Qualification Specification

601/5329/5

iCQ Level 1 Diploma in Progression (RQF)

Qualification Details

Title	iCQ Level 1 Diploma in Progression (RQF)
Awarding Organisation	iCan Qualifications Limited
Fees Price List Url	https://icanqualify.net
Qualification Type	RQF
Qualification Sub Type	None
Qualification Level	Level 1
Qualification Sub Level	None
EQF Level	Level 2
Regulation Start Date	12-Dec-2014
Operational Start Date	01-Jan-2015
Offered In England	Yes
Offered In Wales	Yes
Offered In Northern Ireland	Yes
Assessment Language In English	Yes
Assessment Language In Welsh	No
Assessment Language In Irish	No
SSA	14.1 Foundations For Learning and Life
Purpose	C. Prepare for employment
Sub Purpose	C1. Prepare for employment in a broad occupational area
Total Credits	42
Min Credits at/above Level	33
Minimum Guided Learning Hours	387
Maximum Guided Learning Hours	389
Diploma Guided Learning Hours	0
Barring Classification Code	ZZZZ
Overall Grading Type	Pass
Assessment Methods	Portfolio of Evidence
Structure Requirements	To achieve this qualification learners must attain a minimum of 42 credits. Learners must attain 9 credits from the units contained in Group A (Core Skills Units). Additionally, learners must attain a minimum of 33 credits by achieving units contained in Group B (Level 1 Units).
Age Ranges	Pre-16 : No; 16-18 : Yes; 18+ : No; 19+ : Yes
Qualification Objective	This qualification provides an introduction to the skills needed for life and employment. It is for those who wish to develop skills and knowledge needed for self development and improvement

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Overarching Group	**Yes**	0	2	0	42	0
└A) Group A - Core Skills Units	**Yes**	9	0	0	9	0
└B) Group B - Level 1 Units	**Yes**	18	0	0	33	0

Group A Group A - Core Skills Units

URN	Title	Level	GLH	Credit
D/506/0578	Recognising Own Skills For Personal Development	0	30	3
D/506/5313	Personal Budgeting and Managing Money	0	30	3
F/504/8519	Developing Skills for Gaining Employment	0	30	3
F/505/8788	Skills for Employability	0	30	3
J/506/0641	Health And Safety Awareness	0	10	1
L/504/8278	Individual Rights and Responsibilities	0	10	1
L/505/8597	Introduction to Customer Service Skills	0	30	3
T/504/8484	Alcohol and Drug Misuse Awareness	0	30	3
T/504/8713	Take Part in an Activity	0	10	1

Group B Group B - Level 1 Units

URN	Title	Level	GLH	Credit
A/506/0653	Developing Personal Confidence And Self Awareness	1	27	3
A/506/1043	Understanding Customer Service	1	27	3
A/506/1205	Introduction to Alcohol Awareness for the Individual	1	27	3
D/502/0470	Managing Social Relationships	1	20	2
D/504/8429	Developing own Interpersonal Skills	1	27	3
D/505/8555	Improving Assertiveness and Decision Making	1	27	3
D/506/0760	Time Management	1	27	3
D/506/1987	Understanding Self in Conflict	1	27	3
H/506/1215	Introduction to Drug Awareness for the Individual	1	27	3
J/504/8487	Health and Safety Awareness in a Working Environment	1	9	1
K/506/5007	Developing Group and Teamwork Communication Skills	1	27	3
M/504/7494	Building a Personal Career Portfolio	1	27	3
M/504/8483	Understanding Diversity within Society	1	27	3
M/505/8656	Speaking and Listening Skills	1	27	3
M/506/0634	Understanding Equal Opportunities	1	27	3
R/506/0660	Understanding Personal And Interpersonal Conflict	1	27	3
T/504/8274	Improving Own Confidence	1	27	3
T/506/0649	Understanding Young People, Law And Order	1	27	3

