



# Learner Induction

- To be completed before starting the course.
- Help me decide; will I work at Level 1 or Level 2?

# Lesson 1

**What is Sweet  
and what will I be  
learning about?**



# What is Sweet?

- It's a **BTEC qualification** in Personal Growth and Wellbeing.
- **NO EXAM!!!** Portfolio based approach to learning.
- **Links** to the new RSE (sexual health) curriculum and the Health and Wellbeing AOLE.

It can be **studied at Level 1 or Level 2** and at **different sizes:**

Level 1 or Level 2	Subsidiary Award (0.25 GCSE)	Award (0.5 GCSE)	Certificate (1 GCSE)	Extended Certificate (2 GCSEs)
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# What skills will I develop?

Team  
work and  
leadership

CV writing  
and  
searching  
for jobs

Planning  
and  
organising

Staying  
healthy and  
managing  
stress

Communication  
skills,  
assertiveness  
and empathy

Money  
management  
and budgeting

Recognising  
diversity

Resilience  
and positive  
thinking

...among many others! These skills will **support you when applying for further or higher education and when applying for jobs.** They will also support you to become **active and informed citizens.**

# The Units – an Overview



**Book 1** Physical Health & Wellbeing

**Fitter, Healthier, Happier**



**Book 2** Emotional Wellbeing

**I've Got a Feeling...**



**Book 3** Social Health & Wellbeing

**Skills for Social Success**



**Book 4** Sexual Health & Wellbeing

**Let's Talk About...**



**Book 5** Personal Identity

**This is Me!**



**Book 6** Environmental Awareness

**Our World, Our Future**



**Book 7** Financial Awareness

**Making Money Work for Me!**



**Book 8** Personal Progress

**Future Roles and Setting Goals**

Level of study	Performance points	GCSE size equivalence	GCSE grade equivalence	Number of units to complete
<b>Level 2 Extended Cert</b>	92	2	A*-C	8 (all) units
<b>Level 2 Cert</b>	46	1	A*-C	5 optional units
<b>Level 2 Award</b>	----- ----- -----	0.5	A*-C	2 optional units
<b>Level 2 Sub. Award</b>	11.5	0.25	A*-C	1 optional unit
<b>Level 1 Extended Cert.</b>	50	2	D-G	7 optional units
<b>Level 1 Cert</b>	25	1	D-G	4 optional units
<b>Level 1 Award</b>	12.5	0.5	D-G	2 optional units
<b>Level 1 Extended Award</b>	6.25	0.25	D-G	1 optional unit

Sweet 

Let's get to know the characters  
and unit content...



# Book 1 – Fitter, Healthier, Happier

Features of a healthy lifestyle including a balance diet, physical activity and sleep

Unhealthy habits including smoking, drinking alcohol and using illegal drugs

Hello! I'm Sam, your guide for this unit.

Creating a plan to improve physical health and wellbeing

First aid and organ donation





# Book 2 – I've Got a Feeling

What impacts mental health and wellbeing (positive and negative)

Sharing emotions with others and the impact of this

Mindfulness and ways to look after own mental health and wellbeing



Hey, I'm Alys, your guide for this unit

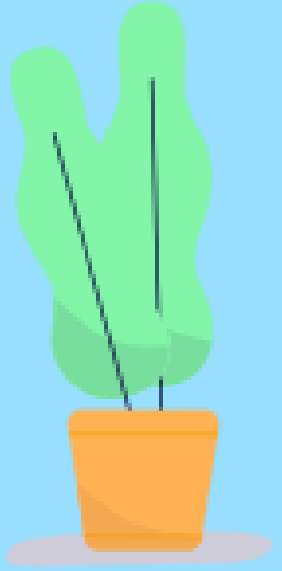
# Book 3 – Skills for Social Success



The benefits of social relationships

Skills needed to maintain social relationships

The importance of social relationships



Hello! I'm Finn, I'll be your guide for this unit.

