Unit IWWO1:
Introduction to working with others

Aim	To develop skills in working co-operatively with others		
Level	1	Credit value	2

Learner outcomes The learner will:	Assessment criteria The learner can:	
1.1 Confirm what the group is going to do and help plan how to do it	1.1.1	Describe how working in a group is different from working with one other person
	1.1.2	Describe the ground rules for working with others
	1.1.3	Check what is the group's goal
	1.1.4	Identify the tasks that need to be done, and his/her responsibilities
	1.1.5	Check and describe the arrangements for working together
1.2 Work with others towards achieving the shared goals	1.2.1	Get what he/she needs to carry out tasks
	1.2.2	Complete tasks without disrupting or offending others
	1.2.3	Complete his/her tasks safely following the methods he/she has been shown
	1.2.4	Check progress, and ask for help when appropriate
	1.2.5	Offer support to others when appropriate
1.3 Identify ways he/she helped to work towards the group's goals, and how to improve his/her work with others	1.3.1	Identify what went well and what went less well when working with others
	1.3.2	Identify how he/she helped to achieve things together
	1.3.3	Suggest ways of improving working with others next time

Mandatory evidence	Recommended documents
• IWWO: Ground rules and planning sheet • IWWO: Witness Statement • IWWO: Review	• Learning Log (or activity log) • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in working with others as part of a group and to show they can apply their skills within routine and supportive situations.

Unit PRL1:
Planning and reviewing learning

Aim	To develop skills in planning and reviewing learning		
Level	1	**Credit value**	2

Learner outcomes	Assessment criteria	
The learner will:	The learner can:	
1.1 Confirm his/her targets and plan how to meet these, with the person setting them	1.1.1	Describe why targets are important
	1.1.2	Make sure targets clearly show what he/she wants to achieve
	1.1.3	Identify clear action points and deadlines
	1.1.4	Identify where to get the support he/she needs, and arrangements for reviewing progress
1.2 Follow his/her plan to help meet targets and improve performance	1.2.1	Work through his/her action points to complete work on time
	1.2.2	Describe different ways of learning and how he/she learns best
	1.2.3	Use ways of learning suggested by his/her supervisor and make changes when needed to improve performance
	1.2.4	Use support given by others to help meet his/her targets
1.3 Review his/her progress and achievements with an appropriate person	1.3.1	Identify what he/she learned and state how he/she learned
	1.3.2	State what has gone well and what has gone less well
	1.3.3	Identify targets he/she has met and describe his/her achievements
	1.3.4	Use feedback to help say what is needed to improve his/her performance

Mandatory evidence	Recommended documents
• PRL: Plan • PRL: Learning Log • PRL: Review	• Evidence relevant to the unit, including evidence of target achievement

At this level

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in planning and reviewing learning and to show they can apply their skills within routine and supportive situations.

Unit DWP1:
Dealing with problems in daily life

Aim	To develop skills in resolving problems		
Level	1	**Credit value**	2

Learner outcomes The learner will:	Assessment criteria The learner can:	
1.1 Know how to recognise a straightforward problem and identify ways to tackle it	1.1.1	Describe a straightforward problem and describe its effects
	1.1.2	Suggest ways in which they might tackle the problem
	1.1.3	Select a way to tackle the problem and agree it with an appropriate person
1.2 Be able to plan and carry out activities to tackle a problem	1.2.1	Plan the activities needed to tackle the problem
	1.2.2	Identify resources to help tackle the problem
	1.2.3	Carry out planned activities
1.3 Be able to carry out a review of his/her methods and the skills he/she used in tackling the problem	1.3.1	Review the approach used to tackle the problem
	1.3.2	Describe what went well and what did not go so well
	1.3.3	Identify whether the problem has been solved

Mandatory evidence	Recommended documents
• DWP: Planning sheet • DWP: Plan and Review	• Learning Log (or activity log) • Other evidence relevant to the unit, showing the process of working towards a solution of the problem

At this level

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in tackling problems and to show they can apply their skills within routine and supportive situations.