Qualification Framework	: RQF
Title	: Recognising Own Skills For Personal Development
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/506/0578 : Recognising Own Skills For Personal Development

Know his/her own strengths and weaknesses.	
Assessment Criterion - The learner can:	
01.01	List his/her own personal strengths.
01.02	List his/her weaknesses.
Know his/her own skills.	
02.01	List personal skills learned in life, work and education/training.
Know his/her current life situation.	
03.01	Outline his/her current life situation.
03.02	Identify key important personal relationships.
Know how to make positive decisions.	
04.01	Using examples, identify pros and cons for making a choice in a given situation.
04.02	Make simple choices in a positive and constructive manner.
Know about personal objectives and make action plans for self-improvement.	
05.01	Identify at least two of his/her own personal short-term goals.
05.02	State how these might be achieved.

Qualification Framework	: RQF
Title	: Personal Budgeting and Managing Money
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/506/5313 : Personal Budgeting and Managing Money

Understand what is meant by income and expenditure.	
Assessment Criterion - The learner can:	
01.01	Give examples of income.
01.02	Give examples of expenditure.
Understand ways to deal with living on a limited budget.	
02.01	Identify possible difficulties of coping on a limited budget.
02.02	Give an example of how to cope with one difficulty of coping on a limited budget.
Know how to undertake financial transactions.	
03.01	Give examples of financial transactions and where they might take place.
03.02	In a given situation, indicate how to make a specific financial transaction.
Understand key financial information on everyday documents.	
04.01	Identify key items on a receipt.
04.02	Identify key items on a payslip.
Understand what saving means.	
05.01	State what saving means.
05.02	Give examples of different ways of saving.
Be able to produce a simple budget plan.	
06.01	Outline personal spending and income over a given time period.

Qualification Framework	: RQF
Title	: Developing Skills for Gaining Employment
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 14.2 Preparation for Work
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: F/504/8519 : Developing Skills for Gaining Employment

Be able to identify possible employment options.	
Assessment Criterion - The learner can:	
01.01	List areas of interest for future career options.
01.02	State any personal limitations for possible future career options.
Be able to complete an application form.	
02.01	Complete a straightforward job/training application form, providing all required information.
Be able to create a straightforward Curriculum Vitae (CV).	
03.01	Complete a prepared CV template to include essential information.
Understand how to conduct self at interview.	
04.01	State how to prepare for an interview.
04.02	Identify appropriate dress for given interview situations.
04.03	Respond in a positive manner in a short interview.
Be able to locate job and training opportunities in a local area.	
05.01	Identify possible sources of information on jobs and training in own local area.
Be able to plan for future career development.	
06.01	Produce a simple action plan with at least two short-term goals identified.

Qualification Framework	: RQF
Title	: Skills for Employability
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: F/505/8788 : Skills for Employability

Understand the need for Health and Safety procedures at work.	
Assessment Criterion - The learner can:	
01.01	List reasons for Health and Safety procedures at work.
01.02	Identify key safety signs.
01.03	Identify safe clothing for different types of work.
01.04	Outline how to maintain own safety at work.
01.05	State how to obtain help.
Be able to participate in a task in a work-simulated environment.	
02.01	Follow simple instructions.
02.02	Perform a single work task.
02.03	Perform a short sequence of tasks.
02.04	Give an example of a problem with a task.
02.05	Give possible solution to problem.
Be able to work as part of a team.	
03.01	Use questions and give answers clearly.
03.02	Work with another group member to complete a work task.
03.03	Assist other team members.
Know social skills needed for work.	
04.01	Outline what is meant by time management.
04.02	Give examples of reliable and committed behaviour at work.
04.03	State key roles in a workplace.
04.04	Give an example of dealing positively with a difficult situation.

