

# Unit CAE1: Community action

<b>Aim</b>	This unit encourages candidates to recognise and access local community advice centres and to understand the importance of asking for help.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise who to go to for help	E1.1.1 Identify who can give them help/advice in their centre or in their local community
E1.2 Be able to demonstrate how they can access help	E1.2.1 Identify a situation where they might need help E1.2.2 Demonstrate how to get help in their centre or in their local community

## At this level...

When in a familiar environment, Entry level 1 candidates should be able to recognise when they need help and who they could get it from in their centre and local community. Candidates should be capable of understanding what is meant by 'their centre' and 'local community' and be capable of showing how they would get help if they needed it.

# Unit EAE1: Environmental awareness

<b>Aim</b>	This unit is about candidates developing an understanding of the environmental issues that affect them and the environmental impact of their actions, and encouraging them to think about how they can help the environment.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Demonstrate an awareness of how the actions of humans affect the environment	E1.1.1 Identify things that humans do that can spoil the environment
E1.2 Demonstrate an awareness of an environmental issue which affects their life	E1.2.1 Identify an environmental issue which affects their life E1.2.2 Say how this issue affects their life
E1.3 Demonstrate an awareness of how they could help the environment	E1.3.1 Say what they could do to improve the environment

## At this level...

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

# Unit HLE1: Healthy living

<b>Aim</b>	This unit is about introducing candidates to ways in which they can contribute to and improve their lifestyle.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise what is needed to lead a healthy lifestyle	E1.1.1 Identify at least two different things they can do to contribute to a healthy lifestyle
E1.2 Demonstrate how they can contribute to a healthy lifestyle	E1.2.1 Participate in an activity to contribute to a healthy lifestyle

## At this level...

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

# Unit MLTE1:

## Making the most of leisure time

<b>Aim</b>	This unit is about introducing candidates to different leisure facilities and about encouraging them to take part in a leisure activity that is relevant to them.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise local leisure facilities	E1.1.1 Identify three different leisure facilities in their local area
E1.2 Be able to take part in leisure activities	E1.2.1 Take part in a leisure activity that is relevant to them E1.2.2 Identify the benefits to themselves of taking part in the activity E1.2.3 Identify what they liked about the activity

### At this level...

Candidates should be capable of understanding what is meant by 'leisure time' and of recognising leisure facilities in their local area. In a familiar environment and with appropriate guidance and support, Entry level 1 candidates should be capable of taking part in a leisure activity, identifying what they like about the activity and recognising the benefits it brings.

# Unit MOME1:

## Managing own money

<b>Aim</b>	This unit is about introducing candidates to the basic elements of managing their personal finances and carrying out simple transactions capably.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise personal income and expenditure	E1.1.1 Identify regular sources of personal income E1.1.2 Identify items they buy on a regular basis
E1.2 Recognise coins and notes and their relative value	E1.2.1 Use coins/notes appropriately when paying for items they buy on a regular basis

### At this level...

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

# Unit PAE1: Parenting awareness

<b>Aim</b>	This unit is about introducing candidates to some of the issues and difficulties facing new parents and making them aware of sources of help and support.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Demonstrate an awareness of the demands of having a baby	E1.1.1 Identify a way in which having a baby can be demanding for new parents E1.1.2 Identify some material things a baby needs
E1.2 Demonstrate an awareness of the sources of help and support available for parents	E1.2.1 Identify a source of help for new parents

## At this level...

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

# Unit PSE1: Personal safety in the home and community

<b>Aim</b>	This unit is about developing candidates' understanding of the risks they could face in the home and when travelling around.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Be able to demonstrate ways to keep themselves safe when in the home	E1.1.1 Identify safety tips for the following areas of the home: kitchen, living room, bathroom E1.1.2 Demonstrate safe practices when using simple household utensils
E1.2 Understand how to keep themselves safe when travelling around	E1.2.1 Identify some of the risks that they might face when out and about E1.2.2 Demonstrate that they can make a simple journey 'on their own' to an agreed, familiar destination