Unit PCR1:
Planning and carrying out research

Aim	To develop skills in planning and carrying out research		
Level	1	Credit value	2

Learner outcomes	Assessment criteria	
The learner will:	The learner can:	
1.1 Plan research	1.1.1	Identify a general topic or broad area of interest
	1.1.2	Agree different features of the topic that could be investigated and identify which aspect they want to research
	1.1.3	With help state what the research will tell him/her
	1.1.4	Plan how to carry out the research including how and where to get information, and deadlines
1.2 Carry out the research plan	1.2.1	Follow the research plan
	1.2.2	Keep a record of sources of information and research activities
	1.2.3	Show an understanding of the chosen topic by describing what he/she has found out
1.3 Present the findings of the research	1.3.1	Prepare for presenting the findings of the research
	1.3.2	Present the findings of the research using a suitable method
	1.3.3	Agree ways to improve research skills

Mandatory evidence	Recommended documents
• PCR: Planning Sheet • PCR: Do, Review and Tutor Statement Sheet • Annotated source materials • Evidence of the presentation of the research	• Learning Log (or activity log) • Other evidence relevant to the unit

At this level

At Level 1, subject matter and materials chosen for research should be straightforward – i.e. those that the candidate often meets during their studies, work or other activities. Methods used to present the research should be agreed with the tutor.

Unit GD1:
Group discussion

Aim	To develop skills in preparing for and taking part in a group discussion		
Level	1	Credit value	1

Learner outcomes	Assessment criteria
The learner will:	The learner can:
1.1 Provide information relevant to the subject and purpose of the discussion	1.1.1 Find out about the subject
	1.1.2 Say things that are relevant and suit the purpose of the discussion
	1.1.3 Give information and present points of view clearly
1.2 Communicate in ways that suit the situation	1.2.1 Judge when to speak and how much to say
	1.2.2 Use tone, pace and volume to suit the situation
	1.2.3 Use words that everyone can understand
1.3 Listen and respond appropriately to what others say	1.3.1 Show that he/she is listening by making suitable verbal responses
	1.3.2 Use appropriate body language when listening to others
	1.3.3 Ask questions to clarify points

Mandatory evidence	Recommended documents
• GD: Observation Checklist • Evidence of candidate's preparation for discussion (e.g. notes)	• Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

At Level 1, subject matter and materials chosen for discussion should be straightforward – i.e. those that the candidate often meets during their studies, work or other activities.

Unit PGP1:
Preparing for and giving a presentation

Aim	To recognise and develop skills in presentation		
Level	1	**Credit value**	2

Learner outcomes	Assessment criteria	
The learner will:	The learner can:	
1.1 Understand how to improve his/her presentation skills	1.1.1	State the characteristics of an effective presentation
	1.1.2	Identify own strengths as a presenter and what he/she needs to improve
	1.1.3	Agree two targets for improving his/her presentation skills
1.2 Prepare to give a presentation	1.2.1	Find out about the chosen topic
	1.2.2	Identify the main points to be made in the presentation taking account of the audience and situation
	1.2.3	Prepare any resources needed including selecting an image/s relevant to the chosen subject
	1.2.4	Rehearse the presentation and use feedback to make improvements
1.3 Deliver a presentation	1.3.1	Communicate clearly and use language that suits the situation
	1.3.2	Keep to the subject
	1.3.3	Make appropriate reference to the image/s during the presentation
	1.3.4	Invite questions and/or comments from the audience and give suitable responses
1.4 Review presentation skills	1.4.1	Review the presentation and the extent to which targets for improvement have been achieved
	1.4.2	Identify next steps in continuing to improve presentation skills

Mandatory evidence	Recommended documents
• PGP: Question sheet on presentation skills • PGP: Planning and Preparation Sheet • PGP: Observation Checklist and Review • Evidence of the presentation itself	• Evidence of candidate's preparation for the presentation (e.g. notes) • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

At Level 1, subject matter and materials chosen for presentation should be straightforward – i.e. those that the candidate often meets during their studies, work or other activities. Methods used for presentation should also be familiar to the candidate.

Unit DS1:
Developing self

Aim	To develop skills in planning and carrying out activities in personal development		
Level	1	Credit value	2

Learner outcomes The learner will:	Assessment criteria The learner can:
1.1 Take an active role in his/her self development	1.1.1 Describe how he/she will contribute to own self development 1.1.2 Select an area for self development 1.1.3 Explain why this area is important for his/her self development
1.2 Be able to plan for his/her self development	1.2.1 Prepare a plan for his/her identified area of self development 1.2.2 List activities, targets and timelines for his/her self development 1.2.3 Plan how to review his/her progress towards achieving his/her targets 1.2.4 Work through the agreed plan
1.3 Review his/her self development	1.3.1 Review his/her self development plan 1.3.2 Suggest improvements and amendments to the plan 1.3.3 Explain how he/she will continue with his/her self development in the future

Mandatory evidence	Recommended documents
• DS: Pre-planning Sheet • DS: Plan and Review Sheet	• Tutor statements or peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in reflecting on their self development and to show they can apply their skills, and work on making changes to their interactions with others, within routine and supportive situations.

