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| Component Level:  | **Two** |
| Component Guided Learning Hours: | **10** |
| Ofqual Component Reference No: | **T/504/5486** |
| **Operational End Date:** | **30/09/2019** |
| **Certification End Date:** | **30/09/2022** |
| Component Sector: | **14.1 Foundations for Learning and Life** |

**Component Summary**

This component enables the learner to identify their own strengths and weaknesses in relation to

emotional resilience before examining strategies from improvement in this area and developing

an action plan to implement them.

**Standards**

This component has **3** standards

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| **1** | Understand their own current levels of emotional resilience |
| **2** | Know methods for coping in difficult situations |
| **3** | Be able to plan ways to develop own emotional resilience |

**Summary of Assessment**

This component is assessed internally by the centre and externally verified by AIM Awards.

The following information details what the learner must successfully complete to achieve the component. Knowledge that must be demonstrated by the learner is highlighted in purple and any associated assessment requirements have been provided. Assessment verbs are displayed in *italics* and expectations for these at each level, along with information on different assessment methods, are available in ‘*A Guide to Assessing AIM Awards Qualifications*’ on the AIM Awards website ([www.aimawards.org.uk](file://ocnemr-sbs2011/ocnemr/1.%20OFQUAL%20QUALIFICATIONS/Photo%20Imaging/Development/Original%20Units/Certificate/www.aimawards.org.uk)).

This document has been designed to be used as a Record of Learner Achievement Form; Assessors must make it clear to Internal and External Verifiers where achievement of each standard has been evidenced. Once the work has been marked and signed off as meeting the standards by the Assessor, final feedback should be provided to the learner.

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| **1** | The learner will **understand their own current levels of emotional resilience** |

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| **The learner must know:** | **Assessment Requirements** | **Evidence Location** |
| **1.a** | Emotional resilience | Learners should define **emotional resilience** | The following assessment methods can be used in the assessment of this standard:* Written tasks/questions and answers
* Oral questions and answers
* Group discussion
* Written or pictorial information

This list is not exhaustive and other appropriate assessment methods may be used. |  |
| **1.b** | Personal strengths in relation toemotional resilience | Learners shouldidentify personal **strengths** in relation to emotional resilience |  |
| **1.c** | Personal weaknesses in relation to emotional resilience | Learners shouldidentify personal **weaknesses** in relation to emotional resilience |  |
| **1.d** | Factors that put a strain on emotional resilience | Learners should identify **factors** that put a strain on emotional resilience |  |

**Further Information for Tutor/Assessors**

**1.a Emotional Resilience:** example definition - the ability to succeed and prosper even after facing setbacks, challenges and hardships through the development coping mechanisms.

**1.b Strengths,** for example, mental reasoning skills, ability to share/talk through problems with others, ability to maintain perspective calm disposition.

**1.c Weaknesses,** for example, anxiety, inability to think straight in a crisis, struggle to deal with criticism.

**1.d Factors,** for example, pressure from others (e.g. work colleagues/teachers/customers), traumatic situations (e.g. deaths/accidents) or tiring situations (e.g. long working hours).

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| **2** | The learner will **know methods for coping in difficult situations** |

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| **The learner must know:** | **Assessment Requirements** | **Evidence Location** |
| **2.a** | How to identify methods for coping in difficultsituations | Learners should identify **methods** for coping in difficultsituations | The following assessment methods can be used in the assessment of this standard:* Written tasks/questions and answers
* Oral questions and answers
* Group discussion
* Written or pictorial information

This list is not exhaustive and other appropriate assessment methods may be used. |  |
| **2.b** | How to identify motivating values | Learners shouldidentify motivating **values** |  |
| **2.c** | How to list personal preferences for coping with difficult situations | Learners shouldlist personal preferences for coping with difficult situations |  |
| **2.d** | How to identify people that can provide support in difficult situations | Learners should identify **people** that can provide support in difficult situations |  |

**Further Information for Tutor/Assessors**

**2.a Methods**, for example, reframing, journaling, controlling inner thoughts, the anchor method, grounding techniques.

**2.b Values**, for example, integrity, professionalism, progression, pay, serving others, vocation, getting the job done, making a difference.

**2.d People**, may include, managers, colleagues, friends, family, teachers**.**

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| **3** | The learner will **be able to plan ways to develop own emotional resilience** |

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| **The learner must be able to:** | **Assessment Requirements** | **Evidence Location** |
| **3.a** | Create an **action plan** to improve ownlevels of emotional resilience | The following assessment method must be used in the assessment of this standard:* **Observation of learner practical ability**

Additionally, the following assessment methods may be used in the assessment of this standard:* Written tasks/questions and answers
* Oral questions and answers
* Group discussion
* Written or pictorial information

This list is not exhaustive and other appropriate assessment methods may be used. |  |

**Further Information for Tutor/Assessors**

**3.a Action plan** to include areas for development, milestones and objectives as a minimum.

**Final Tutor Feedback (Strengths and Areas for Improvement):**

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Learner Submission Disclaimer

I declare that this is an original piece of work and that all of the work is my own unless referenced.

Assessor Disclaimer

I confirm that this learner’s work fully meets all the assessment requirements listed above at the correct level and that any specified evidence requirements have been addressed.

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| **Assessor:** |  | **Learner:** |  | **Date:** |  |

**Document Version History**

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| --- | --- | --- |
| ***Version Number*** | ***Date*** | ***Description*** |
| 2 | 26/06/2019 | Component withdrawn end dates added (page 1):Operational End Date added: 30/09/2019Certification End Date added: 30/09/2022 |