## At this level...

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

# Unit PWE1: Preparation for work

<b>Aim</b>	This unit is about encouraging candidates to think about their own skills and qualities and about the type of work they would like to do.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise personal skills and qualities	E1.1.1 Identify some of their own personal skills and qualities
E1.2 Identify what kind of work they would like to try	E1.2.1 Identify the kind of work they would like to try E1.2.2 Identify different aspects of the work they would like to try E1.2.3 Say why they would like to do the job E1.2.4 Say if their own skills and qualities would be helpful in the job

## At this level...

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

# Unit UTE1: Using technology in the home and community

<b>Aim</b>	This unit is about encouraging candidates to use technology safely and correctly in the home and in their centre.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise how technology is used in the home	E1.1.1 Identify technological equipment in the home E1.1.2 Demonstrate safe practices when using a piece of technological equipment in the home
E1.2 Recognise how technology is used in your centre	E1.2.1 Identify technological equipment in their centre E1.2.2 Demonstrate safe practices when using a piece of technological equipment in their centre

## At this level...

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

# Unit CAE2: Community action

<b>Aim</b>	This unit encourages candidates to participate in local community activities and to understand the benefits of these activities for the community.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

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

## At this level...

At Entry level 2, candidates should be capable of understanding what is meant by 'local community' and of recognising how community activities are beneficial. With appropriate support, candidates should be capable of participating in community activities in familiar contexts.

# Unit DLE2:

## Dealing with problems in daily life

<b>Aim</b>	This unit introduces candidates to the concept of problem solving and helps them to develop a systematic approach to tackling problems in their daily lives.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Demonstrate an awareness of how to recognise straightforward problems	E2.1.1 Identify a straightforward problem E2.1.2 Identify a way of tackling the problem, with appropriate support
E2.2 Tackle straightforward problems	E2.2.1 Tackle the problem using a given procedure E2.2.2 Ask for advice or support if needed

### At this level...

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

# Unit DSE2: Developing self

<b>Aim</b>	<p>This unit is about individuals reflecting on their own personal development and being engaged in activities to help them improve their personal skills, qualities, abilities and behaviours. The candidate does this by working through action steps that will help them to achieve an agreed target for their self-development. The unit can help to motivate candidates and improve their confidence by providing a focus for recognising achievements.</p> <p>The unit is not about the acquisition of technical skills or academic knowledge; activities related to learning goals would be more suitable as the focus of the <b>Working towards goals (TGE2)</b> unit.</p>		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

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

## At this level...

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

# Unit EAE2: Environmental awareness

<b>Aim</b>	This unit is about candidates developing an understanding of the environmental impact of their actions and about encouraging them to engage in activities to improve the environment in their local area.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

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

## At this level...

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

# Unit HLE2: Healthy living

<b>Aim</b>	This unit is about introducing candidates to ways in which they can contribute to a healthy lifestyle and encouraging them to engage in activities that will improve their own lifestyle.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise the steps needed to lead a healthy lifestyle	E2.1.1 Identify what they can do to contribute to a healthy lifestyle E2.1.2 Identify an activity which will make an improvement to their lifestyle
E2.2 Demonstrate how they contribute to their own healthy lifestyle	E2.2.1 Participate in an activity to contribute to a healthy lifestyle

## At this level...

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

# Unit IRRE2: Individual rights and responsibilities

<b>Aim</b>	This unit is about raising candidates' awareness of their rights and responsibilities as an individual.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise that they have rights and responsibilities as an individual	E2.1.1 Identify an individual right which is relevant to them E2.1.2 Identify a responsibility that they have for themselves E2.1.3 Say who could help if they have problems with their rights or responsibilities

## At this level...

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

# Unit MLTE2:

## Making the most of leisure time

<b>Aim</b>	This unit is about introducing candidates to a range of leisure activities and encouraging them to think about their preferences for what they do in their leisure time.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Demonstrate an awareness of how they make use of their own leisure time	E2.1.1 Identify an activity they take part in E2.1.2 Identify the benefits to themselves of taking part in this activity
E2.2 Be able to take part in leisure activities	E2.2.1 Take part in an activity which they find relaxing E2.2.2 Take part in an activity which they find challenging
E2.3 Demonstrate an awareness of their likes and dislikes about different activities	E2.3.1 Identify what they liked about the activities E2.3.2 Identify what they did not like about the activities

