Technical specifications for

City & Guilds Level 2

Award and Extended Award for Young Leaders (8004)

Version: 1.1 (November 2018)

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**Note:** This is a qualification specific document and should always be read in conjunction with the Supporting Notes for ILM VRQs document available at [*www.i-l-m.com*](http://www.i-l-m.com)or from ILM Customer Services (*customer@i-l-m.com*)and the ILM Customer Handbook. All ILM qualifications are awarded by The City and Guilds of London Institute.

## Qualification Purpose and Aim

# Who are these qualifications for?

The Level 2 Award for Young Leaders and Level 2 Extended Award for Young Leaders are for individuals aged between 14 and 24 years who are engaged with others in formally structured learning communities or environments. The aim is to formalise the learning for young learners and help them develop a range of skills and behaviours, including leadership, self-management and mentoring. An additional aim is to help them appreciate the benefits they both gain and give by undertaking a course of social action (volunteering).

The development of these skills and associated behaviours will provide a valuable platform for the next steps in their career or education path.

# Benefits for individuals

* Learn core leadership and self-management skills and behaviours
* Develop an understanding and a set of core skills in the role of mentoring
* Improve personal accountability and motivation
* Gain an understanding of how volunteering (social action) benefits both the individual and the community
* Have evidence through a reflective journal of individual development
* Gain a solid foundation of core personal skills that will support the next stages in career or education progression
* Get a nationally recognised qualification
* Support and enhance the completion of other established recognised pathways such as:
  + Community or Junior Sports Leaders Awards Level 1 or 2
  + Business employees volunteering in the community
  + Community Education programmes
  + Queen's Scout Award
  + V50 or VImpact Awards
  + Adults volunteering
  + Duke of Edinburgh's Award
  + GCSEs, A Levels or NVQs
  + Learning Champion training
  + Qualifications for Volunteer Skills for Life Assistants
  + Cadet groups
  + 14 years plus learners in full-time education seeking routes to enhance their CV

# Benefits for leaders or educators of young people

* Provide a framework through which young people will develop essential lifelong personal skills and behaviours
* Provide an opportunity to gain a nationally recognised qualification that will offer a pathway to further educational or personal development

## Progression Routes

If in an appropriate environment or situation, successful learners may be able to progress to other qualifications such as:

* Level 2 Award in Leadership and Team Skills
* Level 2 Award in Mentoring
* Level 2 Certificate in Leadership and Team Skills
* Level 3 Award in Leadership & Management

## Qualifications Specific Occupational Competency Requirements

Centres must ensure they have competent and suitably qualified staff involved in the teaching, learning and assessment of ILM qualifications.

Generic occupational competency requirements are listed in the *Supporting Notes for ILM VRQs* document which can be downloaded from the ILM website.

## Qualifications Structures and Details

# Level 2 Award for Young Leaders

|  |  |
| --- | --- |
| Qualification Accreditation No: | 601/7709/3 |
| Credit Value: | Min of 3 credits |
| Induction: | 1 hour |
| Tutorial Support: | 2 hours |
| Guided Learning Hours (GLH): | The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above. Minimum is 15 GLH and maximum is 20 GLH. |
| Duration: | To be completed in 3 years from the date of registration. |
| Rules of Combination: | Learners are required to attain a minimum of 3 credits but no more than 4 credits overall by completing the mandatory unit plus one other unit from the Optional group.  Please refer to the overview of units table. |
| Assessments: | Criterion assessment applies to all units within this qualification (i.e. the learner must adequately evidence each assessment criterion). For further details see the ILM recommended mark sheet for each unit. |

# Level 2 Extended Award for Young Leaders

|  |  |
| --- | --- |
| Qualification Accreditation No: | 601/7710/X |
| Operational Start Date: | 01/10/2015 |
| Registration End Date: | 30/09/2018 |
| Certification End Date: | 30/09/2021 |
| Credit Value: | Min of 5 credits |
| Induction: | 2 hours |
| Tutorial Support: | 2 hours |
| Guided Learning Hours (GLH): | The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above. Minimum is 25 GLH and maximum is 45 GLH. |
| Duration: | To be completed in 3 years from the date of registration. |
| Rules of Combination: | Learners must complete the mandatory unit plus two or more optional units to obtain a min of 5 credits.  Please refer to the overview of units table. |
| Assessments: | Criterion assessment applies to all units within this qualification (i.e. the learner must adequately evidence each assessment criterion). For further details see the ILM recommended mark sheet for each unit. |