Unit TW2:
Team working

Aim	To develop teamwork skills		
Level	2	**Credit value**	3

Learner outcomes	Assessment criteria
The learner will:	The learner can:
2.1 Plan work with others	2.1.1 Describe what makes groups or teams effective
	2.1.2 Identify what the team needs to achieve together
	2.1.3 Share relevant information to clarify what needs to be done, and individual responsibilities
	2.1.4 Confirm the arrangements for working as a team
2.2 Work co-operatively towards achieving identified objectives	2.2.1 Organise and carry out tasks to meet own responsibilities: a) safely b) using appropriate methods
	2.2.2 Describe how individual behaviour can have a positive or a negative effect on a team achieving its objectives
	2.2.3 Check progress, seeking advice from an appropriate person when required
	2.2.4 Describe how he/she supports co-operative ways of working
2.3 Recognise own contribution to teamwork and agree ways to improve work with others	2.3.1 Identify own role in helping to achieve things together
	2.3.2 Share relevant information on what went well and less well when working with others
	2.3.3 Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future

Mandatory evidence	Recommended documents
• TW: Planning sheet • TW: Doing sheet • TW: Reflection sheet • TW: Review sheet	• Learning Log (or activity log) • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

At Level 2 candidates are required to extend their use of basic techniques when working with others. This recognises their ability to take some responsibility for selecting and applying their skills to meet the demands of largely straightforward tasks.

Unit PRL2:
Planning and reviewing learning

Aim	To develop independence in planning and reviewing own learning		
Level	2	Credit value	3

Learner outcomes The learner will:	Assessment criteria The learner can:	
2.1 Confirm targets and plan how to meet these	2.1.1	Identify the targets he/she wants to achieve
	2.1.2	Explain why these targets are important to him/her
	2.1.3	Identify clear action points
	2.1.4	Explain how he/she will manage time
	2.1.5	Identify how to get the support needed
	2.1.6	Identify the arrangements for reviewing progress
2.2 Take responsibility for working towards identified targets	2.2.1	Work through action points making effective use of time management skills
	2.2.2	Describe any revisions to plan
	2.2.3	Work for short periods without close supervision
	2.2.4	Identify when support is needed and use support to meet targets
2.3 Review progress and achievements with an appropriate person	2.3.1	Identify what he/she has learned
	2.3.2	Identify targets he/she has met and evidence of achievements
	2.3.3	Describe preferred methods of learning
	2.3.4	Identify how he/she can improve performance

Mandatory evidence	Recommended documents
• PRL: Plan • PRL: Learning Log • PRL: Review	• Other evidence relevant to the unit, including evidence of target achievement

At this level

At Level 2 candidates are required to extend their use of basic techniques when planning and reviewing their learning. This recognises their ability to take some responsibility for setting targets and applying their skills to meet the demands of largely straightforward tasks.

Unit DWP2:
Dealing with problems in daily life

Aim	To develop independence in resolving problems		
Level	2	Credit value	2

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
2.1	Know how to recognise a straightforward problem and identify ways to tackle it	2.1.1	Identify a straightforward problem and describe its effects
		2.1.2	Identify how he/she will know if the problem has been resolved
		2.1.3	Explore all aspects of the problem and different ideas for tackling it
		2.1.4	Talk through the problem with an appropriate person and agree how to tackle it
2.2	Be able to plan and carry out activities to tackle a problem	2.2.1	Plan what needs to be done to tackle the problem
		2.2.2	Identify resources and support needed to help tackle the problem
		2.2.3	Carry out planned activities using support and adapting his/her plan when needed
2.3	Be able to carry out a review of his/her methods and the skills he/she used in tackling the problem	2.3.1	Identify whether the problem has been resolved
		2.3.2	Review how he/she explored and tackled the problem and identify the strengths and weaknesses of his/her approach
		2.3.3	Identify ways of improving his/her problem solving skills

Mandatory evidence	Recommended documents
• DWP: Plan • DWP: Checking and Review	• Learning Log (or activity log) • Other evidence relevant to the unit, showing the process of working towards a solution of the problem

At this level

At Level 2 candidates are required to extend their use of basic techniques when dealing with problems. This recognises their ability to take some responsibility for selecting suitable methods and applying their skills to meet the demands of largely straightforward tasks.

