

Unit WO1: Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

| Learner outcomes | Assessment criteria |
|---|---|
| The learner will: | The learner can: |
| WO1.1 Confirm you understand the given objectives and plan for working together | 1.1.1 Check that you clearly understand what you have to achieve together 1.1.2 Identify what needs to be done and your individual responsibilities 1.1.3 Make sure you understand the arrangements for working together |
| WO1.2 Work with others towards achieving the given objectives | 1.2.1 Carry out tasks to meet your responsibilities 1.2.2 Work safely, following the working methods you have been given 1.2.3 Check progress, asking for help and offering support to others, when appropriate |
| WO1.3 Identify ways you helped to achieve things and how to improve your work with others | 1.3.1 Identify what went well and what went less well in working with others 1.3.2 Identify how you helped to achieve things together 1.3.3 Suggest ways of improving your work with others for next time |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • WO: Plan sheet • WO: Do sheet • WO: Review sheet • Evidence of carrying out own role | <ul style="list-style-type: none"> • 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 and helps to show they can apply their skills within routine and supportive situations.

Unit LP1: Introduction to Improving own Learning and Performance

In improving own learning and performance, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|--|---------------------|---|
| The learner will: | | The learner can: | |
| LP1.1 | Confirm your targets and plan how to meet these, with the person setting them | 1.1.1 | Make sure targets clearly show what you want to achieve |
| | | 1.1.2 | Identify clear action points and deadlines for each target |
| | | 1.1.3 | Identify how to get the support you need and the arrangements for reviewing your progress |
| LP1.2 | Follow your plan to help meet targets and improve your performance | 1.2.1 | Work through your action points to complete them on time |
| | | 1.2.2 | Use ways of learning suggested by your supervisor, making changes, when needed, to improve your performance |
| | | 1.2.3 | Use support given by others to help you meet your targets |
| LP1.3 | Review your progress and achievements in meeting targets, with an appropriate person | 1.3.1 | Say what you learned and how you learned, including what has gone well and what has gone less well |
| | | 1.3.2 | Identify targets you have met and your achievements |
| | | 1.3.3 | Check what you need to do to improve your performance |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • LP: Plan sheet • LP: Do sheet • LP: Review sheet • Evidence of target achievement/extent of progress towards targets | <ul style="list-style-type: none"> • Learning log (or activity log) • Evidence relevant to the unit (e.g. drafts/notes made during learning, annotated source materials) |

At this level

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

Unit PS1:

Introduction to Problem Solving

In problem solving, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|---|
| The learner will: | | The learner can: | |
| PS1.1 | Confirm with an appropriate person that you understand the given problem and identify different ways of tackling it | 1.1.1 | Check you clearly understand the problem you have been given |
| | | 1.1.2 | Check how you will know the problem has been solved |
| | | 1.1.3 | Come up with different ways of tackling the problem |
| PS1.2 | Confirm with an appropriate person what you will do and follow your plan for solving the problem | 1.2.1 | Help decide how you will try to solve the problem |
| | | 1.2.2 | Plan what you need to do |
| | | 1.2.3 | Follow your plan, working safely and using support given by others to help tackle the problem |
| PS1.3 | Check with an appropriate person if the problem has been solved and how to improve your problem solving skills | 1.3.1 | Check if the problem has been solved using the methods you have been given |
| | | 1.3.2 | Identify clearly what went well and less well in tackling the problem |
| | | 1.3.3 | Check what you need to do to improve your problem solving skills |

| Mandatory evidence | Recommended documents |
|---|---|
| <ul style="list-style-type: none"> • PS: Plan sheet • PS: Do sheet • PS: Review sheet • Evidence of carrying out the plan • Evidence of the problem being solved | <ul style="list-style-type: none"> • Learning log (or activity log) • Other evidence relevant to the unit |