## Overview of Units

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref** | **Unit Title** | **Level** | **CV\*** | **GLH\*\*** |
|  | **Mandatory Group** |  |  |  |
| 8004-203 | Developing Self-Leadership and Resilience for Young People (Mandatory) | 2 | 2 | 10 |
|  | **Optional Group** |  |  |  |
| 8004-200 | Developing Awareness of Equality and Diversity | 2 | 1 | 5 |
| 8004-201 | Developing Leadership Skills for Young People | 2 | 2 | 10 |
| 8004-202 | Developing Mentoring Skills for Young People | 2 | 2 | 10 |
| 8004-204 | Developing Skills to Work as a Volunteer | 2 | 2 | 10 |

\*Credit Value. \*\*Guided Learning Hours

Unit specifications

for the Level 2

Award and Extended Award for Young Leaders

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Developing Self-Leadership and Resilience for Young People** | | |
| Level: | | 2 | | |
| Credit value: | | 2 | | |
| Unit guided learning hours | | 10 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand the use of effective self-leadership to achieve identified goals | | | 1.1    1.2 | List the skills of self-leadership  Explain how effective self-leadership and resilience will help you achieve goals |
| 1. Develop self-leadership skills | | | 2.1  2.2  2.3  2.4  2.5  2.6 | Set SMART personal objective(s) to achieve goals  List things that will either help you or prevent you from achieving your objective(s)  Show how you have motivated yourself to achieve your objective(s)  Use problem-solving skills to help you achieve objective(s)  Show resilience by coping in a positive way when things don’t go to plan  Show how you sought help from others when things didn’t go to plan |
| 1. Reflect on self-leadership | | | 3.1 | Self-assess your performance in self-leadership and showing resilience |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to develop an understanding of the self-leadership and resilience required by an individual. | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Role, nature and skills of self-leadership including self-motivation, self-reward * Solving problems, constructive thought patterns, handling emotions and stress * Developing resilience by coping positively with setbacks and challenges | | | |
| 2 | * Setting personal SMART objectives * Supervised practice to develop the ability to apply knowledge and skills of self- leadership and resilience | | | |
| 3 | * Good practice in reviewing own performance * Principles of self-assessment | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Developing Awareness of Equality and Diversity** | | |
| Level: | | 2 | | |
| Credit value: | | 1 | | |
| Unit guided learning hours | | 5 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand equality and diversity | | | 1.1  1.2  1.3 | Explain what is meant by ‘promoting equality’  Explain what is meant by ‘respecting diversity’  Explain why equality and diversity are important in your community |
| 1. Understand how equality and diversity affects their community | | | 2.1  2.2 | Describe at least four different behaviours that should be combated as they lead to discrimination  Identify actions that individuals should take to promote equality and the valuing of diversity within their community |
| 1. Reflect on awareness of equality and diversity | | | 3.1 | Self-assess your performance in promoting equality and valuing diversity |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to develop an awareness of their role to promote equality and diversity and the development of behaviours to support this. | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Definitions of equality and diversity and their relevance to the community * Promoting equality * Valuing diversity | | | |
| 2 | * Examples of good practice in equality and diversity * Discriminatory behaviour including harassment, bullying and victimisation * Examining personal values, attitudes and prejudices | | | |
| 3 | * Good practice in reviewing own performance * Principles of self-assessment | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Developing Leadership Skills for Young People** | | |
| Level: | | 2 | | |
| Credit value: | | 2 | | |
| Unit guided learning hours | | 10 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand the meaning of leadership | | | 1.1 | Identify what leaders do that makes them effective |
| 1. Develop own leadership skills | | | 2.1  2.2  2.3  2.4 | Set and communicate a SMART objective for a team  Involve team members in decisions on how to achieve an objective  Support team members in their tasks  Take actions to develop positive team relationships, motivation and trust |
| 1. Reflect on leadership skills development | | | 3.1 | Self-assess and peer-assess your leadership performance |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to develop an understanding of the meaning and nature of leadership. | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Characteristics of an effective leader * Leading a team – action-centred approaches to individual, team and task * Influencing others * Dealing with conflict * Potential impacts on individuals and outputs/performance | | | |
| 2 | * Development and appropriate use of leadership skills * Supervised practice or simulation to develop the ability to apply knowledge and skills of leadership | | | |