# Book 4 – Let's Talk About...

The features of intimate relationships and potential risks

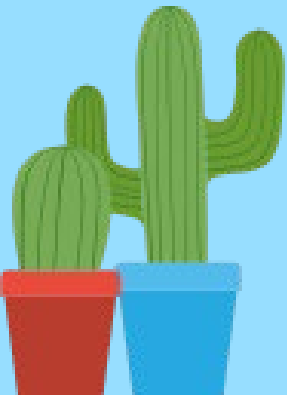
Skills needed when developing and maintaining social relationships

Hello! I'm Xina!  
Your guide for this unit.



Consent

Menstruation,  
sexual health and  
pregnancy



# Book 5 – This is Me!



Factors which influence personal identity (culture, family, education, finances)

Attitudes, values and personality types

The impact of personal identity on self and others

Hello! I'm Imran, your guide for this unit.

# Book 6 – Our World, Our Future

Issues affecting the environment and their impacts

Making a personal contribution to improving the environment

Methods of raising awareness and communicating with others

Hello! I'm Mo, your guide for this unit.



# Book 7 – Making Money Work for Me

Hello! I'm Aisha,  
your guide for  
this unit.



Income (and  
deductions),  
expenditure and  
preparing a  
budget plan

Financial  
products and the  
impact of these  
on wellbeing  
(both positive  
and negative)

Making financial  
commitments

# Book 8 – Future Roles and Setting Goals

Hi, I'm Salima,  
your guide for  
this unit.



Looking at own strengths, weaknesses and progression opportunities

Use tools and strategies to produce a short and mid-term progression plan

Seek feedback on your progression plan



# Lesson 2



Why is it important to look after your own health and wellbeing?

**Carry out some research and create a poster or slogan to highlight your findings.**



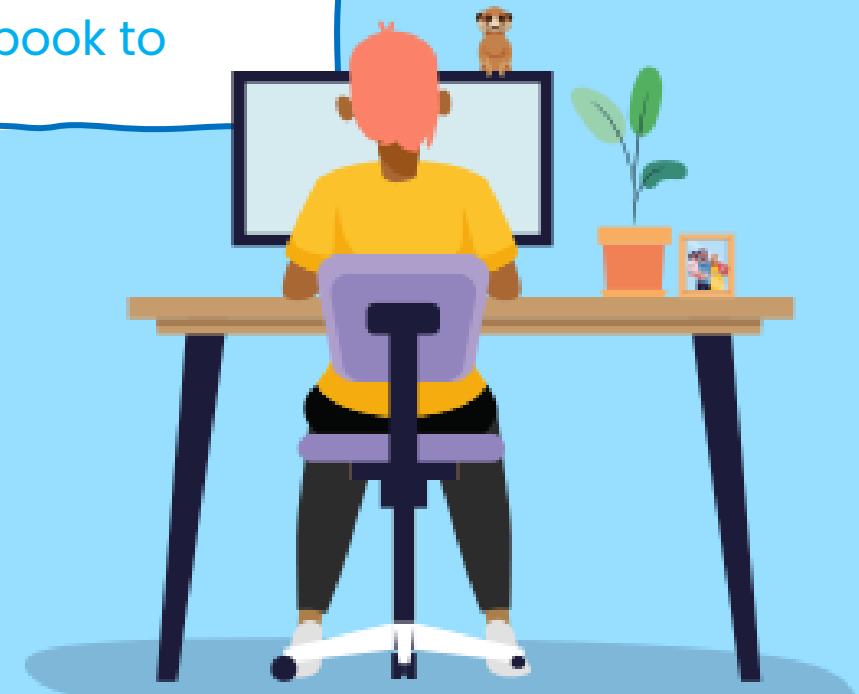
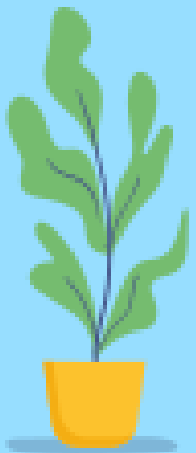
# Lesson 3

Plagiarism,  
Online Research  
and Assessment.



# Registration

- Your centre/school will register you as an active learner within four weeks of starting the course.
- Your teacher will provide you with estimated completion dates for each of your units.
- You can use the table in your learner induction handbook to record these and keep track of your progress.