At this level

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

Unit R1: Planning and Carrying out a Piece of Research

In planning and carrying out a piece of research, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|--|---------------------|--|
| The learner will: | | The learner can: | |
| R1.1 | Research into a special area of interest, with help from an appropriate person | 1.1.1 | Identify a broad area of interest and divide it up into different sections |
| | | 1.1.2 | Choose one of these sections and plan how to carry out the research |
| | | 1.1.3 | Agree where to get information for research |
| R1.2 | Carry out the research, using help as required | 1.2.1 | Follow the research plan |
| | | 1.2.2 | Keep a record of sources of information and of research activities |
| | | 1.2.3 | Show an understanding of the chosen subject by describing what was learnt |
| R1.3 | Present research to others in a suitable way, using help as required | 1.3.1 | Prepare for presenting the research |
| | | 1.3.2 | Present the research using a suitable method |
| | | 1.3.3 | Review the presentation with a suitable person |

| Mandatory evidence | Recommended documents |
|--|---|
| <ul style="list-style-type: none"> • Student research evidence sheet (includes Tutor Statement) • Annotated source materials • Evidence of presentation of the research | <ul style="list-style-type: none"> • Learning log (or activity log) • Other evidence relevant to the unit |

At this level

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

Unit D1: Communicating Through Discussion (in a group)

In communicating through discussion, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|---|
| The learner will: | | The learner can: | |
| D1.1 | Provide information that is relevant to the subject and purpose of the discussion | 1.1.1 | Find out about the subject and make contributions that are relevant and suit the purpose of the discussion |
| | | 1.1.2 | Judge when to contribute and how much to contribute |
| D1.2 | Communicate clearly in a way that suits the situation | 1.2.1 | Make contributions demonstrating a manner that suits the situation (e.g. formal/informal, class discussion, discussion with new people) |
| | | 1.2.2 | Use words that everyone can understand |
| D1.3 | Listen and respond appropriately to what others say | 1.3.1 | Show listening skills in at least one of the following ways: making relevant comments, using appropriate body language |
| | | 1.3.2 | Ask questions to clarify points |

| Mandatory evidence | Recommended documents |
|--|--|
| <ul style="list-style-type: none"> • Student discussion evidence sheet • Observation checklist • Evidence of candidate's preparation for discussion (e.g. notes, evidence of finding out about the topic) | <ul style="list-style-type: none"> • 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 should be straightforward, i.e. those that the candidate often meets during their studies, work or other activities.

Unit OP1: Planning and Giving an Oral Presentation

In planning and giving an oral presentation, evidence must show you can:

| Learner outcomes | Assessment criteria |
|---|--|
| The learner will: | The learner can: |
| OP1.1 Prepare for the talk | 1.1.1 Find out about the chosen topic 1.1.2 Make notes of the main points to be made in the talk 1.1.3 Prepare any resources needed for the talk |
| OP1.2 Speak clearly and use language that suits the situation | 1.2.1 Use words that everyone can understand 1.2.2 Keep to the subject |
| OP1.3 Use at least one image to support the main points of the talk | 1.3.1 Choose images relevant to the chosen subject, such as graphs, photographs, pictures, diagrams or models 1.3.2 Refer to the image(s) in the talk |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • Student presentation Evidence sheet • Observation checklist • Evidence of candidate's preparation for the presentation (e.g. notes, evidence of finding out about the topic) • Evidence of the presentation itself (including image) | <ul style="list-style-type: none"> • 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 should be straightforward, i.e. those that the candidate often meets during their studies, work or other activities.

Unit WO2: Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

| Learner outcomes | Assessment criteria |
|--|--|
| The learner will: | The learner can: |
| WO2.1 Plan work with others | 2.1.1 Identify what you need to achieve together 2.1.2 Share relevant information to identify what needs to be done and individual responsibilities 2.1.3 Confirm the arrangements for working together |
| WO2.2 Work co-operatively towards achieving the identified objectives | 2.2.1 Organise and carry out tasks safely, using appropriate methods, to meet your responsibilities 2.2.2 Support co-operative ways of working to help achieve the objectives for working together 2.2.3 Check progress, seeking advice from an appropriate person when needed |
| WO2.3 Review your contributions and agree ways to improve work with others | 2.3.1 Share relevant information on what went well and less well in working with others 2.3.2 Identify your role in helping to achieve things together 2.3.3 Agree ways of improving your work with others |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • WO: Plan sheet • WO: Do sheet • WO: Review sheet • Evidence of carrying out own role | <ul style="list-style-type: none"> • Learning log (or activity log) • Witness testimony • Peer reports (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