Qualification Framework	: RQF
Title	: Health And Safety Awareness
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 10
Unit Credit Value	: 1
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: J/506/0641 : Health And Safety Awareness

Understand Health and Safety procedures and signage.	
Assessment Criterion - The learner can:	
01.01	State who they should tell in the event of an accident.
01.02	Give an example of an emergency and state one thing they should do if one happens.
01.03	Identify simple safety signs.
Be able to undertake safe working practices.	
02.01	Wear safety clothing and equipment as advised.
02.02	Follow specific instructions concerning health and safety practice in relation to a given task.

Qualification Framework	: RQF
Title	: Individual Rights and Responsibilities
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 10
Unit Credit Value	: 1
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: L/504/8278 : Individual Rights and Responsibilities

Know that they have individual rights and responsibilities	
Assessment Criterion - The learner can:	
01.01	Describe an individual right which is relevant to them
01.02	Identify sources of support and/or information about rights and responsibilities
01.03	Describe a responsibility that they have to themselves
01.04	Describe a responsibility that they have to others

Qualification Framework	: RQF
Title	: Introduction to Customer Service Skills
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 14.2 Preparation for Work
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: L/505/8597 : Introduction to Customer Service Skills

Understand the benefits to the organisation of good customer service.	
Assessment Criterion - The learner can:	
01.01	Give examples of good practice in customer service.
Understand the possible consequences of poor customer service.	
02.01	Give an example for each of how poor customer service can affect: a) Customers b) The organisation c) Staff.
Understand the value of first impressions.	
03.01	State why it is important to make a good first impression.
03.02	Give examples for each of how to make a good impression: a) Face to face b) On the telephone.
Understand positive verbal and non-verbal interaction with customers.	
04.01	Demonstrate appropriate ways of communicating with customers verbally.
04.02	Give examples of non-verbal communication.
04.03	Show how non-verbal communication can be used positively in a face-to-face situation.
Understand that respect for the individual is at the heart of good customer service.	
05.01	State why it is important to maintain customer confidentiality.
05.02	State why it is important to respect the needs of customers from different cultures and backgrounds.
Understand his/her role in dealing with complaints from customers.	
06.01	State how to report a complaint made by a customer.

Qualification Framework	: RQF
Title	: Alcohol and Drug Misuse Awareness
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 30
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: T/504/8484 : Alcohol and Drug Misuse Awareness

Know the differences between some types of drugs and alcoholic drinks.	
Assessment Criterion - The learner can:	
01.01	Identify different types of drugs that exist.
01.02	State the effects of each type.
01.03	Identify different alcoholic drinks.
01.04	State the unit strength of each.
Understand the causes of alcohol and/or drug misuse.	
02.01	State reasons why people may misuse drugs and/or alcohol.
Know the physical and/or psychological effects of drug and alcohol misuse.	
03.01	Identify physical and/or psychological effects of drug misuse.
03.02	Identify physical and/or psychological effects of alcohol misuse.
Understand the implications of drug and/or alcohol misuse on others.	
04.01	State the effects that drug and/or alcohol misuse can have on others, for example, family, friends and/or society.
Understand health issues associated with drug and alcohol misuse.	
05.01	Identify ways in which drug misuse can impact on health.
05.02	Identify ways in which alcohol misuse can impact on health.
Know about the effects of withdrawing from drugs and/or alcohol.	
06.01	State the effects of withdrawing from drugs and/or alcohol.
Know about agencies offering help and information.	
07.01	Identify sources of help and information for: drug misuse alcohol misuse.

Qualification Framework	: RQF
Title	: Take Part in an Activity
Unit Level	: Entry Level
Unit Sub Level	: Entry 3
Guided Learning Hours	: 10
Unit Credit Value	: 1
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: T/504/8713 : Take Part in an Activity

Be able to participate in an activity	
Assessment Criterion - The learner can:	
01.01	Identify an activity to do
01.02	Demonstrate participation in an activity
01.03	Identify what worked well
01.04	Identify what has been learned or gained from taking part in the activity

Qualification Framework	: RQF
Title	: Developing Personal Confidence And Self Awareness
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: A/506/0653 : Developing Personal Confidence And Self Awareness