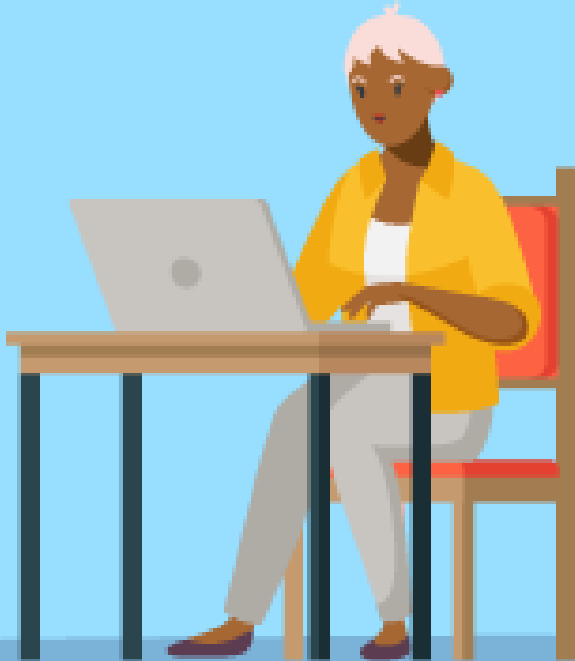


# Plagiarism

Plagiarism is attempting to pass off other people's work and ideas as your own.

**Plagiarism can include:**

- Copying from another learner
- Copying from books or the internet
- Paraphrasing incorrectly
- Giving your work to someone else to complete
- Submitting the same piece of work for two different purposes.



# Plagiarism

## Why is plagiarism wrong?

- It is fundamentally dishonest
- Learners who commit plagiarism are seeking an unfair advantage over other learners
- Learners who commit plagiarism are devaluing the qualification they are completing
- It is disrespectful to their assessors, and a betrayal of their trust.

## What are the consequences of plagiarism?

- Learners who commit plagiarism learn far less than those who do not
- Assessment procedures are compromised if the work submitted is not the learner's own
- Assessors are unable to form correct decisions on the progress of individual learners
- Learners may be disqualified from completing their qualification
- It may result in legal action due to infringement of copyright laws
- It may be penalised by failure in one or more components of a course
- It could be unfairly interpreted as professional incompetence on the part of the Assessor.



# Plagiarism

## Why does plagiarism happen?

### **Learners may:**

- Not understand what is meant by plagiarism, because it has never been explained to them.
- Not believe plagiarism to be wrong: they download music, video clips and games all the time.
- Not understand the concept of individual ownership of ideas and words.
- Have misconceptions about the ownership of electronic material.
- Struggle to differentiate between intellectual property rights and common knowledge.
- Regard the conventions of academic documentation as unimportant or irrelevant to them.
- Lack referencing skills.
- Lack the study skills, research skills and writing skills needed to produce the work required.
- Regard plagiarism as a short cut to success.



# Conducting Online Research

Good search techniques can help you find the best images, statistics and information on the web. Some websites are more reliable than others.

✓ **Use the search engine that is right for you**

There are a variety of search engines available. Below is a list of websites you may use when conducting research for your course:

Type	Search engine
<b>General</b>	<a href="http://www.google.com">http://www.google.com</a>
	<a href="http://www.bing.com/">http://www.bing.com/</a>
	<a href="http://www.ask.com">http://www.ask.com</a>
<b>Government</b>	<a href="http://www.direct.gov.uk">http://www.direct.gov.uk</a>
<b>News</b>	<a href="http://news.google.com">http://news.google.com</a>
	<a href="http://www.newsnow.co.uk">http://www.newsnow.co.uk</a>
<b>Statistical data</b>	<a href="http://www.noodletools.com">http://www.noodletools.com</a>
<b>Definitions</b>	<a href="http://education.yahoo.com/reference">http://education.yahoo.com/reference</a>
<b>Maps</b>	<a href="http://maps.google.com">http://maps.google.com</a>
	<a href="http://maps.nationalgeographic.com">http://maps.nationalgeographic.com</a>
<b>Images</b>	<a href="http://images.google.co.uk/">http://images.google.co.uk/</a>
	<a href="http://www.flickr.com">http://www.flickr.com</a>
<b>Video</b>	<a href="http://www.youtube.com/">http://www.youtube.com/</a>
<b>Sounds</b>	<a href="http://www.findsounds.com/">http://www.findsounds.com/</a>
	<a href="http://www.soundsnap.com/">http://www.soundsnap.com/</a>



# Conducting Online Research

## ✓ Use the correct search words

Some searches can produce hundreds of results pages linking to websites that are not relevant to your search. To avoid this happening, be careful when choosing your search words. The more specific your words are, the better your search results will be.

