they can use their leisure time  E3.1.2 Identify the benefits of using their leisure time in different ways</td>
</tr>
<tr>
<td>E3.2 Be able to participate in a range of activities</td>
<td>E3.2.1 Take part in an activity which they find relaxing  E3.2.2 Take part in an activity which they find challenging  E3.2.3 Take part in an activity which involves learning a new skill</td>
</tr>
<tr>
<td>E3.3 Carry out a review of the activities they have tried</td>
<td>E3.3.1 Identify what they enjoyed and did not enjoy about the activities  E3.3.2 Identify an activity they would like to try again</td>
</tr>
</tbody>
</table>

At this level...
At Entry 3 candidates should be capable of understanding the benefits of taking part in different leisure activities and of recognising there are different ways they can use their leisure time. With appropriate guidance and in familiar contexts, they should be capable of taking part in activities and reviewing their experiences.
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 capably.

Level
Entry 3

Credit value
2

Learning outcomes
The learner will:

E3.1 Understand how to plan a personal budget
E3.2 Know how to carry out transactions

Assessment criteria
The learner can:

E3.1.1 Identify their source(s) of income
E3.1.2 Identify their key items of expenditure
E3.1.3 Prepare a straightforward weekly budget plan
E3.1.4 Identify an appropriate way to save surplus money
E3.2.1 Identify two different ways of paying for items
E3.2.2 Demonstrate paying for an item
E3.2.3 Use appropriate calculations when paying for items

At this level...
At Entry 3 candidates should be capable of understanding the concepts of ‘income’ and ‘expenditure’ and of recognising that there are different ways of paying for goods and services. After discussion about how to manage personal income and expenditure, they should be capable of preparing a straightforward weekly budget plan. They must be able to show they can use appropriate calculations when paying for items.
Unit MSRE3:
Managing Social Relationships

**Aim**
This unit is about helping candidates to interact and communicate with others in appropriate ways in familiar social situations.

**Level**
Entry 3

**Credit value**
2

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>E3.1 Understand how to interact with others in familiar social situations</td>
<td>E3.1.1 Identify situations in which they may need to interact with others</td>
</tr>
<tr>
<td></td>
<td>E3.1.2 Identify positive behaviours which can be used when interacting with others</td>
</tr>
<tr>
<td>E3.2 Demonstrate how to interact with others in familiar social situations</td>
<td>E3.2.1 Take part in an exchange with one or more people about a topic in which they have an interest</td>
</tr>
<tr>
<td></td>
<td>E3.2.2 Use appropriate positive behaviours when participating in the exchange</td>
</tr>
<tr>
<td></td>
<td>E3.2.3 Make appropriate contributions</td>
</tr>
<tr>
<td></td>
<td>E3.2.4 Express opinions and respect the views of others</td>
</tr>
</tbody>
</table>

**At this level...**
At Entry 3 candidates should be capable of understanding the idea of positive behaviour and of recognising when it is important to interact positively with others. With practice, candidates should be able to interact with others in positive ways in familiar social situations.
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
Entry 3
Credit value
2

Learning outcomes
The learner will:

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| E3.1 Demonstrate an understanding of the demands of having a baby | E3.1.1 Identify the ways in which having a new baby can be emotionally demanding  
E3.1.2 Identify the ways in which having a new baby can be physically demanding |
| E3.2 Demonstrate an understanding of the sources of help and support available for parents | E3.2.1 Identify two sources of help for new parents  
E3.2.2 Identify two facilities in their local area which support parents with young children  
E3.2.3 Identify a way in which help and support can benefit new parents |
| E3.3 Demonstrate an understanding of a parent’s responsibility for keeping a baby safe and healthy | E3.3.1 Identify a way that a parent can protect a baby against an unsafe situation in the home  
E3.3.2 Identify a way that a parent can protect a baby against a health hazard  
E3.3.3 Give an example of when a parent should seek medical advice about their baby’s health |

At this level...

At Entry 3 candidates should be capable of understanding the challenges faced by new parents i.e. the emotional and physical demands of having a baby.

Candidates can be guided on where new parents might get help and support; however, they should be capable of recognising how help and support can be beneficial. With appropriate guidance they should be able to understand what might be safety and health hazards and recognise what needs to be done to protect babies against them.
Unit PSE3: Personal Safety in the Home and Community

Aim

This unit is about raising candidates’ awareness of the risks they could face in the home and when travelling around. The unit is also about helping candidates to develop strategies for reducing risk.

Level

Entry 3

Credit value

2

Learning outcomes

The learner will:

E3.1 Understand how to keep themselves safe when travelling around

Assessment criteria

The learner can:

E3.1.1 Recognise some of the risks that they might face when out and about

E3.1.2 Demonstrate how they might deal with a situation in which their safety is threatened

E3.1.3 Demonstrate that they can travel safely and independently to an unfamiliar destination using public transport

E3.2 Be able to demonstrate ways to keep themselves safe when in the home

E3.2.1 Identify safety rules for use in the home

E3.2.2 Demonstrate safe practices when carrying out household activities

At this level...