Understand reasons for feeling confident and lacking confidence.	
Assessment Criterion - The learner can:	
01.01	Identify a situation when s/he felt confident and how s/he behaved in this situation.
01.02	Identify a situation when s/he lacked confidence and how s/he behaved in this situation.
01.03	Identify ways in which own behaviour can influence ways in which s/he is viewed by others.
Understand effective participation in social situations.	
02.01	Identify and give reasons for social situations which make her/him feel uncomfortable.
02.02	Give an example of behaviour which would be inappropriate in a social situation.
02.03	Identify ways in which s/he could change her/his attitude and behaviour in social situations to participate more effectively.
Understanding ways to manage stress.	
03.01	State what makes her/him feel stressed.
03.02	State how s/he deals with feeling stressed.
03.03	Identify techniques which can help reduce stress.
03.04	State ways in which these techniques can help her/him feel better.
Know how to set personal objectives and plan for personal progression.	
04.01	Identify one short term goal.
04.02	Produce a simple action plan which identifies ways to meet the goal.
04.03	Identify and record achievements which lead to attainment of the goal.
04.04	Identify ways in which goal setting has contributed to own self confidence.

Qualification Framework	: RQF
Title	: Understanding Customer Service
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 7.1 Retailing and Wholesaling
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: A/506/1043 : Understanding Customer Service

Understand the benefits to an organisation of good customer service.	
Assessment Criterion - The learner can:	
01.01	Outline reasons why good customer service is important for an organisation.
01.02	Identify examples of good practice in customer service.
Understand the possible consequences of poor customer service.	
02.01	Outline how poor customer service can impact on the organisation, customers and staff.
Understand the value of first impressions.	
03.01	Outline why it is important to make a good first impression.
03.02	Give examples of how to create a positive first impression when communicating: a) face to face b) on the telephone c) in writing (including by email).
Understand positive verbal and non-verbal interaction with customers.	
04.01	Identify appropriate and inappropriate ways of communicating verbally with customers in commonly met situations.
04.02	Give examples of types of non-verbal communication.
Understand that respect for the individual is at the heart of good customer service.	
05.01	Outline why it is important to maintain customer confidentiality.
05.02	Indicate ways in which s/he can respect individual customer needs from diverse cultures and backgrounds.
Understand own role in dealing with complaints from customers.	
06.01	List the types of complaints that are commonly made by customers.
06.02	Identify appropriate people that need to be informed in response to a complaint made by a customer.
06.03	Identify the details of a customers complaint that need to be recorded.
06.04	Give examples of positive ways of dealing with complaints made by customers.

Qualification Framework	: RQF
Title	: Introduction to Alcohol Awareness for the Individual
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: A/506/1205 : Introduction to Alcohol Awareness for the Individual

Know about differences in unit strengths.	
Assessment Criterion - The learner can:	
01.01	State the unit strength of at least four alcoholic drinks.
Know the possible causes of alcohol misuse.	
02.01	Identify reasons why people may misuse alcohol.
Recognise some of the physical and psychological effects of alcohol misuse.	
03.01	List some psychological and physical effects of alcohol misuse.
Be aware of the effects that alcohol misuse can have on others.	
04.01	State at least one effect that alcohol misuse can have on each of the following: family, friends, society.
Be aware of the health issues associated with alcohol misuse.	
05.01	List ways in which alcohol misuse can impact on health, for example, nutrition, liver, heart, mental health, sexual health.
Recognise the effects of withdrawing from alcohol.	
06.01	List the effects of withdrawing from alcohol.
Know some of the agencies offering help and information about alcohol misuse.	
07.01	Identify sources of help and information in relation to alcohol abuse.