| 3 | * Good practice in reviewing own performance * Principles of self-assessment | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Developing Mentoring Skills for Young People** | | |
| Level: | | 2 | | |
| Credit value: | | 2 | | |
| Unit guided learning hours | | 10 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand the young leader’s role in mentoring | | | 1.1  1.2 | Outline the role of the mentor when mentoring young people  List the skills a mentor needs |
| 1. Develop mentoring skills for young people | | | 2.1  2.2  2.3  2.4  2.5 | Prepare for a minimum of two mentoring sessions  Mentor for a total of at least two hours  Use questioning and listening techniques in your mentoring sessions  Give feedback to the person you are mentoring to help their learning  Show how to develop trust in the mentoring relationship |
| 1. Reflect on mentoring skills development | | | 3.1 | Self-assess your mentoring performance |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to develop an understanding of the role and nature of mentoring when working with young people. | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Nature and role of mentoring young people * Personal factors which can inhibit responsiveness to mentoring (e.g. previous experiences, expectations, attitudes to being mentored) * Confidentiality, data protection | | | |
| 2 | * Planning for mentoring * Questioning and listening skills * Giving and receiving feedback * Importance of trust in the mentoring relationship * Ways to handle mentees’ personal problems arising during mentoring sessions * Supervised practice to develop the ability to apply knowledge and skills of mentoring | | | |
| 3 | * Good practice in reviewing own performance * Principles of self-assessment | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Developing Skills to Work as a Volunteer** | | |
| Level: | | 2 | | |
| Credit value: | | 2 | | |
| Unit guided learning hours | | 10 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand the benefits and responsibilities of volunteering | | | 1.1  1.2 | Identify the benefits for the individual of volunteering  Identify the responsibilities the volunteer has when volunteering |
| 2 Develop volunteering skills | | | 2.1  2.2  2.3  2.4 | Carry out a volunteering role to the required standards, targets and deadlines  Comply with the policies, procedures and codes of conduct that apply to the volunteering role  Use appropriate communication methods to meet volunteering responsibilities, including informing others of progress  Ask for help or advice when necessary and make use of feedback when appropriate |
| 3 Reflect on the benefits of volunteering and the personal development achieved | | | 3.1 | Self-assess your performance as a volunteer |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to develop an understanding of the volunteering opportunities available, the benefits for the individual and the skills required | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Volunteering and voluntary organisations * The benefits of volunteering * Working as a volunteer within an organisation – roles and responsibilities * Leadership and management and the need for each of them * Characteristics of a leader and how these are developed | | | |
| 2 | * Finding out about volunteering * Becoming a volunteer * Supervised practice to develop the ability to apply knowledge and skills to work as a volunteer | | | |
| 3 | * Good practice in reviewing own performance * Principles of self-assessment | | | |

Unit Assessments

For the Level 2

Award and Extended Award for Young Leaders

General Assessment information

Learners are required to complete a portfolio of evidence showing how they have achieved the learning outcomes and satisfied the assessment criteria associated with the units. The centre should arrange for each learner to have access to a centre-appointed tutor, assessor or mentor throughout the programme to provide one-to-one guidance on assessment, support with development and, if appropriate, evidence for their portfolio.

The evidence sources are likely to include a variety of the following:

* Learner’s personal reports on describing actions taken, rationale for decisions made, etc.
* Assessor observations recorded and included in the portfolio
* Professional discussions
* Witness testimony, including peer testimony
* Learner reports or projects
* Worksheets
* Case studies
* Records of oral and written questioning
* Presentation materials
* Audio or film clips

Further assessment guidance is provided for each unit but assessors may use other methods provided they satisfy the quality requirements. All units follow a similar structure:

* Learning outcome 1: knowledge and understanding
* Learning outcome 2: practical application
* Learning outcome 3: reflection and looking to future development

The types of evidence used are likely to reflect the different outcomes. Knowledge and understanding may be assessed through oral or written questioning, or presentations. Practical application may be assessed through learner reports or projects, assessor observations, witness testimony and/or audio/film clips.