At Entry 3 candidates should be capable of understanding potential risks to their personal safety when travelling around and at home. With appropriate preparation, they should be able to travel independently to an unfamiliar destination using public transport. They should be capable of demonstrating safe practices when carrying out household activities, with guidance and in familiar contexts.
**Unit PWE3: Preparation for Work**

| Aim | This unit is about candidates exploring the personal skills and qualities employees need and matching them to their own skills and qualities. Candidates are then required to consider suitable career opportunities and to prepare key information to apply for a specific job role. |
| Level | Entry 3 | Credit value | 2 |
| Learning outcomes | Assessment criteria |
| The learner will: | The learner can: |
| E3.1 Understand the skills and qualities needed for working life | E3.1.1 Describe some personal skills and qualities which employees need |
| | E3.1.2 Identify how their own skills and qualities compare with the skills and qualities employees need |
| | E3.1.3 Identify areas for development |
| E3.2 Investigate personal career opportunities | E3.2.1 Find out about potential job roles which interest them |
| | E3.2.2 Identify a suitable potential job role |
| | E3.2.3 Prepare key personal information needed to apply for the job role |

**At this level...**

At Entry 3 candidates should be capable of understanding the concept of personal skills and qualities and of giving examples of skills and qualities valued in the workplace. They should be able to identify their own personal skills and qualities. With appropriate guidance, they should be capable of preparing the information required to apply for a specific job role.
Unit TGE3: Working Towards Goals

Aim
This unit is about individuals developing their skills as independent learners. The candidate does this by agreeing and working through action steps that will help them to acquire skills and/or knowledge to achieve a learning goal. Activities related to personal development are more suitable as the focus of the Developing Self unit.

Level | Entry 3 | Credit value | 2

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
</tr>
</tbody>
</table>
| E3.1  Be able to identify goals | E3.1.1  State their strengths and what they need to improve  
E3.1.2  Identify an appropriate short-term goal to work towards  
E3.1.3  Agree the goal with an appropriate person |
| E3.2  Be able to plan how to meet their agreed goal | E3.2.1  Identify what needs to be done to work towards the goal  
E3.2.2  Identify sources of support to help achieve their goal  
E3.2.3  Say what the deadlines are for achieving the goal |
| E3.3  Follow a plan to achieve an agreed goal | E3.3.1  Carry out activities to achieve the goal  
E3.3.2  Review their progress towards achieving the goal  
E3.3.3  Identify whether the goal has been achieved |

At this level...
At Entry 3 candidates should be capable of improving their skills as independent learners, as well as recognising their strengths and what they need to improve. With appropriate guidance and in familiar contexts, they should be capable of helping to plan their learning, of engaging with activities towards meeting a learning goal and of reviewing their progress they’ve made towards that goal.
Unit **UTE3:** Using Technology in the Home and Community

| Aim | This unit is about encouraging candidates to use technology safely and correctly in the home and community and to raise their awareness of what to do if the technology goes wrong. |
| Level | Entry 3 | Credit value | 2 |
| **Learning outcomes** | **Assessment criteria** |
| The learner will: | The learner can: |
| E3.1 Understand how and where technology is used in the home and local community | E3.1.1 Identify how and where technology is used in the home and the local community |
| | E3.1.2 Identify advantages and disadvantages of using technology in the home and local community |
| E3.2 Be able to demonstrate ways to use technology in the home and local community | E3.2.1 Demonstrate safe practices when using different types of technology in the home and local community |
| | E3.2.2 Demonstrate what to do if the technology being used goes wrong |

**At this level...**

At Entry 3 candidates should be capable of understanding the concept of ‘technology’ and of recognising how it is used for different purposes and in different situations.

With appropriate guidance and in familiar contexts, candidates should be capable of demonstrating safe practices when using different types of technology, both at home and outside the home, and of taking appropriate action when things go wrong.
**Unit WGE3: Working as Part of a Group**

| Aim | This unit supports candidates in developing their skills as active contributors when working with others on group activities. |
| Level | Entry 3 | Credit value | 2 |
| Learning outcomes | Assessment criteria |
| The learner will: | The learner can: |
| E3.1 Know how to work with others in appropriate ways | E3.1.1 Contribute to setting ground rules for working with others  
E3.1.2 Make suggestions about the role they should play in the group |
| E3.2 Be able to play an active role in working as part of a group | E3.2.1 Carry out agreed activities when working with others on a group task  
E3.2.2 Make suggestions and receive feedback appropriately  
E3.2.3 Ask for or offer help when required |
| E3.3 Review their role in the group | E3.3.1 Review their work with others  
E3.3.2 Identify how they contributed to the group  
E3.3.3 Identify what went well and areas they could improve in working with others |

**At this level...**

With appropriate guidance and in familiar contexts, Entry 3 candidates should be capable of playing an active role when working with others on a group task and should be able to show that they can interact with others in appropriate ways. They should be capable of recognising what they have contributed to the work of the group and be able to identify improvements they could make when working with others.