Qualification Framework	: RQF
Title	: Managing Social Relationships
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 20
Unit Credit Value	: 2
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/502/0470 : Managing Social Relationships

Understand how to interact with others in a range of social situations	
Assessment Criterion - The learner can:	
01.01	Identify at least two social situations in which they may need to interact with others
01.02	Identify positive behaviours which can be used when interacting with others
01.03	Explain why it is important to use positive behaviours when interacting with others
Demonstrate how to interact with others in a range of social situations	
02.01	Take an active role in exchanges on different topics, with one or more people
02.02	Use a range of appropriate behaviours when participating in the exchanges
02.03	Use appropriate formal and informal communication techniques

Qualification Framework	: RQF
Title	: Developing own Interpersonal Skills
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/504/8429 : Developing own Interpersonal Skills

Be able to identify own skills.	
Assessment Criterion - The learner can:	
01.01	Outline own strengths and weaknesses.
Understand the need for time management.	
02.01	Outline why managing own time is important.
02.02	Identify ways of improving own time management.
Be able to recognise signs of stress.	
03.01	Identify signs and symptoms of stress in self and others.
Be able to recognise different types of criticism.	
04.01	Outline the difference between constructive and destructive criticism.
Be able to recognise confident behaviour in self and others.	
05.01	Outline real situations which illustrate confident behaviour.
Know what is meant by non-verbal communication.	
06.01	Identify different examples of non-verbal communication.
Know the difference between aggressive, passive and assertive behaviour.	
07.01	Outline examples of aggressive, passive and assertive behaviour.

Qualification Framework	: RQF
Title	: Improving Assertiveness and Decision Making
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/505/8555 : Improving Assertiveness and Decision Making

Be able to speak up in a group situation with confidence.	
Assessment Criterion - The learner can:	
01.01	Explain what is meant by assertiveness.
01.02	Contribute to a discussion in a group situation, making one clear point.
Know own decisions and choices.	
02.01	State and explain own decisions and choices through group or one-to-one discussions.
Know the rights and responsibilities of self and others in given situations.	
03.01	Show in a group situation that he/she can recognise both own rights and responsibilities and the rights and responsibilities of others.
Be able to negotiate to achieve a desired outcome.	
04.01	Explain what is meant by negotiation.
04.02	Show how effective negotiation can be used to achieve a desired outcome.
Understand the benefits of assertiveness.	
05.01	Identify situations where assertiveness can be used to achieve desired outcomes.
05.02	List the benefits of being assertive.

Qualification Framework	: RQF
Title	: Time Management
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.2 Preparation for Work
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/506/0760 : Time Management

Know how he/she spends his/her time.	
Assessment Criterion - The learner can:	
01.01	Record the number of hours he/she spends over a three-day period on the following activities: (a) sleeping (b) eating (c) working (d) studying (e) socialising.
01.02	Give two examples of activities for each of the following uses of time: (a) productive time (b) maintenance time (c) leisure time.
Understand time management skills.	
02.01	Outline what is meant by time management.
02.02	Identify how he/she uses time management skills for his/her use of time for two priorities in his/her daily life.
Know how to use time management as a way of reducing stress.	
03.01	Give two examples of physical symptoms of stress.
03.02	Give two examples of emotional reactions to stress.
03.03	Give two examples of ways people suffering from stress might behave.
03.04	Identify how time management can help reduce stress.
03.05	Outline a plan of his/her time that will avoid hectic and potentially stressful schedules.

Qualification Framework	: RQF
Title	: Understanding Self in Conflict
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: D/506/1987 : Understanding Self in Conflict