Unit PCR2:
Planning and carrying out research

Aim	To develop independence in planning and using research methods to reach and present conclusions		
Level	2	Credit value	2

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
2.1	Plan research	2.1.1	Identify and agree the question/s that the research activities will try to address
		2.1.2	Plan how to carry out research into the identified issue, including sources of information and/or ideas, and research methods
		2.1.3	Present his/her plan in an appropriate format
2.2	Carry out research	2.2.1	Gather information from more than one source
		2.2.2	Select appropriate information and work with it to answer his/her research question
		2.2.3	Keep a record of how information and data were collected
		2.2.4	Identify the outcomes of the research and explain conclusions
2.3	Present the outcomes of the research and review research skills	2.3.1	Prepare for presenting the outcomes of the research
		2.3.2	Present information clearly and in an appropriate format
		2.3.3	Give suitable responses to questions about the research
		2.3.4	Seek feedback and agree ways to improve his/her research skills

Mandatory evidence	Recommended documents
• PCR: Planning the Research • PCR: Carrying out the Research and Tutor Statement Sheet • Annotated source materials • Evidence of the presentation of the research	• Learning Log (or activity log) • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

At Level 2 candidates are required to extend their use of basic methods when planning and carrying out research and when presenting their findings. This recognises their ability to take some responsibility for selecting suitable methods and applying their skills to meet the demands of largely straightforward tasks.

Unit GD2:
Group discussion

Aim	To develop skills in preparing for, and moving forward, a group discussion		
Level	2	Credit value	1

Learner outcomes The learner will:	Assessment criteria The learner can:	
2.1 Make clear and relevant contributions to a discussion in a way that suits the purpose and situation	2.1.1	Find out about the subject and prepare for the discussion
	2.1.2	Make contributions that are relevant to the subject and purpose of the discussion
	2.1.3	Give information clearly and in appropriate detail
	2.1.4	Present points of view persuasively using supporting statements and evidence
	2.1.5	Use language to suit the situation
	2.1.6	Judge when to speak and how much to say
2.2 Listen and respond appropriately to what others say	2.2.1	Demonstrate listening skills by making appropriate comments and using appropriate body language
	2.2.2	Respond to questions appropriately
	2.2.3	Ask questions to elicit further information or clarify positions held by others
2.3 Help to move the discussion forward	2.3.1	Develop points made by others
	2.3.2	Use strategies to maintain the focus of the discussion on its original purpose e.g. asking questions, making links, summarising key points

Mandatory evidence	Recommended documents
• GD: Observation Checklist	• Source material used to prepare for the discussion • Other evidence relevant to the unit

At this level

At Level 2 candidates are required to extend their skills in discussion to present a point of view and move the discussion forward; subject matter should be familiar and straightforward.

Unit PGP2:
Preparing for and giving a presentation

Aim	To develop skills in using feedback to improve presentation structure and delivery		
Level	2	**Credit value**	2

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
2.1	Understand how to improve his/her presentation skills	2.1.1	State the characteristics of an effective presentation
		2.1.2	Describe the differences between a presentation designed principally to give information and one intended to be persuasive and to put across a point of view
		2.1.3	Describe the skills and qualities needed to be an effective presenter
		2.1.4	Identify own strengths as a presenter and what he/she needs to improve
		2.1.5	Agree targets for improving his/her presentation skills
2.2	Prepare to give a presentation	2.2.1	Research the chosen topic and identify information relevant to the purpose of the presentation
		2.2.2	Identify the key themes for the presentation and make notes of the main points to be made taking account of the audience and situation
		2.2.3	Ensure supporting material such as images or data are available and prepare any resources needed
		2.2.4	Rehearse the presentation on more than one occasion and use feedback to make improvements
2.3	Deliver a presentation	2.3.1	Speak clearly and use language that suits the subject, purpose and situation
		2.3.2	Explain any technical terms used
		2.3.3	Keep to the subject and use tone of voice and pace to maintain listeners' interest
		2.3.4	Use examples and/or anecdotes to illustrate key points
		2.3.5	Use an image/s to support/enhance key points during the presentation
		2.3.6	Invite questions and feedback from the audience and respond appropriately
2.4	Review presentation skills	2.4.1	Review the presentation and agree the extent to which targets for improvement have been achieved
		2.4.2	Identify next steps in continuing to improve presentation skills

Mandatory evidence	Recommended documents
• PGP: Preparing sheet • PGP: Planning sheet • PGP: Observation Checklist • PGP: Reviewing sheet	• Learning Log (or activity log) • Other evidence relevant to the unit, including the presentation material (PowerPoint hand-outs, posters, etc.)