Reflection may be assessed through professional discussions, presentations or learner reports. This is not an exhaustive list, however, and centres may use other forms of evidence provided they are appropriate to the needs of the learners and can be assessed in line with ILM quality requirements.

The assessor is required to make an assessment decision, based on the evidence provided, as to whether the learner has met all the learning outcomes and assessment criteria. There are no marks allocated and the assessment decision is either ‘passed’ or ‘insufficient evidence at present’. In the latter case, learners should be given feedback indicating what further evidence is required.

## Unit 203 Developing self-leadership and resilience for young people

This unit is designed to enable learners to develop an understanding of the self-leadership and resilience required by an individual.

# Learning outcome 1 - Understand the use of effective self-leadership to achieve identified goals

The purpose of this learning outcome is to enable learners to gain a basic understanding of self-leadership and resilience and those skills and behaviours that can assist them in the achievement of objectives(s), such as:

* Setting personal SMART objectives
* Self-motivation and self-reward
* Problem solving
* Thinking creatively
* Thinking constructively
* Reflecting on own performance in order to improve

Centres may, however, decide to include further self-leadership and resilience skills and behaviours that they feel are appropriate to their learners. Learners should be able to describe briefly the skills and explain why they are necessary to achieve their goals (ACs 1.1 and 1.2).

# Learning outcome 2 - Develop self-leadership skills

The learner is required to set one or more personal SMART objectives (AC 2.1). This could include a skill they would like to learn, or a task or an activity they would like to complete. However, there are many other options that could be chosen.

It is suggested that this should be discussed with the peer group or tutor to ensure that the objective satisfies the SMART requirements. This discussion should also assist the learner in deciding what will help them to achieve this objective and what might hinder that achievement (AC 2.2).

SMART is normally defined as:

* S = Specific
* M = Measurable
* A = Achievable
* R = Realistic
* T = Time-bound

The personal objectives chosen could be, but do not have to be, linked to the requirements of other units.

To satisfy the remainder of this outcome the learner needs to provide evidence to show how they have worked towards and completed their personal objective(s). They need to show specifically how they have applied their self-leadership skills (AC 2.1, 2.2, 2.3) and how they have shown resilience in overcoming difficulties by creative thinking, problem solving and identifying and seeking appropriate support and information (AC 2.4, 2.5, 2.6).

# Learning outcome 3 - Reflect on self-leadership

In the final outcome the learner needs to complete a self-assessment in which they describe what went well, what went less well and how they would act differently in the future (AC 3.1).

## Unit 200 Developing awareness of equality and diversity

This unit is designed to enable learners to develop an awareness of their role to promote equality and respect diversity and the development of behaviours to support this.

# Learning outcome 1 - Understand equality and diversity

The purpose of this learning outcome is to enable learners to gain a basic understanding of the terms ‘promoting equality’ and ‘respecting diversity’ and of the behaviours associated with supporting this. How this relates to the issues facing their local community should be stressed and centres may decide to focus in more detail on those issues that are particularly relevant to their learners.

Learners should be able to explain the terms ‘promoting equality’ and ‘respecting diversity’ and the associated behaviours. They should also be able to explain why equality and diversity are important in their community (ACs 1.1 and 1.2).

# Learning outcome 2 - Understand how equality and diversity affects their community

The learner is required to complete a study of the behaviours identified in learning outcome 1. This should be based on at least some of the following:

* Personal observations from their own experience
* Case studies
* Video clips
* Interviews with, or presentations by, members of the local community possessing expertise in this field

Role playing could also be included. It is also suggested that this study should include a peer group discussion in which experiences are shared.

Using this study, the learner needs to satisfy the outcome by describing at least four different behaviours that should be combated as they lead to discrimination and identifying and briefly describing a number of actions that individuals should take to promote equality and the valuing of diversity within their community (ACs 2.1 and 2.2).