Level 2 builds on Level 1 by requiring candidates to extend their use of basic techniques when working with others. It recognises their ability to take some responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

Unit LP2: Introduction to Improving own Learning and Performance

In improving own learning and performance, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|--|
| The learner will: | | The learner can: | |
| LP2.1 | Help set targets with an appropriate person and plan how these will be met | 2.1.1 | Provide information to help set realistic targets for what you want to achieve |
| | | 2.1.2 | Identify clear action points for each target and how you will manage your time |
| | | 2.1.3 | Identify how to get the support you need and the arrangements for reviewing your progress |
| LP2.2 | Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance | 2.2.1 | Use your action points to help manage your time well, revising your plan when needed |
| | | 2.2.2 | Choose ways of learning to improve your performance, working for short periods without close supervision |
| | | 2.2.3 | Identify when you need support and use this support effectively to help you meet targets |
| LP2.3 | Review progress with an appropriate person and provide evidence of your achievements | 2.3.1 | Identify what you learnt and how you used your learning in another task |
| | | 2.3.2 | Identify targets you have met and evidence of your achievements |
| | | 2.3.3 | Identify ways you learn best and how to further improve your performance |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • LP: Plan sheet • LP: Do sheet • LP: Review sheet • Evidence of target achievement/extent of progress towards targets | <ul style="list-style-type: none"> • Learning log (or activity log) • Evidence relevant to the unit (e.g. drafts/notes made during learning, annotated source materials) |

At this level

Level 2 builds on Level 1 by requiring candidates to extend their use of basic techniques when improving their learning and performance. It recognises their ability to take some responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

Unit PS2:

Introduction to Problem Solving

In problem solving, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|--|---------------------|--|
| The learner will: | | The learner can: | |
| PS2.1 | Identify a problem, with help from an appropriate person, and identify different ways of tackling it | 2.1.1 | Provide information to help identify a problem, accurately describing its main features |
| | | 2.1.2 | Identify how you will know the problem has been solved |
| | | 2.1.3 | Come up with different ways of tackling the problem |
| PS2.2 | Plan and try out at least one way of solving the problem | 2.2.1 | Confirm with an appropriate person how you will try to solve the problem |
| | | 2.2.2 | Plan what you need to do, identifying the methods and resources you will use |
| | | 2.2.3 | Use your plan effectively, getting support and revising your plan when needed to help tackle the problem |
| PS2.3 | Check if the problem has been solved and identify ways to improve your problem solving skills | 2.3.1 | Check if the problem has been solved by accurately using the methods you have been given |
| | | 2.3.2 | Describe clearly the results, including the strengths and weaknesses of how you tackled the problem |
| | | 2.3.3 | Identify ways of improving your problem solving skills |

| Mandatory evidence | Recommended documents |
|--|--|
| <ul style="list-style-type: none">• PS: Plan sheet• PS: Do sheet• PS: Review sheet• Evidence of carrying out the plan• Evidence that the problem has been resolved | <ul style="list-style-type: none">• Learning log (or activity log)• Other evidence relevant to the unit |

At this level

Level 2 builds on Level 1 by requiring candidates to extend their use of basic techniques when tackling problems. It recognises their ability to take some responsibility for some decisions about how they select and apply their skills to meet the demands of largely straightforward tasks.

Unit R2: Planning and Carrying out a Piece of Research

In planning and carrying out a piece of research, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|--|
| The learner will: | | The learner can: | |
| R2.1 | Undertake research into an area that is of special interest | 2.1.1 | Identify a broad area of interest and divide it up into different sections |
| | | 2.1.2 | Choose one of these sections and plan how to carry out the research |
| | | 2.1.3 | Select a variety of sources (two or more) to gather relevant information to help research and identify the methods or techniques which will be used to carry out the research |
| R2.2 | Carry out the research, largely independently, using appropriate information and data | 2.2.1 | Carry out the research using at least one of the following strategies – testing, observing, analysing viewpoints |
| | | 2.2.2 | Keep a record of how information and data was collected |
| | | 2.2.3 | Demonstrate an understanding of the chosen subject and explain conclusions. |
| R2.3 | Present the findings of the research appropriately and review | 2.3.1 | Prepare for presenting the results of the research. |
| | | 2.3.2 | Present the information in a clear format using at least one presentational method |
| | | 2.3.3 | Seek feedback from the audience to help review the presentation |

| Mandatory evidence | Recommended documents |
|--|--|
| <ul style="list-style-type: none"> • Student research evidence sheet (includes Tutor Statement) • Annotated source materials • Raw data/results • Evidence of presentation of the research | <ul style="list-style-type: none"> • Learning log (or activity log) • Feedback sheets (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

