

Unit Title: Rights and responsibilities: everybody matters

Level: Entry 1

OCR unit number: M1

Life and Living Skill Area: Personal Skills

Credit value: 3

Guided learning hours: 30

Unit purpose and aim

This unit aims to provide learners working within Entry 1 (although not usually at the earlier stages of the level) with the opportunity to have recognised their achievements in relation to recognising their own rights and responsibilities.

This unit spans a range of achievement for learners working at the 'Active Involvement' to 'Application' stages of the Entry 1 Achievement Continuum.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Be aware that they have rights as individuals	The Learner can: 1.1 Recognise some of the basic rights as an individual	<ul style="list-style-type: none"> • Indicating that they do not want to take part in an activity, for example, signing 'no' in response to joining in with a game; shaking their head in response to a request to finish a meal • Communicating a clear statement that they would like to do something, for example, wearing a particular item of clothing; completing an activity on their own. • Making a request, for example, to complete a piece of work by moving away from a peer; to go to a youth club activity tomorrow.
2 Be aware they have responsibilities as individuals	2.1 Take some responsibility for themselves	<ul style="list-style-type: none"> • Indicating that they do not feel able to take part in an activity, for example, signing 'no' in response to a request to move into deeper water in a swimming pool; using facial gesture to indicate that they are not feeling well

		<ul style="list-style-type: none"> • Recognising that they are uncomfortable with the current temperatures for example, feeling cold and requesting help to put on gloves by showing a helper their cold hands; feeling hot and moving themselves into a shaded area • Making a statement that they need support to complete a task for example, locating a lost shopping list and purse before going shopping; indicating that it is time to take their medication
	2.2 Recognise some responsibilities they have towards others	<ul style="list-style-type: none"> • Remembering an appropriate method to gain someone's attention for example, gently touching someone's shoulder rather than poking them; using a communication book rather than screaming out • Locating support from a tutor/co-worker for example, for a peer who has hurt themselves; noticing that a chair has fallen over and is a hazard to others • Remembering to offer appropriate foods to peers for example, offering the wheat free toast to someone who is on a gluten free diet; a fruit smoothie rather than a piece of fruit to a peer needing a liquid diet

Assessment

Assessment of this unit must make use of the Entry 1 Achievement Continuum. Assessors will be required to indicate the stage on the continuum at which the learner has achieved the learning outcome.

This unit spans a range of achievement from the **active involvement** to **application** stages of the Achievement Continuum. It may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessment of this unit will be most effective when it takes place within naturally occurring situations rather than staged events.

The examples provided above are just that: learners may demonstrate their ability to meet the criteria in many other ways. Learners are not expected to undertake all these activities in order to meet the assessment criteria.

Evidence requirements

Candidates must show that they can recognise some of their individual basic rights and the responsibility that they have for themselves and towards others, this will be reflected in their Record of Assessment and Evidence.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence, must be submitted for moderation.

Additional information

The following documents must be used to record candidate evidence and their level of achievement on the Entry 1 Achievement Continuum:

- Entry 1 Achievement Continuum Record of
- Assessment and Evidence