# Learning outcome 3 - Reflect on awareness of equality and diversity

In the final outcome the learner needs to complete a self-assessment on their performance in promoting equality and valuing diversity. What actions they intend to take in future should also be included (AC 3.1).

## Unit 201 Developing leadership skills for young people

This unit is designed to enable learners to develop an understanding of the meaning and nature of leadership.

# Learning outcome 1 - Understand the meaning of leadership

The purpose of this learning outcome is to enable learners to gain a basic understanding of leadership and those skills and behaviours associated with effective leadership including:

* Characteristics of an effective leader
* Leading a team – action-centred approaches to individual, team and task
* Influencing others
* Dealing with conflict

Centres may however decide to include further skills and behaviours that they feel are appropriate to their learners. Learners should be able to briefly describe the skills and what is meant by ‘effectiveness’ (AC 1.1).

# Learning outcome 2 - Develop own leadership skills

The learner is required to participate in a team activity in which they adopt a leadership role. This can be a real-life situation or the leadership of an activity that forms part of a development programme designed by the centre. The learner should set and clearly communicate to the team an objective that satisfies the SMART requirements (AC 2.1).

SMART is normally defined as:

* S = Specific
* M = Measurable
* A = Achievable
* R = Realistic
* T = Time-bound

The objective chosen could be, but does not have to be, linked to the requirements of other units.

To satisfy the remainder of this learning outcome the learner needs to provide evidence of how they have provided leadership for their team by involving team members in decisions on how to achieve the objective, supported team members in their tasks, and taken actions to develop positive team relationships, motivation and trust (ACs 2.2, 2.3, 2.4).

# Learning outcome 3 - Reflect on leadership skills development

In the final outcome the learner needs to complete both a self-assessment and peer group assessment and describe what went well, what went less well, and how they would act differently in the future (AC 3.1).

## Unit 202 Developing mentoring skills for young people

This unit is designed to enable learners to develop an understanding of the role and nature of mentoring when working with young people.

# Learning outcome 1 - Understand the young leader’s role in mentoring

The purpose of this learning outcome is to enable learners to gain a basic understanding of the nature and role of mentoring young people, including:

* Personal factors which can inhibit responsiveness to mentoring (e.g. previous experiences, expectations, attitudes to being mentored)
* The importance of confidentiality, data protection
* Planning for mentoring
* Questioning and listening skills
* Giving and receiving feedback
* The importance of trust in the mentoring relationship
* Ways to handle mentees’ personal problems arising during mentoring sessions

Centres may, however, decide to include additional mentoring skills and behaviours that they feel are appropriate to their learners. Learners should be able to briefly describe the role of the mentor and the skills required and why they are necessary (ACs 1.1 and 1.2).

# Learning outcome 2 - Develop mentoring skills for young people

The learner is required to complete a minimum of two hours of mentoring, preferably with one or two mentees. The learner should be provided with the support of an experienced mentor as their mentoring supervisor who will provide an observation (if appropriate) and discuss with the learner their mentoring activity, including providing feedback and advice on any problems they encounter.

The learner should plan their mentoring and complete a suitable record of their mentoring activity and should show their awareness of the need for confidentiality (ACs 2.1 and 2.2).

To satisfy the remainder of this outcome the learner needs to provide evidence to show how they have applied mentoring skills, including the use of questioning and listening techniques, giving feedback to the person being mentored to help their learning, and actions taken to develop trust in the mentoring relationship (ACs 2.3, 2.4, 2.5).

# Learning outcome 3 - Reflect on mentoring skills development

In the final outcome the learner needs to complete a self-assessment on their mentoring skills in which they describe what went well, what went less well, and how they would act differently in the future (AC 3.1).

## Unit 204 Developing skills to work as a volunteer

This unit is designed to enable learners to develop an understanding of the volunteering opportunities available in their local community, the benefits for the individual that can be gained from volunteering and the skills required.

# Learning outcome 1 - Understand the benefits and responsibilities of volunteering

The purpose of this learning outcome is to enable learners to gain a basic understanding of the role of volunteering. This should include the nature of voluntary organisations and some the types of voluntary organisation they will find in their local community.