At Level 2, subject matter and materials should be straightforward, i.e. those that the candidate often meets in their studies, work or other activities. Although at this level candidates are still dealing with straightforward content, they should be building on the skills of Level 1 by taking responsibility for working more independently on their research skills.

Unit D2: Communicating Through Discussion (in a group)

In communicating through discussion, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|---|
| The learner will: | | The learner can: | |
| D2.1 | Make clear and relevant contributions 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 supportive statements and evidence |
| | | 2.1.5 | Use language to suit the situation |
| | | 2.1.6 | Judge when to contribute and when to let others take part |
| D2.2 | Listen and respond appropriately to what others say | 2.2.1 | Demonstrate listening skills by making appropriate interjections 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 |
| D2.3 | 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 |
|--|--|
| <ul style="list-style-type: none"> • Student discussion evidence sheet • Observation checklist • Evidence of candidate's preparation for discussion (e.g. notes, evidence of finding out about the topic) | <ul style="list-style-type: none"> • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

At Level 2, subject matter and materials should be straightforward, i.e. those that the candidate often meets during their studies, work or other activities. Although at this level candidates are still dealing with straightforward content, they should be building on the skills of Level 1 by taking responsibility for moving discussions forward (e.g. by summarising, developing points and asking questions).

Unit OP2: Planning and Giving an Oral Presentation

In planning and giving an oral presentation, evidence must show you can:

| Learner outcomes | Assessment criteria |
|--|--|
| The learner will: | The learner can: |
| OP2.1 Prepare for the talk | 2.1.1 Research the chosen topic 2.1.2 Make notes of the main points to be made in the talk 2.1.3 Ensure supporting material, such as images or data, is available and prepare any resources needed for the talk |
| OP2.2 Speak clearly and use language that suits the subject, purpose and situation | 2.2.1 Use clear language, always explaining any technical terms used 2.2.2 Keep to the subject, and structure what is said to help listeners follow the line of thought (e.g. use terms such as 'firstly...', 'secondly...', 'in conclusion...') 2.2.3 Vary tone of voice to draw attention to the main points of the talk, and give examples to clarify the points made |
| OP2.3 Use appropriate ways to support the main points of the talk | 2.3.1 Use relevant images from graphs, photographs, pictures, diagrams or models to support the talk 2.3.2 Use other methods of support, such as handouts or quotations |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • Student presentation Evidence sheet • Observation checklist • Evidence of candidate's preparation for the presentation (e.g. notes, evidence of finding out about the topic) • Evidence of the presentation itself (including image and support materials) | <ul style="list-style-type: none"> • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

At Level 2, subject matter and materials should be straightforward, i.e. those that the candidate often meets during their studies, work or other activities. Although at this level candidates are still dealing with straightforward content, they should be building on the skills of Level 1 by taking more responsibility when planning and giving talks.

Unit WO3: Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

| Learner outcomes | Assessment criteria |
|--|---|
| The learner will: | The learner can: |
| WO3.1 Plan work with others | 3.1.1 Agree realistic objectives for working together and what needs to be done to achieve them 3.1.2 Share relevant information to help agree roles and responsibilities 3.1.3 Agree suitable working arrangements with those involved |
| WO3.2 Seek to develop cooperation and check progress towards your agreed objectives | 3.2.1 Organise and carry out tasks efficiently to meet your responsibilities 3.2.2 Seek effective ways to develop co-operation, including ways to resolve any conflict 3.2.3 Share accurate information on progress, agreeing changes where necessary to achieve objectives |
| WO3.3 Review work with others and agree ways of improving collaborative work in the future | 3.3.1 Agree the extent to which working with others has been successful and objectives have been met 3.3.2 Identify factors, including your role, in influencing the outcome 3.3.3 Agree ways of improving your work with others in the future, including interpersonal skills |

| Mandatory evidence | Recommended documents |
|---|--|
| <ul style="list-style-type: none"> • WO: Plan sheet • Own plan with activities and deadlines • WO: Do sheet • WO: Review sheet • Evidence of carrying out own role | <ul style="list-style-type: none"> • Learning log (or activity log) • Witness testimony • Peer reports (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are organised when working with others.