At this level

At Level 2 candidates are required to extend their skills in preparing for and giving a presentation by agreeing and working towards targets to improve. This recognises their ability to apply their skills; subject matter and materials at this level should be largely straightforward.

Unit DS2:
Developing self

Aim	To develop independence in planning and carrying out personal development activities	
Level	2	**Credit value**

(continued)

Learner outcomes The learner will:	**Assessment criteria** The learner can:
2.1 Take an active role in his/her self development	2.1.1 Describe how he/she will contribute to own self development
	2.1.2 Describe how his/her own attitudes and behaviours could be a barrier to progress in self development
	2.1.3 Describe what would help to motivate him/her to progress in self development
	2.1.4 Select an area for self development and explain how this choice will contribute to his/her personal development
	2.1.5 Agree what will show progress in the selected area for self development
2.2 Be able to plan for his/her self development	2.2.1 Agree ways to minimise barriers to self development and to make the most of opportunities for change
	2.2.2 Prepare a plan for his/her identified area of self development including activities, targets and timelines
	2.2.3 Plan how and when to review his/her progress towards achieving his/her targets
2.3 Review his/her self development and plan for the future	2.3.1 Work through activities, and reflect on key experiences or incidents
	2.3.2 Review his/her self development plan and how successful he/she has been in dealing with the barriers he/she identified before
	2.3.3 Suggest improvements and amendments to the plan
	2.3.4 Explain how he/she will continue with his/her self development in the future

Mandatory evidence	**Recommended documents**
• DS: Pre-planning sheets • DS: Planning sheet • DS: Looking Back sheet	• Learning Log (or activity log) • Other evidence relevant to the unit, including monitoring of progress

At this level

At Level 2 candidates are required to extend their use of basic methods to identify areas to develop and include in their plans ways to deal with anticipated difficulties. This recognises their ability to take some responsibility for selecting suitable methods and applying their skills to meet the demands of largely straightforward tasks.

Unit TW3:
Team working

Aim	To develop teamwork skills through planning and carrying out activities to achieve shared objectives. This includes developing ways to work cooperatively and reviewing and improving collaborative work.		
Level	3	**Credit value**	3

Learner outcomes	Assessment criteria	
The learner will:	The learner can:	
3.1 Be able to plan collaborative work with others	3.1.1	Describe the skills needed to work well in a team
	3.1.2	Agree objectives for working together and identify what needs to be done to achieve them
	3.1.3	Share relevant information to help agree roles and responsibilities
	3.1.4	Agree suitable working arrangements with other team members
3.2 Be able to develop and maintain co-operative ways of working to achieve agreed objectives	3.2.1	Organise and complete own tasks to agreed standards and timescales
	3.2.2	Seek ways to work co-operatively such as ways to resolve conflict and ways to maintain open communication
	3.2.3	Share accurate information on progress and agree changes where necessary to achieve objectives
3.3 Be able to review work with others and agree ways of improving collaborative work in the future	3.3.1	Provide a detailed account of what went well and less well from own point of view
	3.3.2	Identify factors influencing the outcome of working with others, including own role
	3.3.3	Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future

Mandatory evidence	Recommended documents
• TW: Preparation • Own plan with roles and deadlines • TW: Do • TW: Review	• Learning Log (or activity log) • Other evidence relevant to the unit (e.g. peer and witness statements, annotated photographs, evidence of role completion)

At this level

At Level 3 candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems that arise. When working in a team this includes: collaborative planning using knowledge of individual strengths, selecting methods to organise and complete their own tasks to an acceptable standard, and seeking ways to develop co-operation and communication. Candidates will exercise autonomy and judgment when deciding how to meet their own responsibilities and when to offer or ask for support from team members.

Unit PRL3:
Planning and reviewing learning

Aim	To develop independence in managing own learning through setting targets and planning how to meet them, being proactive when engaging in the learning process, reflecting on progress, reviewing achievements and agreeing ways to continue to improve.		
Level	3	**Credit value**	3