Understand own reactions to conflict.	
Assessment Criterion - The learner can:	
01.01	Give an example of own initial response to conflict.
Understand how others can influence behaviour towards or away from conflict.	
02.01	Identify situations where others can influence behaviour towards or away from conflict.
Understand the concept of triggers for conflict.	
03.01	Outline the concept of triggers for conflict.
Understand the process of getting hooked into a conflict.	
04.01	Identify examples of thoughts that get him/her hooked into conflict.
Understand the process of getting unhooked from a conflict.	
05.01	Identify examples of thoughts that could support him/her in getting unhooked from a conflict.
Understand significant life events that may influence personal behaviour.	
06.01	Give examples of significant life events that may have had a major influence on own behaviour.
Understand the concept of getting locked into a vicious cycle of behaviour.	
07.01	Outline the feelings and thoughts associated with a key event in the past, and what they mean.
07.02	Outline own actions taken as a result of a key event.
07.03	Outline the costs and gains of actions taken as a result of a key event.
Understand the concept of choice in terms of alternative actions which will take someone out of a vicious cycle.	
08.01	Outline possible choices of action which will take someone out of a vicious cycle.
08.02	Outline the possible outcomes of alternative choices of action.
08.03	Outline the thinking that might allow alternative choices of action.

Qualification Framework	: RQF
Title	: Introduction to Drug Awareness for the Individual
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: H/506/1215 : Introduction to Drug Awareness for the Individual

Know the differences between types of drugs, including their legal status.	
Assessment Criterion - The learner can:	
01.01	Identify different types of drugs.
01.02	Classify those identified as class A or class B drugs.
Know causes of drug misuse.	
02.01	Identify reasons why people may misuse drugs.
Be able to recognise physical and psychological effects of drug misuse.	
03.01	Identify physical and psychological effects of drug misuse.
Be able to identify the impact that drug misuse may have on others.	
04.01	List some of the effects that drug misuse may have on others.
Be able to identify health issues associated with drug misuse.	
05.01	Identify ways in which drug misuse can have an impact on health.
Know effects of withdrawing from drugs.	
06.01	Identify effects of withdrawing from drugs.
Be able to identify agencies offering help and information on drug misuse.	
07.01	Identify sources of help and information in relation to drug misuse.

Qualification Framework	: RQF
Title	: Health and Safety Awareness in a Working Environment
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 9
Unit Credit Value	: 1
SSAs	: 14.2 Preparation for Work
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: J/504/8487 : Health and Safety Awareness in a Working Environment

Understand health and safety procedures and equipment.	
Assessment Criterion - The learner can:	
01.01	State the correct procedure for reporting accidents and potential hazards.
01.02	State the correct response in relation to at least two emergency situations.
01.03	Identify the location and use of emergency equipment, for example, fire/emergency alarm, first aid box.
Be able to observe safe working practices.	
02.01	Select and use relevant safety equipment or clothing for particular tasks.
02.02	Behave in a safe and acceptable manner, for example, maintaining a clean and tidy work area.
02.03	Use safe manual handling techniques, as appropriate.

Qualification Framework	: RQF
Title	: Developing Group and Teamwork Communication Skills
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: K/506/5007 : Developing Group and Teamwork Communication Skills

Understand the roles and responsibilities associated with working in a group.	
Assessment Criterion - The learner can:	
01.01	Identify different roles for group members when completing specific group tasks.
Interact successfully with group members and staff in a range of contexts.	
02.01	Communicate appropriately to others in a range of structured situations.
Demonstrate listening and conversational skills for social interaction.	
03.01	Select information being communicated orally and respond appropriately, showing that the information has been understood.
Be aware of others rights to communicate within a group situation.	
04.01	Allow others to express their view/responses without interrupting on a number of occasions in different group situations.
04.02	Discuss why this is important
Recognise the importance of co-operation when working in group situations.	
05.01	Identify a number of situations when co-operation is necessary to achieve a group task.
Accept and respond to praise and criticism in a variety of context.	
06.01	Identify the appropriate response to praise and constructive criticism from group members in different structured contexts.
Be aware of the role of those in authority and their relationship with them.	
07.01	Identify their relationship with those in authority.