Unit LP3: Introduction to Improving own Learning and Performance

In improving own learning and performance, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|--|---------------------|--|
| The learner will: | | The learner can: | |
| LP3.1 | Set targets using information from appropriate people and plan how these will be met | 3.1.1 | Seek information on ways to achieve what you want to do and identify factors that might affect your plans |
| | | 3.1.2 | Use this information to set realistic targets and identify clear action points |
| | | 3.1.3 | Plan how you will manage your time, use support, review progress and overcome possible difficulties |
| LP3.2 | Take responsibility for your learning, using your plan to help meet targets and improve your performance | 3.2.1 | Manage your time effectively to meet deadlines, revising your plan as necessary |
| | | 3.2.2 | Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands |
| | | 3.2.3 | Reflect on your progress, seeking feedback and relevant support to help you meet your targets |
| LP3.3 | Review progress and establish evidence of your achievements | 3.3.1 | Provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome |
| | | 3.3.2 | Identify targets you have met and gather evidence of your achievements |
| | | 3.3.3 | Consult appropriate people to agree ways to further improve your performance |

| Mandatory evidence | Recommended documents |
|---|---|
| <ul style="list-style-type: none"> • LP: Plan sheet • Own plan with activities and deadlines • LP: Do sheet • LP: Review sheet • Evidence of target achievement/extent of progress towards targets | <ul style="list-style-type: none"> • Learning log (or activity log) • Evidence relevant to the unit (e.g. annotated source materials, examples of work in progress) |

At this level

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how they manage their learning.

Unit PS3:

Introduction to Problem Solving

In problem solving, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|--|---------------------|---|
| The learner will: | | The learner can: | |
| PS3.1 | Explore a problem and identify different ways of tackling it | 3.1.1 | Identify, analyse and accurately describe the problem, and agree with others how you will know it has been solved |
| | | 3.1.2 | Select and use a variety of methods to come up with different ways of tackling the problem |
| | | 3.1.3 | Compare the main features and risks of each approach, and justify the method you decide to use |
| PS3.2 | Plan and implement at least one way of solving the problem | 3.2.1 | Plan your chosen way of solving the problem and get the go-ahead from an appropriate person |
| | | 3.2.2 | Put your plan into action, effectively using support and feedback from others to help tackle the problem |
| | | 3.2.3 | Check regularly progress towards solving the problem, revising your approach as necessary |
| PS3.3 | Check if the problem has been solved and review your approach to problem solving | 3.3.1 | Apply systematically methods agreed with an appropriate person to check if the problem has been solved |
| | | 3.3.2 | Describe fully the results and draw conclusions on how successful you were in solving the problem |
| | | 3.3.3 | Review your approach to problem solving, including whether other approaches might have proved more effective |

| Mandatory evidence | Recommended documents |
|--|---|
| <ul style="list-style-type: none"> • PS: Plan sheet • PS: Do sheet • PS: Review sheet • Evidence of carrying out the plan • Evidence that the problem has been resolved | <ul style="list-style-type: none"> • Learning log (or activity log) • Other evidence relevant to the unit |

At this level

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how they tackle problems.