Learner outcomes	Assessment criteria	
The learner will:	The learner can:	
3.1 Be able to set targets using information from appropriate people	3.1.1	Seek information on ways to achieve what they want to do
	3.1.2	Identify factors that might affect their plans
	3.1.3	Use this information to set realistic targets
3.2 Be able to plan how targets will be met	3.2.1	Identify clear action points
	3.2.2	Plan how to: manage time; use support; review progress; overcome possible difficulties
	3.2.3	Explain how constructive feedback and reflection can help to improve learning
3.3 Be able to take responsibility for own development using their plan to help meet targets and improve performance	3.3.1	Describe strategies for effective time management
	3.3.2	Manage time to meet deadlines, revising plan as necessary
	3.3.3	Choose appropriate ways to improve their performance, adapting approaches to meet new demands
	3.3.4	Reflect on progress, seeking feedback and support to help meet targets
3.4 Be able to review progress and evidence of achievements and agree ways to improve	3.4.1	Review approaches to the learning undertaken and identify factors affecting the quality of learning
	3.4.2	Describe targets met and evidence of achievements
	3.4.3	Consult appropriate people and agree ways to further improve own performance

Mandatory evidence	Recommended documents
• PRL: Preparation • Own plan with activities and deadlines • PRL: Do • PRL: Review	• Learning Log (or activity log) • Other evidence relevant to the unit (e.g. witness statements, annotated photographs, previous and revised test scores, video or products)

At this level

At Level 3 candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems. When planning and reviewing learning this includes: ensuring targets are realistic, planning how targets will be met and managing time effectively to meet deadlines. Although a candidate's goal should be clearly defined, a measure of complexity should be reflected both in the demand of the targets and in the timeframe for following the plan. Candidates will exercise autonomy and judgment when making decisions about learning activities, and when reviewing and revising their plan. Candidates need to be aware of different approaches both to ways of learning and of organising and managing learning.

Unit TP3:
Tackling problems

Aim	To develop skills in tackling problems and apply these skills systematically in different settings. This includes exploring a problem relevant to the candidate's situation, comparing different approaches, planning and carrying out one approach, and reviewing the outcomes.		
Level	3	**Credit value**	3

Learner outcomes	Assessment criteria
The learner will:	The learner can:
3.1 Understand how to tackle problems and the consequences of leaving them unresolved	3.1.1 Explain the processes involved in tackling problems 3.1.2 Give examples of personal and workplace issues which may be resolved using problem solving skills 3.1.3 Give examples of the possible consequences of leaving problems unresolved
3.2 Be able to explore a problem	3.2.1 Identify, analyse and accurately describe a problem 3.2.2 Agree with others how they will know the problem has been resolved 3.2.3 Explore different ways of resolving the problem 3.2.4 Compare the main features and risks of each approach
3.3 Be able to tackle the problem	3.3.1 Plan their chosen way of resolving the problem and get the goahead from an appropriate person 3.3.2 Implement plan of action, effectively using support and feedback from others to help tackle the problem 3.3.3 Regularly check progress towards resolving the problem, revising approach as necessary
3.4 Be able to check whether the problem has been resolved and review approach to tackling problems	3.4.1 Check whether the problem has been resolved 3.4.2 Analyse the results and draw conclusions on the success of the problem solving process 3.4.3 Review own approach to tackling problems, including whether other approaches might have proved more effective

Mandatory evidence	Recommended documents
• TP: Explore • TP: Plan/Do • TP: Review	• Learning Log (or activity log) • Other evidence relevant to the unit (e.g. witness statements, annotated photographs, feedback from customers, total raised)

At this level

At Level 3 candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems. When tackling problems this includes: analysing the situation to be clear about the problem and exploring ways to resolve it. Although the problem and context should be clearly defined, a measure of complexity should be reflected in the demand of the problem, the timeframe in which the problem is to be tackled and the way in which relative success is analysed. Candidates will exercise autonomy and judgment when making decisions about approaches and resources, and when reviewing and revising their plan.

Unit RS3:
Research skills

Aim	To develop research skills in an academic or work-related context, including identifying research objectives, planning and carrying out research activities, presenting findings and evaluating own performance.		
Level	3	**Credit value**	3

Learner outcomes	Assessment criteria	
The learner will:	The learner can:	
3.1 Be able to plan research	3.1.1	Explore a range of issues relevant to own situation and identify one to research
	3.1.2	Agree appropriate objectives for research
	3.1.3	Select a variety of sources to gather relevant information
	3.1.4	Identify appropriate methods and techniques which will be used to carry out the research
	3.1.5	Produce a plan on how to carry out research
3.2 Be able to carry out research	3.2.1	Carry out the research using appropriate strategies to meet identified objectives
	3.2.2	Review material collected and identify information and data most relevant to the research objectives
	3.2.3	Explain research outcomes and justify conclusions
3.3 Be able to present the findings of the research and evaluate research activities	3.3.1	Present findings and recommendations clearly and in an appropriate format
	3.3.2	Seek feedback and use it to support own evaluation of research skills