Qualification Framework	: RQF
Title	: Building a Personal Career Portfolio
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: M/504/7494 : Building a Personal Career Portfolio

Know about own skills, abilities, experience, knowledge and personal qualities	
Assessment Criterion - The learner can:	
01.01	Identify own: (a) personal qualities (b) skills (c) abilities (d) experience (e) knowledge
01.02	Identify which of own qualities/skills/abilities/experience/ knowledge can be used to support progression to further opportunities
01.03	Give examples of how identified personal qualities/skills/abilities experience/knowledge can be used to support own progression
Be able to build a portfolio of personal/educational information	
02.01	Identify different types of information which can be included in a portfolio
02.02	Assemble evidence in a portfolio so that key elements can be identified
02.03	Giveexamples of how a portfolio can be used for personal and/or educational and/or career development
Be able to produce a Curriculum Vitae (CV)	
03.01	Identify the core elements of a CV
03.02	Produce a personal CV
Be able to identify personal goals	
04.01	Identify personal goals
04.02	Outline ways of achieving identified personal goals

Qualification Framework	: RQF
Title	: Understanding Diversity within Society
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: M/504/8483 : Understanding Diversity within Society

Understand what is meant by 'Diversity in Society'.	
Assessment Criterion - The learner can:	
01.01	Outline what is meant by the term diversity.
Know about diverse social groups and their practices.	
02.01	Identify at least three diverse social groups.
02.02	Outline different practices in relation to their food, drink, clothes, festivals and relationships.
02.03	Outline the underlying values/beliefs/history of at least one of the groups identified.
Be able to identify similarities between diverse groups.	
03.01	Identify similarities across a range of different groups.
Understand the importance of respecting diversity in a tolerant society.	
04.01	Outline, based on two examples, a lack of tolerance of diverse groups within society.
04.02	State why it is important to respect diversity in terms of tolerance.
Be able to recognise the contributions of diverse groups to society.	
05.01	Identify the contributions of different groups/individuals to society.
05.02	Outline the advantages of living in a diverse society.

Qualification Framework	: RQF
Title	: Speaking and Listening Skills
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: M/505/8656 : Speaking and Listening Skills

Be able to communicate with others.	
Assessment Criterion - The learner can:	
01.01	Use appropriate phrases for interruption.
01.02	Demonstrate active listening techniques.
01.03	Respond verbally to a situation, using clarity, speed and phrasing.
01.04	Use formal language when the situation requires it.
01.05	Respond to questions on familiar topics.
Be able to present information effectively to others.	
02.01	Provide straightforward information to unknown individuals using a variety of methods.
02.02	Articulate a range of statements to individuals and to a known group to include: a) Straightforward fact b) Explanation c) Instructions d) Accounts e) Descriptions.
02.03	Give a short talk to a known group on a familiar topic.
02.04	Present information in a logical sequence.
02.05	Present ideas in a logical sequence, developing ideas where appropriate.
Be able to obtain information from others	
03.01	Identify relevant information from explanations and presentations on a range of straightforward topics.
03.02	Identify relevant information from explanations and presentations on a range of straightforward topics.
03.03	Use strategies to clarify and confirm understanding.
Be able to engage in discussion.	
04.01	Contribute to discussions on a range of straightforward topics.
04.02	Provide feedback and confirmation when listening to others.
04.03	Make contributions relevant to the situations and subject.

Qualification Framework	: RQF
Title	: Understanding Equal Opportunities
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: M/506/0634 : Understanding Equal Opportunities

Understand discrimination with regard to ethnicity, gender, disability and sexuality.	
Assessment Criterion - The learner can:	
01.01	Give examples of oppression highlighted by the national or international media.
01.02	Give examples of discrimination which may be occurring in own community.
Understand equal opportunities.	
02.01	Give examples of instances where there is equal opportunity.
Understand ways of challenging discrimination.	
03.01	Give examples of unacceptable language.
03.02	Consider own language and identify ways to ensure it is non-discriminatory.
03.03	Give examples of unacceptable behaviour.
03.04	Consider own behaviour and identify ways to ensure it is non-discriminatory.
Know about support agencies in his/her area.	
04.01	Identify two support agencies in their area and identify how these can help with issues related to equality of opportunity and discrimination.