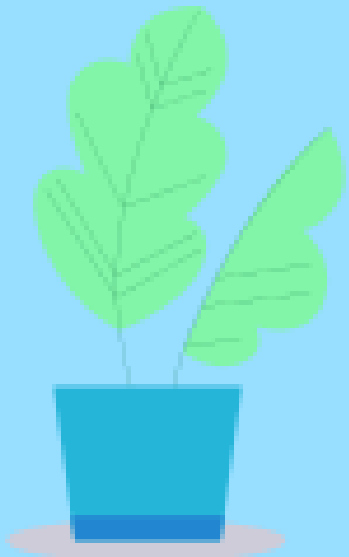
If there is a specific word that you want to feature in your search results, you can put a + sign in front of that word.



## ✓ Make sure it is valid and reliable information

There are billions of different websites on the internet. Anybody can set up a website and publish anything they want. Information on the internet isn't always true, so look out for the signs of an accurate website.

The most reliable websites are often set up by official organisations and businesses. They can often be identified by their web address.



# Conducting Online Research

## ✓ **Is it current?**

Using statistics or media articles is often great information to research for activities. You will need to ensure that the information given is still 'in date' and is a valid source.

## ✓ **Make sure that information is not biased**

An author may not pay attention to all the facts when supporting his or her opinions, this will therefore be a biased opinion which is not valid. To help ensure that this is not the information that you solely use draw facts and resources from multiple sources.

## ✓ **Create shortcuts to help find information**

Don't risk losing the web address of useful websites. If you find a useful website, make sure you add it to your list of favourites tab or bookmark the page so you access it again in the future.

## ✓ **Act appropriately**

Ensure that websites visited, and content used is appropriate and does not offend it's intended viewer. Be respectful and empathetic for other people's views. Always be safe and ensure that you are accessing valid and reliable websites.



# Conducting Online Research



## Don'ts

**X Don't** use websites that are offensive in any way to individuals

**X Don't** get demotivated, there can seem to be too much information out there

**X Don't** hesitate to ask for help if you have any issues with content

**X Don't** be worried to ask for help if you have any problem with technology

**X Don't** plagiarise. Studies show that a significant number of students are getting caught copying information from the internet for their class or school work. This may seem harmless but if this process continues into further education, the consequences will be highly dangerous.

For this qualification, there is the expectation that you will complete \_\_\_\_\_ hours of independent study.

The qualification is graded as a pass or fail only.

Here is where you will be able to seek support for your studies:

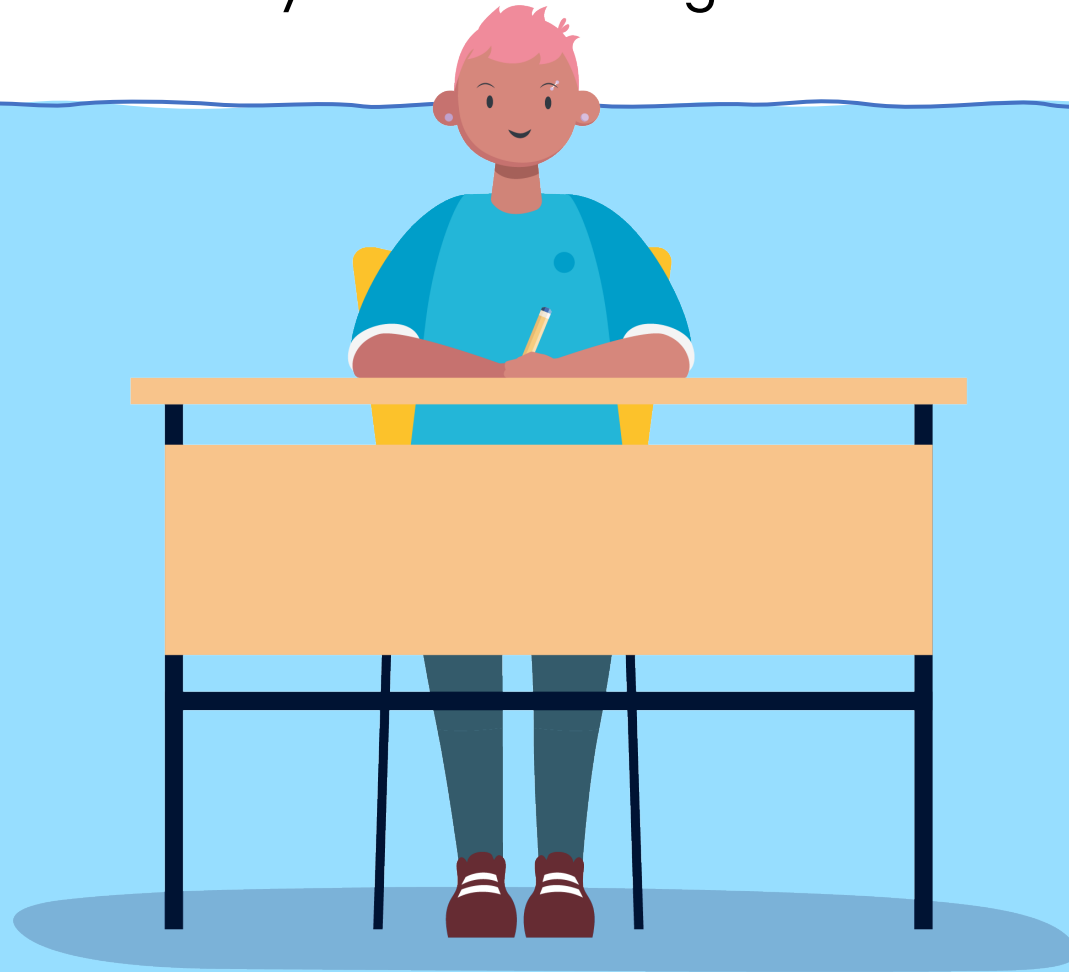
## Teaching, Learning & Pastoral Support

I can receive teaching and learning support from:	
I can receive pastoral support from:	
If I have a safeguarding concern I should speak to:	

# Assessment Verbs

It is important to make sure you understand the assessment verbs when completing activities to ensure you meet the assessment criteria.

Your teacher will check your answers against these when assessing your work.



# Command Verbs

Outline

Discuss

Describe

Explain

Investigate

Assess

Review

Evaluate

Talking or writing about a topic in detail looking at all the different factors and ideas.

Learners should give a general description but one that is not detailed to identify the main issue or argument.

Learners review information before forming a conclusion or judgement. Learners will look at strengths, weaknesses, relevant data, or information. A step by step explain answer would be pros → cons → opinion.

Learners should look at and assess the strengths and the weaknesses, then decide what the improvements will be.

Think about all the factors (things like skills) and identify which is the most important and say why.

Learners show their understanding by giving a detailed description which includes examples and has been justified with an extended answer.

Survey information and outcomes, after the event, deciding what was effective or not.

Carry out research or study to consider and determine the facts and conclude.