Mandatory evidence	Recommended documents
• RS: Plan • RS: Carry Out • Research findings/presentation • RS: Tutor Statement • Annotated source materials	• Learning Log (or activity log) • Other evidence relevant to the unit (e.g. data collected, feedback from the audience/peers)

At this level

At Level 3 candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems. When undertaking research, this involves clarifying objectives, selecting appropriate sources and deciding on research methods and techniques. Candidates will exercise autonomy and judgment when making decisions about their plan and completing the research activities. Although the candidate will carry out the research within a clearly defined structure, a measure of complexity should be reflected in the nature of the research objectives, the breadth of the research undertaken, the analysis required to make the best use of information/data and the requirement to give a clear justification for their conclusions. Candidates should have an awareness that there are different research methodologies.

Unit ISP3: Improving skills in preparing and presenting information

Aim	To develop and demonstrate skills in presenting information for different purposes such as communicating research outcomes or promoting their own skills and qualities when applying for a job. This includes evaluation, target-setting, planning and presenting information for different purposes and using feedback to continue to improve performance.		
Level	3	**Credit value**	4

Learner outcomes The learner will:	Assessment criteria The learner can:	
3.1 Understand what skills are needed for the effective presentation of information	3.1.1	Evaluate how information has been presented by others for different purposes such as communicating the outcomes of research or applying for a job
	3.1.2	Use conclusions drawn from the evaluation to describe the skills that are needed to present information for different purposes
	3.1.3	Observe a presentation and give feedback which identifies strengths and areas to improve
3.2 Be able to plan how to improve own presentation skills	3.2.1	Identify own strengths and weaknesses in presenting information and give examples that explain these conclusions
	3.2.2	Agree targets to improve presentation skills
	3.2.3	Plan how to develop the knowledge and skills needed to meet targets including activities and time lines
3.3 Be able to present information on own skills, qualities and achievements in a way which is fit for purpose	3.3.1	Describe a context in which information about own skills, qualities and achievements needs to be communicated
	3.3.2	Identify and select information appropriate to the context
	3.3.3	Organise information to take account of the audience and situation
	3.3.4	Present information in draft form
	3.3.5	Use feedback to monitor progress towards targets for improving presentation skills
	3.3.6	Make amendments to draft if appropriate
3.4 Be able to prepare to deliver a presentation based on research he/she has undertaken	3.4.1	Identify and select information relevant to the purpose of the presentation
	3.4.2	Organise the content of the presentation taking account of the audience and situation
	3.4.3	Prepare appropriate supporting materials and ensure resources are available when required
	3.4.4	Rehearse the presentation
	3.4.5	Use feedback to monitor progress towards targets for improving presentation skills

Unit ISP3: Improving skills in preparing and presenting information

Learner outcomes	Assessment criteria	
The learner will:	**The learner can:**	
3.5 Be able to deliver a presentation	3.5.1	Use clear language and appropriate vocabulary explaining technical terms where necessary
	3.5.2	Structure the presentation to help the audience follow the sequence of points and ideas
	3.5.3	Vary tone and pace to maintain the interest of the audience and stress the main points
	3.5.4	Use anecdotes and/or examples to relate key points to the experience of the audience
	3.5.5	Use images to illustrate key points
	3.5.6	Select and use techniques to engage the audience such as video clips, music, interactive questioning
3.6 Be able to evaluate progress towards improving presentation skills	3.6.1	Evaluate performance and describe the knowledge and skills which have been developed and improved
	3.6.2	Describe the extent to which targets have been achieved
	3.6.3	Agree ways to continue to develop presentation skills

Mandatory evidence	Recommended documents
• ISP: Evaluating Presentations • ISP: Targets and Planning • Material presented for ISP3.3, ISP3.4 • Observation Checklist(s) • ISP: Feedback and Evaluation	• Learning Log (or activity log) • Other evidence relevant to the unit (e.g. annotated source material, draft and amended material)

At this level

At Level 3, candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems. When developing and demonstrating skills in presenting information for different purposes, this includes: evaluating their own and others' strengths and weaknesses; planning how to improve their presentation skills; giving feedback; and using feedback to monitor their progress and make changes as needed. Although a candidate's targets should be clearly defined, a measure of complexity should be reflected both in the demand of the activities the candidate undertook to decide on the targets, and in the range of activities they engage in to develop their skills when preparing for and practising the presentations. Candidates will exercise autonomy and judgment when making decisions about activities to improve their presentation skills, and when responding to feedback. Candidates need to be aware of different approaches both in terms of presentation styles and of ways to manage their own development.