Qualification Framework	: RQF
Title	: Understanding Personal And Interpersonal Conflict
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: R/506/0660 : Understanding Personal And Interpersonal Conflict

Understand the different conflicts that may occur frequently.	
Assessment Criterion - The learner can:	
01.01	List types of conflicts that happen frequently.
01.02	State the difference between personal and interpersonal conflict.
Understand the possible negative and positive outcomes of conflict.	
02.01	State possible negative outcomes of conflict.
02.02	State possible positive outcomes of conflict.
Understand the causes of conflict.	
03.01	List possible causes of interpersonal conflict.
03.02	List possible triggers that may cause conflict in a given situation.
Understand the emotions and physical responses experienced during a conflict.	
04.01	Identify emotional reactions that may be experienced during a conflict.
04.02	Identify physical changes that may be experienced during a conflict.
Know types of behaviours that are likely to increase and decrease the level of a conflict.	
05.01	Identify behaviours that may build tension during a conflict.
05.02	State why these behaviours may result in increasing conflict.
05.03	Identify the sorts of behaviours that are likely to decrease the levels of a conflict.
05.04	State why these behaviours may result in reducing conflict.

Qualification Framework	: RQF
Title	: Improving Own Confidence
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: T/504/8274 : Improving Own Confidence

Know about confidence	
Assessment Criterion - The learner can:	
01.01	Identify the characteristics of a confident person
01.02	List own characteristics, skills and qualities that make them feel confident
01.03	List things they have been successful in
01.04	Outline the reasons why they want to improve their confidence
Know how communication skills can contribute to improving confidence	
02.01	Outline how they think improving their communication skills will improve their confidence
02.02	Outline why it is important to receive and respond to others with tolerance and support
02.03	State the benefits of being able to listen to ideas and opinions
02.04	Demonstrate listening to: (a) another person on a one-to-one basis (b) people in a group situation
Know about decision-making and associated emotions and feelings	
03.01	Outline how being an effectual decision-maker can lead to increased confidence
03.02	Identify an occasion when they have made an important: (a) personal decision (b) decision with another person(s)
03.03	List things that they have considered when making the: (a) personal decision (b) decision with another person(s)
03.04	Give an example of a likely emotion/feeling that someone might experience when they feel: (a) fully involved in the decision-making (b) marginally involved or excluded from the decision-making
03.05	State how these feelings might impact on confidence
Know how having goals/targets can increase confidence	
04.01	Outline the relevance of having specific goals to increasing confidence
04.02	Outline the relevance of having specific setting targets to increasing confidence
04.03	State a short term goal for the following: (a) personal (b) career and/or education
04.04	State a long term goal for the following: (a) personal (b) career and/or education
04.05	Identify ways in which own personal and career and/or education goals can be achieved
04.06	Outline the steps they will take to achieve one of the identified goals

Qualification Framework	: RQF
Title	: Understanding Young People, Law And Order
Unit Level	: Level 1
Unit Sub Level	: None
Guided Learning Hours	: 27
Unit Credit Value	: 3
SSAs	: 14.1 Foundations For Learning and Life
Unit Grading Structure	: Pass
Assessment Guidance	: Please refer to the Online iCQ Assessment Guidance.

Unit: T/506/0649 : Understanding Young People, Law And Order

Understand why young people might become involved in crime.	
Assessment Criterion - The learner can:	
01.01	Outline two reasons why young people become involved in crime.
Understand the consequences of crime on different people.	
02.01	Identify the consequences of a given crime for: a) the victim b) the offender c) others.
Understand the Criminal/Youth Justice System.	
03.01	Identify and outline each stage of the Criminal/Youth Justice System from reporting through to sentencing.
03.02	List the people involved at each stage.
Understand custodial and alternative forms of sentences.	
04.01	State two arguments for and against custodial sentences.
04.02	List two alternative forms of sentence.
Understand the role of a local agency.	
05.01	Outline the support offered to young offenders or their victims by one local agency.