The learner needs to be able to identify the benefits that volunteering offers for the individual and to identify the responsibilities the volunteer takes on (AC 1.1. and 1.2).

Centres may, however, decide to include in their programme further details on the volunteer’s role that they feel are appropriate to their learners.

# Learning outcome 2 - Develop volunteering skills

The learner is required to identify a volunteering opportunity and to carry out a volunteering role to the required standards, targets and deadlines. The ILM does not specify how long this should be carried out for as this will depend on the programme the centre has designed.

The volunteering role chosen could be, but does not have to be, linked to the requirements of other units.

To satisfy the remainder of this outcome the learner needs to provide evidence to show they understand and have complied with the policies, procedures and codes of conduct that apply to their volunteering role. They should also provide evidence that shows their use of appropriate communication methods to meet volunteering responsibilities, including informing others of progress, and they are required to demonstrate how they have asked for help or advice when necessary and made use of feedback when appropriate (ACs 2.2, 2.3, 2.4, 2.5).

# Learning outcome 3 - Reflect on the benefits of volunteering and the personal development achieved

In the final outcome the learner needs to complete a self-assessment in which they describe what went well, what went less well, and how they would act differently in the future. This should focus on the benefits of volunteering they have gained and the personal development achieved (AC 3.1).

Mark sheets for the

Unit Assessments

## Unit 203 Developing self-leadership and resilience for young people

# Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Centre Number:** | |  | **Centre Name:** |  | |
| **Learner Registration No:** | |  | **Learner Name:** |  | |
| **Learning Outcome / Section 1:** Understand the use of effective self-leadership to achieve identified goals | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | **Assessor feedback on AC** |
| AC 1.1  List the skills of self-leadership | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |
| AC 1.2  Explain how effective self-leadership and resilience will help you achieve goals | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |

|  |  |  |
| --- | --- | --- |
| **Learning Outcome / Section 2:** Develop self-leadership skills | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | **Assessor feedback on AC** |
| AC 2.1  Set SMART personal objective(s) to achieve goals | **Answer or portfolio reference:** |  |
| Pass or Referral |
| AC 2.2  List things that will either help you or prevent you from achieving your objective(s) | **Answer or portfolio reference:** |  |
| Pass or Referral |
| AC 2.3  Show how you have motivated yourself to achieve your objective(s) | **Answer or portfolio reference:** |  |
| Pass or Referral |
| AC 2.4  Use problem-solving skills to help you achieve objective(s) | **Answer or portfolio reference:** |  |
| Pass or Referral |
| AC 2.5  Show resilience by coping in a positive way when things don’t go to plan | **Answer or portfolio reference:** |  |
| Pass or Referral |
| AC 2.6  Show how you sought help from others when things didn’t go to plan | **Answer or portfolio reference:** |  |
| Pass or Referral |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome / Section 3:** Reflect on self-leadership | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 3.1  Self-assess your performance in self-leadership and showing resilience | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Assessor’s Decision** | | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |

## Unit 200 Developing awareness of equality and diversity

# Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Centre Number:** | |  | **Centre Name:** | |  | |
| **Learner Registration No:** | |  | **Learner Name:** | |  | |
| **Learning Outcome / Section 1:** Understand equality and diversity | | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | | **Assessor feedback on AC** |
| AC 1.1  Explain what is meant by ‘promoting equality’ | **Answer or portfolio reference:** | | | | |  |
| Pass or Referral |
| AC 1.2  Explain what is meant by ‘respecting diversity’ | **Answer or portfolio reference:** | | | | |  |
| Pass or Referral |
| AC 1.3  Explain why equality and diversity are important in your community | **Answer or portfolio reference:** | | | | |  |
| Pass or Referral |
| **Learning Outcome / Section 2:** Understand how equality and diversity affects their community | | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | | **Assessor feedback on AC** |
| AC 2.1  Describe at least four different behaviours that should be combated as they lead to discrimination | **Answer or portfolio reference:** | | | | |  |
| Pass or Referral |
| AC 2.2  Identify actions that individuals should take to promote equality and the valuing of diversity within their community | **Answer or portfolio reference:** | | | | |  |
| Pass or Referral |
| **Learning Outcome / Section 3:** Reflect on awareness of equality and diversity | | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | | **Assessor feedback on AC** |
| AC 3.1  Self-assess your performance in promoting equality and valuing diversity | **Answer or portfolio reference:** | | | | |  |
| Pass or Referral |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of QA:**  **Date of QA check:** |