# Lesson 4

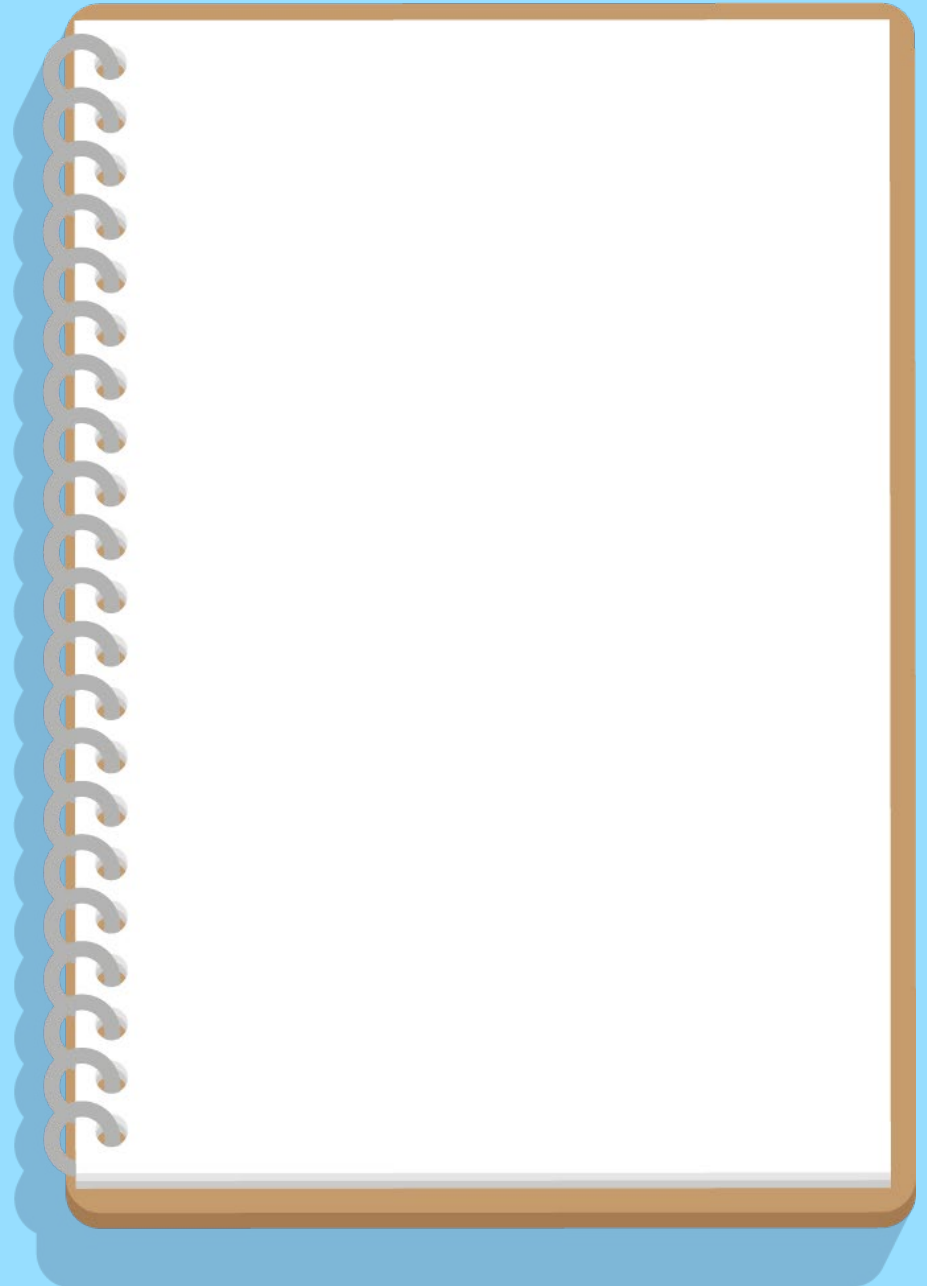


Due to the sensitive nature of many of the topics you will be studying, it is important to have some class rules which you should abide by throughout the course.







**Revisit the book titles and content, what rules do you think are important when discussing and learning about these topics?**

**Decide as a class or group.**

# Class rules





	<a href="https://www.facebook.com/sweetllwyddoeducation">www.facebook.com/sweetllwyddoeducation</a>	
	<a href="https://www.instagram.com/sweet_llwyddo">www.instagram.com/sweet_llwyddo</a> <a href="https://www.instagram.com/sweetlearners">www.instagram.com/sweetlearners</a>	
	<a href="https://www.twitter.com/sweet_llwyddo">www.twitter.com/sweet_llwyddo</a>	
	<a href="https://www.linkedin.com/company/sweet-llwyddo/">www.linkedin.com/company/sweet-llwyddo/</a>	