Unit LWE3:
Learning through work experience

Aim	To prepare for setting up a work experience placement and to take responsibility for initiating and completing a placement. The candidate will review the learning acquired and use this knowledge to inform career decisions.		
Level	3	**Credit value**	3

Learner outcomes	Assessment criteria
The learner will:	The learner can:
3.1 Understand how to identify and set up a suitable work experience placement	3.1.1 Explain what types of placement would be appropriate to own self development
	3.1.2 Identify sources of guidance and support in setting up a placement
	3.1.3 Describe the processes required to organise a placement
	3.1.4 Describe what practical issues need to be taken into account when deciding on a suitable placement
3.2 Be able to organise and prepare for a work experience placement	3.2.1 Carry out the processes required to organise a placement
	3.2.2 Agree what learning will be gained from the placement including: • The main risks to health and safety associated with this type of workplace • An understanding of how legislation impacts on the way that a workplace operates • The role of workers other than self • Opportunities for training and progression associated with this occupational sector
	3.2.3 Set a goal for own personal development to work towards during the placement
3.3 Be able to carry out activities in the workplace	3.3.1 Describe the health and safety requirements associated with own role at the placement
	3.3.2 Carry out tasks and activities to the required standard
	3.3.3 Explain how own responsibilities contribute to the work of the organisation
3.4 Be able to review what has been learnt from the workplace experience	3.4.1 Use examples from the work experience to explain what has been learnt during the placement, including: • The importance of compliance with health and safety requirements • How compliance with policies and procedures is monitored • The importance of communication between workers with different roles • The potential for progression in the sector
	3.4.2 Review the extent to which the personal development goal was achieved
	3.4.3 Explain how the experience has influenced ideas about own learning and work preferences in the future

Unit LWE3:
Learning through work experience

Mandatory evidence	Recommended documents
• LWE: Identify • LWE: Organise • Employer report • LWE: Review	• Learning Log (or placement log) • Other evidence relevant to the unit (e.g. comparison of placements, evidence of personal development, report on the placement)

At this level

At Level 3 candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems. When setting up and undertaking a work experience placement, this includes taking responsibility for: identifying sources of guidance and support; planning the placement; and carrying out workplace activities to the required standards. Although the processes required to organise a placement will be clearly defined, a measure of complexity should be reflected in the demand of working towards the candidate's personal development goal and in the nature of the other learning that is undertaken. Candidates will exercise autonomy and judgment when making decisions about the suitability of placements, organising a placement and making decisions about their work preferences in the future. Candidates need to be aware of different approaches to organising and managing learning in a workplace context.

Unit CE3:
Career exploration

Aim	To explore career opportunities across different sectors and to develop a plan focused on improving the skills and qualities needed for a career relevant to their own interests.		
Level	3	**Credit value**	3

Learner outcomes The learner will:	Assessment criteria The learner can:	
3.1 Be able to explore career opportunities in different sectors	3.1.1	Identify sources of information about career opportunities in different sectors
	3.1.2	Use appropriate criteria to judge the quality and relevance of different sources of information used
	3.1.3	Analyse information from a variety of sources to compare career options
	3.1.4	Describe the opportunities available from choosing a particular career option
	3.1.5	Describe the advantages and disadvantages of that career option
3.2 Be able to develop a career plan	3.2.1	Explain the importance of developing an individual career plan
	3.2.2	Assess the type of skills required for a particular career
	3.2.3	Evaluate own strengths and weaknesses associated with these skills
	3.2.4	Describe the personal qualities required to perform in a particular career
	3.2.5	Evaluate own strengths and weaknesses in relation to these qualities
	3.2.6	Produce a plan to improve the skills and qualities needed to develop own career

Mandatory evidence	Recommended documents
• CE: Exploration and Sources • CE: Skills and Qualities • CE: Plan	• Learning Log (or activity log) • Other evidence relevant to the unit (e.g. annotated source material, witness statements, evidence to support assessment of skills and qualities)

At this level

At Level 3 candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems. When exploring career options this includes: evaluating sources and analysing information about different opportunities, carrying out a self-assessment of skills and personal qualities in the context of a particular career goal and being able to use this information constructively as the basis for producing a realistic career plan. Candidates will exercise autonomy and judgment when doing their research on career opportunities and making decisions about their plan. Although a candidate's career aspirations may be clearly defined, a measure of complexity should be reflected in the breadth of the research they undertake and in the analysis required to make best use of sources and information acquired.

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