### At this level...

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

# Unit MOME2:

## Managing own money

<b>Aim</b>	This unit is about introducing candidates to the basic elements of managing their personal finances, including engaging them in planning a personal budget and carrying out transactions capably.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise their income and expenditure	E2.1.1 Identify their weekly income E2.1.2 Identify items they need to spend money on E2.1.3 Prepare a simple personal weekly budget
E2.2 Know how to carry out simple transactions	E2.2.1 Demonstrate paying for an item E2.2.2 Make simple calculations when paying for an item

### At this level...

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

# Unit MSRE2:

## Managing social relationships

<b>Aim</b>	This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise how to interact with others in everyday and familiar situations	E2.1.1 Take part in an exchange with a familiar person about an everyday topic E2.1.2 Use appropriate behaviours during the exchange E2.1.3 Ask and respond to questions appropriately E2.1.4 Express opinions simply and show respect for those of the other person

### At this level...

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

# Unit PAE2:

## Parenting awareness

<b>Aim</b>	This unit is about introducing candidates to some of the issues facing new parents and helping them to identify sources of help and support for families with babies and young children.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

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

### At this level...

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

# Unit PSE2: Personal safety in the home and community

<b>Aim</b>	This unit is about raising candidates' awareness of the risks they could face in the home and when travelling around. It is also about helping them to develop strategies for reducing risk.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Understand how to keep themselves safe when travelling around	E2.1.1 Identify some of the risks that they might face when out and about E2.1.2 Show how they would keep themselves safe if they were faced with a risky situation E2.1.3 Demonstrate that they can travel safely and independently to a familiar destination using public transport
E2.2 Be able to demonstrate ways to keep themselves safe when in the home	E2.2.1 Identify safety rules when using different items of home equipment E2.2.2 Demonstrate safe practices when carrying out simple household activities

## At this level...

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

# Unit PWE2: Preparation for work

<b>Aim</b>	This unit is about candidates exploring the personal skills and qualities that employees need and matching these to their own skills and qualities; candidates are then required to consider suitable job roles and to prepare key information to apply for a specific job.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise the skills and qualities needed for working life	E2.1.1 Identify some personal skills and qualities which employees need E2.1.2 Identify their own personal skills and qualities
E2.2 Recognise personal career opportunities	E2.2.1 Identify a suitable job role which interests them E2.2.2 Provide key personal information needed to apply for such a job role

## At this level...

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

# Unit TGE2: Working towards goals

<b>Aim</b>	This unit is about individuals developing their skills as independent learners. The candidate does this by agreeing and working through action steps that will help them to achieve a personal learning goal.  Activities related to personal development are more suitable as the focus of the <b>Developing self (DSE2)</b> unit.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Demonstrate an awareness of the skills and qualities needed for success in work and life	E2.1.1 Recognise their skills, qualities and interests E2.1.2 Identify their strengths E2.1.3 Say what they could improve
E2.2 Demonstrate an awareness of how to identify goals	E2.2.1 Identify some short-term goals they would like to work towards E2.2.2 Agree a goal with an appropriate person
E2.3 Follow steps to achieve a personal goal	E2.3.1 Say who will support them to work towards the agreed goal E2.3.2 Carry out given activities to work towards the agreed goal E2.3.3 Identify what has been achieved

## At this level...

With support, Entry level 2 candidates should be capable of understanding the sorts of things that will help them develop their skills as independent learners, ie they can recognise that planning what they are going to do and reflecting on progress are important aspects of working towards achieving personal goals.

With appropriate guidance and in familiar contexts, candidates should be able to recognise their skills, qualities and interests, and be capable of following action steps that have been given to them to help them work towards an agreed goal.