## Unit 201 Developing leadership skills for young people

# Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

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| --- | --- | --- | --- | --- | --- |
| **Centre Number:** | |  | **Centre Name:** |  | |
| **Learner Registration No:** | |  | **Learner Name:** |  | |
| 1. **Learning Outcome / Section 1:** Understand the meaning of leadership | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | **Assessor feedback on AC** |
| AC 1.1  Identify what leaders do that makes them effective | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |

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| **Learning Outcome / Section 2:** Develop own leadership skills | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 2.1  Set and communicate a SMART objective for a team | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.2  Involve team members in decisions on how to achieve an objective | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.3  Support team members in their tasks | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.4  Take actions to develop positive team relationships, motivation and trust | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Learning Outcome / Section 3:** Reflect on leadership skills development | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 3.1  Self-assess and peer assess your leadership performance | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Assessor’s Decision** | | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |

## Unit 202 Developing mentoring skills for young people

# Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

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| **Centre Number:** | |  | **Centre Name:** |  | |
| **Learner Registration No:** | |  | **Learner Name:** |  | |
| **Learning Outcome / Section 1:** Understand the young leader’s role in mentoring | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | **Assessor feedback on AC** |
| AC 1.1  Outline the role of the mentor when mentoring young people | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |
| AC 1.2  List the skills a mentor needs | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |

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| **Learning Outcome / Section 2:** Develop mentoring skills for young people | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 2.1  Prepare for a minimum of two mentoring sessions | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.2  Mentor for a total of at least two hours | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.3  Use questioning and listening techniques in your mentoring sessions | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.4  Give feedback to the person you are mentoring to help their learning | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.5  Show how to develop trust in the mentoring relationship | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Learning Outcome / Section 3:** Reflect on mentoring skills development | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 3.1  Self-assess your mentoring performance | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Assessor’s Decision** | | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |

## Unit 204 Developing skills to work as a volunteer

# Guidance for completing the mark sheet

The mark sheet shows the learning outcomes that must be demonstrated by the learner and the assessment criteria that are to be assessed. The middle column should be completed by the learner and the third column records the assessment decision and any feedback or comments from the assessor, including guidance on resubmission.

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| --- | --- | --- | --- | --- | --- |
| **Centre Number:** | |  | **Centre Name:** |  | |
| **Learner Registration No:** | |  | **Learner Name:** |  | |
| **Learning Outcome / Section 1:** Understand the benefits and responsibilities of volunteering | | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | | **Assessor feedback on AC** |
| AC 1.1  Identify the benefits for the individual of volunteering | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |
| AC 1.2  Identify the responsibilities the volunteer has when volunteering | **Answer or portfolio reference:** | | | |  |
| Pass or Referral |

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| **Learning Outcome / Section 2:** Develop volunteering skills | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 2.1  Carry out a volunteering role to the required standards, targets and deadlines | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.2  Comply with the policies, procedures and codes of conduct that apply to the volunteering role | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.3  Use appropriate communication methods to meet volunteering responsibilities, including informing others of progress | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| AC 2.4  Ask for help or advice when necessary and make use of feedback when appropriate | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Learning Outcome / Section 3:** Reflect on the benefits of volunteering and the personal development achieved | | | | |
| **Assessment Criteria (AC)** | ***To be completed by the learner. Can include a specific answer that addresses the assessment criterion or can direct the assessor to the appropriate evidence item(s) in the portfolio.*** | | | **Assessor feedback on AC** |
| AC 3.1  Self-assess your performance as a volunteer | **Answer or portfolio reference:** | | |  |
| Pass or Referral |
| **Assessor’s Decision** | | | **Quality Assurance Use** | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:**  **Date of QA check:** |