

# Life Skills

Entry Level, Level One, Level Two



**Sixth Form Hub 2022-2023**

# Unit Award Scheme

UAS allows all students to engage with learning and have their achievements formally recognised.

Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

## Why choose UAS

- **Comprehensive** – UAS covers all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning
- **Inclusive** – students of **all abilities** can take part in the scheme
- **Adaptable** – teachers can write their own units for tailored, bespoke learning
- **Flexible** – students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year
- **Versatile** – teachers will use UAS in many different ways: SEND/SEMH programmes; enrichment and extracurricular activities; community-based learning projects; professional development, learning and building new skills, preparing for GCSE's and level 1-3 qualifications

Each centre has a UAS Coordinator who is trained as part of the UAS registration process. The coordinator submits the claims for certificates, along with the evidence when required. Claims for certificates can be made year round and students can be added to the scheme at any time.

## Case study: Brunel and Burton Academies

Mandy Seymour, teacher and SENCO at Brunel and Burton Academies in Devon, explains how Unit Award Scheme (UAS) continues to be a success with both students and teachers.

### Re-engaging students

I'm the UAS coordinator in a small school for pupils permanently excluded from mainstream, 100% with an Education Health Care Plan and all within the main area of need in social, emotional and mental health. As a body, our students struggle with attendance and being in learning spaces. They've all travelled a tough road to get to us and feel disaffected with education. Their self-esteem is low which has a big effect on how they perceive learning and themselves as learners.

UAS has been fantastic; it enables us to teach groups or individuals on a wide variety of topics and to evidence to the students how well they can learn, providing them with a real sense of achievement. One pupil, on completing some Entry, 1, 2 and 3 maths units (UAS can be used as a stepping stone towards the achievement of AQA's Entry Level Certificates) asked "does this mean I could do a GCSE?" When the teacher replied "what do you think?", the answer was "I know I can now, I've got no excuse – you'll just keep reminding me of all these certificates!"

## **Department Of Education Awards**

The DofE Award runs at three levels, bronze, silver, and gold. It is a recognised award for 14–24-year-olds, that is well respected by employers. The award is designed to support young people in developing life and work skills. It's all about setting personal challenges and pushing personal boundaries. The best bit about DofE is that it makes learning fun! There are many fun activities to participate in to get the award such as: Sports, dance, arts, outdoor activities, orienteering, hiking, residential etc. The award is all-inclusive and tailored to meet the needs of its participants.



This is just an example of some of the units that will be covered

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 give money for at least two items purchased in a retail setting	Summary sheet
2 receive change for at least two items purchased in a retail setting.	Summary sheet

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 use a vacuum cleaner to clean a floor area	Summary sheet
2 mop a floor	Summary sheet
3 dust and polish at least two items of furniture.	Summary sheet

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 list all of the emergency services	Summary sheet
2 show a good understanding of what an emergency is	Summary sheet
3 identify whether it would be appropriate or not appropriate to phone 999 in at least two given scenarios	Summary sheet
4 recall their personal home address	Summary sheet
5 take part in a role play about phoning the emergency services, clearly giving key details to the operator.	Summary sheet

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	identify good and bad situations, eg losing a purse, from a given selection of three	Student completed work
2	identify people who can help keep them safe in at least two social contexts, eg teachers in school, police officers in public	Summary sheet
3	independently role play three scenarios about problems in daily life, eg losing their keys, dropping a bag	Summary sheet
<b>experienced</b>		
4	identifying their own and others' possible emotions in a problem situation, eg losing a purse might make an individual feel worried.	Summary sheet

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	follow oral instructions to (a) hold a book correctly and turn pages (b) match symbols or match symbols to objects (c) follow a maze with support.	Summary sheet

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	recognise the 1p, 2p, 5p and 10p coins	Student completed work and/or summary sheet
2	exchange money up to 10p for an equivalent amount in other denominations	Student completed work and/or summary sheet
3	add up to 10 coins.	Student completed work and/or summary sheet

<b>In successfully completing this unit, the Learner will have</b>		<b>Evidence needed</b>
<b>shown knowledge of</b>		
1	the importance of good personal hygiene	Summary sheet and/or student completed work
2	effective hand washing techniques	Student completed work and/or summary sheet
3	at least two basic money management techniques or principles	Summary sheet and/or student completed work
4	what to do if they feel frightened or threatened	Summary sheet and/or student completed work
5	at least two hazards when crossing the road	Summary sheet and/or student completed work
6	the Green Cross Code	Summary sheet
<b>demonstrated the ability to</b>		
7	use disclosing tablets to identify areas of plaque	Photograph(s)
8	use a toothbrush correctly to clean their teeth	Summary sheet
9	try at least two different personal hygiene products to determine their personal preference	Summary sheet and/or student completed work
10	cross the road safely	Summary sheet
11	say "No" and stay safe, eg in a role play activity about a given situation.	Summary sheet

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 the changes that place during puberty for boys and girls	Summary sheet and/or student completed work
2 the importance of regular exercise	Student completed work and/or summary sheet
3 the importance of a healthy diet	Student completed work
4 at least two food hygiene practices	Student completed work
5 how to store food correctly in a fridge	Student completed work
6 basic first aid	Student completed work and/or summary sheet
7 how and when to contact the emergency services	Summary sheet and/or student completed work
8 how to keep safe from harm in the home, eg preventing slips, trips, falls	Student completed work
<b>demonstrated the ability to</b>	
9 complete three different exercises and observe the changes in their heart rate	Student completed work and/or summary sheet
10 prepare a simple healthy snack	Summary sheet and/or photograph(s)
11 use basic food hygiene techniques in a food preparation area	Summary sheet
12 treat a minor injury, eg a cut or graze, appropriately	Summary sheet
13 perform at least four basic household tasks, including making a bed, vacuuming, dusting, doing the dishes	Summary sheet
14 make a hot drink and simple snack.	Summary sheet and/or photograph(s)