# Unit UTE2: Using technology in the home and community

<b>Aim</b>	This unit is about encouraging candidates to use technology safely and correctly in the home and community.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise how technology is used in the home	E2.1.1 Identify how technology is used in the home E2.1.2 Demonstrate safe practices when using Technology in the home
E2.2 Recognise how technology is used in the community	E2.2.1 Identify how technology is used in the local community E2.2.2 Demonstrate safe practices when using Technology in the local community

## At this level...

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

# Unit WGE2:

## Working as part of a group

<b>Aim</b>	This unit supports candidates in developing their skills as active contributors when working with others on group activities.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Demonstrate an awareness of how to work with others in appropriate ways	E2.1.1 Participate in setting ground rules for working with others E2.1.2 Relate basic information about the work to be carried out E2.1.3 Identify their role in the group
E2.2 Be able to demonstrate working as part of a group	E2.2.1 Carry out given tasks when working with others E2.2.2 Ask for or offer help when required E2.2.3 Identify what went well and what went less well

### At this level...

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

# Unit CAE3: Community action

<b>Aim</b>	This unit encourages candidates to participate in local community activities and to understand the benefits of these activities for themselves and the community.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Demonstrate their knowledge of local community groups	E3.1.1 Identify community groups in their local area and what they do
E3.2 Demonstrate their participation in community activities	E3.2.1 Participate in activities within a local community group E3.2.2 Identify how these activities benefit others E3.2.3 Identify a benefit for themselves from participating in the activities

## At this level...

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

# Unit DLE3:

## Dealing with problems in daily life

<b>Aim</b>	This unit introduces candidates to the concept of problem solving and helps them to develop a systematic approach to tackling problems in their daily lives.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand how to recognise a straightforward problem	E3.1.1 Identify a straightforward problem that they can tackle E3.1.2 Share ideas on how to tackle the problem with an appropriate person
E3.2 Tackle a problem	E3.2.1 Identify a way to tackle the problem E3.2.2 Carry out activities to tackle the problem E3.2.3 Ask for appropriate advice
E3.3 Be able to carry out a review of their progress towards solving the problem	E3.3.1 Review their progress in tackling the problem E3.3.2 Identify what went well and what did not go so well

### At this level...

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

# Unit DSE3: Developing self

<b>Aim</b>	<p>This unit is about individuals reflecting on their own personal development and being engaged in activities to help them improve their personal skills, qualities, abilities and behaviours. The candidate does this by working through action steps that will help them to achieve an agreed target for their self-development. The unit can help to motivate candidates and improve their confidence by providing a focus for recognising achievements in their personal development.</p> <p>The unit is not about the acquisition of technical skills or academic knowledge; activities related to learning goals, therefore, would be more suitable as the focus of the <b>Working towards goals (TGE2)</b> unit.</p>		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand how to identify areas for self development	E3.1.1 Describe a personal strength or ability E3.1.2 Identify an area for self-development E3.1.3 Describe a personal skill or behaviour they need to develop
E3.2 Understand how to take responsibility for their own self-development	E3.2.1 Describe how they will develop their personal skill or behaviour E3.2.2 Suggest a suitable target to work towards and agree it with an appropriate person E3.2.3 Identify the support and resources needed to help them work towards the agreed target E3.2.4 Work through activities to develop the agreed skill or behaviour
E3.3 Be able to demonstrate how they have developed personal skills	E3.3.1 Review the progress they have made E3.3.2 Review what went well and what did not go so well E3.3.3 Make choices about how they will continue to develop their personal skills

## At this level...

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

# Unit EAE3: Environmental awareness

<b>Aim</b>	This unit is about candidates developing an understanding of the environmental impact of their actions and encouraging them to engage in activities to improve the environment in their local area.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

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

## At this level...

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

# Unit HLE3: Healthy living

<b>Aim</b>	This unit is about introducing candidates to ways in which they can contribute to a healthy lifestyle and encouraging them to engage in activities that will improve their lifestyle.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand what is needed to lead a healthy lifestyle	E3.1.1 Describe what they can do to contribute to a healthy lifestyle E3.1.2 Choose appropriate activities that can make an improvement to their lifestyle
E3.2 Demonstrate how they contribute to their own healthy lifestyle	E3.2.1 Carry out activities to contribute to a healthy lifestyle E3.2.2 Describe how the activities have improved their lifestyle

## At this level...

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

# Unit IRRE3: Individual rights and responsibilities

<b>Aim</b>	This unit is about raising candidates' awareness of their rights and responsibilities as an individual.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	1