Unit R3: Planning and Carrying out a Piece of Research

In planning and carrying out a piece of research, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|--|
| The learner will: | | The learner can: | |
| R3.1 | Undertake research into an area that is of special interest | 3.1.1 | Identify a broad area of interest and possible aspects for research |
| | | 3.1.2 | Choose one of the aspects, identifying appropriate objectives for detailed research, and plan how to carry out the research |
| | | 3.1.3 | Select a variety of sources (three or more) to gather relevant information, and identify appropriate methods and techniques to carry out the research |
| R3.2 | Carry out the research, largely independently, using appropriate information and data | 3.2.1 | Carry out the research using appropriate strategies to meet the identified objectives (e.g. testing, observing, analysing viewpoints) |
| | | 3.2.2 | Review material collected and identify information and data most relevant to the research objectives |
| | | 3.2.3 | Demonstrate an in-depth understanding of the chosen subject and justify conclusions |
| R3.3 | Present the findings of the research appropriately and review | 3.3.1 | Prepare for presenting the results of the research, ensuring the content and structure of the presentation are adapted to the needs of the audience |
| | | 3.3.2 | Present the information in a clear, concise and appropriate format, using more than one presentational method |
| | | 3.3.3 | Seek feedback from the audience to help evaluate the presentation and the research. |

| Mandatory evidence | Recommended documents |
|--|--|
| <ul style="list-style-type: none"> • Student research evidence sheet (includes Tutor Statement) • Annotated source materials • Raw data/results • Evidence of presentation of the research | <ul style="list-style-type: none"> • Learning log (or activity log) • Feedback sheets (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

At Level 3, subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with relationships of ideas and lines of enquiry, dependent on clear reasoning, where these relationships may not be immediately clear. As well as a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.

Unit D3: Communicating Through Discussion (in a group)

In communicating through discussion, evidence must show you can:

| Learner outcomes | | Assessment criteria | |
|-------------------|---|---------------------|--|
| The learner will: | | The learner can: | |
| D3.1 | Make clear and relevant contributions in a way that suits the purpose and situation | 3.1.1 | Prepare for the discussion so that the contribution made is relevant to its purpose |
| | | 3.1.2 | Make relevant contributions and use appropriate vocabulary to suit the purpose of the discussion (e.g. when presenting an argument, expressing complex ideas, explaining events) |
| | | 3.1.3 | Adapt how and when contributions are made to respond to different situations (e.g. formality of the setting, nature of the group, sensitivity of the topic) |
| D3.2 | Listen and respond sensitively to others, and develop points and ideas | 3.2.1 | Show listening skills by making relevant comments and using body language |
| | | 3.2.2 | Respond in ways that show consideration for others' feelings |
| | | 3.2.3 | Ask questions that help develop ideas |
| D3.3 | Create opportunities for others to contribute | 3.3.1 | Invite others to contribute |
| | | 3.3.2 | Support points made by others and ask follow-up questions |

| Mandatory evidence | Recommended documents |
|--|--|
| <ul style="list-style-type: none"> • Student discussion evidence sheet • Observation checklist • Evidence of candidate's preparation for discussion (e.g. notes, evidence of finding out about the topic) | <ul style="list-style-type: none"> • Peer statements (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

At Level 3, subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with relationships of ideas and lines of enquiry, dependent on clear reasoning, where these relationships may not be immediately clear. As well as a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.

Unit OP3: Planning and Giving an Oral Presentation

In planning and giving an oral presentation, evidence must show you can:

| Learner outcomes | Assessment criteria |
|--|--|
| The learner will: | The learner can: |
| OP3.1 Prepare the presentation to suit the purpose | 3.1.1 Research the chosen topic in detail 3.1.2 Plan how you will structure the presentation 3.1.3 Identify appropriate supporting material and ensure it is available, and prepare any other resources needed for the presentation |
| OP3.2 Match the language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience | 3.2.1 Use clear language and appropriate vocabulary with precision 3.2.2 Structure what is said to help listeners to follow the sequence of main points and ideas (e.g. use terms such as 'firstly...', 'secondly...', 'in conclusion...') 3.2.3 Vary tone to stress the main points of the presentation |
| OP3.3 Use a variety of methods to engage the audience | 3.3.1 Give examples to illustrate complex points, relating the talk to the audience's experience 3.3.2 Use relevant images from graphs, photographs, pictures, diagrams or models to illustrate points 3.3.3 Use at least one additional method to engage the audience |

| Mandatory evidence | Recommended documents |
|--|--|
| <ul style="list-style-type: none"> • Student presentation Evidence sheet • Observation checklist • Evidence of candidate's preparation for the presentation (e.g. notes, evidence of finding out about the topic) | <ul style="list-style-type: none"> • Peer statements (including date, name, signature and context) • Other evidence relevant to the unit |

At this level

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