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand that they have individual rights and responsibilities	E3.1.1 Describe an individual right which is relevant to them E3.1.2 Identify sources of support or information about rights and responsibilities E3.1.3 Describe a responsibility that they have for themselves E3.1.4 Describe a responsibility that they have to others

## At this level...

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

# Unit MLTE3:

## Making the most of leisure time

<b>Aim</b>	This unit is about introducing candidates to a range of leisure activities and encouraging them to think about their preferences for what they do in their leisure time.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

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

### At this level...

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

# Unit MOME3:

## Managing own money

<b>Aim</b>	This unit is about introducing candidates to the basic elements of managing their personal finances, including engaging them in planning a personal budget and carrying out transactions capably.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand how to plan a personal budget	E3.1.1 Identify their source(s) of income E3.1.2 Identify their key items of expenditure E3.1.3 Prepare a straightforward weekly budget plan E3.1.4 Identify an appropriate way to save surplus money
E3.2 Know how to carry out transactions	E3.2.1 Identify two different ways of paying for items E3.2.2 Demonstrate paying for an item E3.2.3 Use appropriate calculations when paying for items

### At this level...

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

# Unit MSRE3: Managing social relationships

<b>Aim</b>	This unit is about helping candidates to interact and communicate with others in appropriate ways in familiar social situations.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

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

## At this level...

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

# Unit PAE3:

## Parenting awareness

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

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

### At this level...

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

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

# Unit PSE3: Personal safety in the home and community

<b>Aim</b>	This unit is about raising candidates' awareness of the risks they could face in the home and when travelling around. The unit is also about helping candidates to develop strategies for reducing risk.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand how to keep themselves safe when travelling around	E3.1.1 Recognise some of the risks that they might face when out and about E3.1.2 Demonstrate how they might deal with a situation in which their safety is threatened E3.1.3 Demonstrate that they can travel safely and independently to an unfamiliar destination using public transport
E3.2 Be able to demonstrate ways to keep themselves safe when in the home	E3.2.1 Identify safety rules for use in the home E3.2.2 Demonstrate safe practices when carrying out household activities

## At this level...

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

# Unit PWE3: Preparation for work

<b>Aim</b>	This unit is about candidates exploring the personal skills and qualities employees need and matching them to their own skills and qualities. Candidates are then required to consider suitable career opportunities and to prepare key information to apply for a specific job role.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand the skills and qualities needed for working life	E3.1.1 Describe some personal skills and qualities which employees need E3.1.2 Identify how their own skills and qualities compare with the skills and qualities employees need E3.1.3 Identify areas for development
E3.2 Investigate personal career opportunities	E3.2.1 Find out about potential job roles which interest them E3.2.2 Identify a suitable potential job role E3.2.3 Prepare key personal information needed to apply for the job role

## At this level...

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

# Unit TGE3:

## Working towards goals

<b>Aim</b>	This unit is about individuals developing their skills as independent learners. The candidate does this by agreeing and working through action steps that will help them to acquire skills and/or knowledge to achieve a learning goal.  Activities related to personal development are more suitable as the focus of the <b>Developing self (DSE3)</b> unit.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

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

### At this level...

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

# Unit UTE3: Using technology in the home and community

<b>Aim</b>	This unit is about encouraging candidates to use technology safely and correctly in the home and community and to raise their awareness of what to do if the technology goes wrong.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Understand how and where technology is used in the home and local community	E3.1.1 Identify how and where technology is used in the home and the local community E3.1.2 Identify advantages and disadvantages of using technology in the home and local community
E3.2 Be able to demonstrate ways to use technology in the home and local community	E3.2.1 Demonstrate safe practices when using different types of technology in the home and local community E3.2.2 Demonstrate what to do if the technology being used goes wrong

## At this level...

At Entry level 3, candidates should be capable of understanding the concept of 'technology' and of recognising how it is used for different purposes and in different situations. With appropriate guidance and in familiar contexts, candidates should be capable of demonstrating safe practices when using different types of technology, both at home and outside the home, and of taking appropriate action when things go wrong.

# Unit WGE3:

## Working as part of a group

<b>Aim</b>	This unit supports candidates in developing their skills as active contributors when working with others on group activities.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

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

### At this level...

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