

Title:	Improving Own Confidence
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	L/505/4078
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to recognise the characteristics of confidence, understand how communication skills and decision-making affect confidence, and identify personal goals to improve their own confidence.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Know about confidence.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of the key features of confidence and how their own qualities contribute to it.

The learner must:

- 1.1 Identify the **key characteristics** of a confident person.
- 1.2 State own **characteristics, skills and qualities** that make them feel confident.
- 1.3 State things they have been **successful** in.
- 1.4 Outline the **reasons why** they want to improve their confidence.

2. Understand how communication skills can contribute to improving confidence.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of the role of communication skills in building confidence.

The learner must:

- 2.1 Outline how they think improving their **communication skills** will improve their confidence.
- 2.2 Outline why it is important to receive and respond to others with **tolerance and support**.
- 2.3 Give benefits of being able to **listen to ideas and opinions**.
- 2.4 Give benefits of being able to **express own ideas and opinions**.

3. Know about decision-making and associated emotions and feelings.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of how decision-making links with confidence and the emotions involved.

The learner must:

- 3.1 Outline how making **effective decisions** can lead to increased confidence.
- 3.2 Identify an occasion when they made an important:
 - a) personal decision
 - b) decision with another person(s).
- 3.3 State things they **considered** when making the:
 - a) personal decision
 - b) decision with another person(s).
- 3.4 Give an example of an emotion/feeling that someone might experience when:
 - a) fully involved in the decision-making
 - b) marginally involved or excluded from the decision-making.
- 3.5 Indicate how these feelings might **impact on confidence**.

4. Know how having goals / targets can increase confidence

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge of how goal-setting contributes to confidence.

The learner must:

- 4.1 Indicate how having:
 - a) specific goals

<p>b) setting targets can increase confidence.</p> <p>4.2 State a short term goal for the following:</p> <p>a) personal b) career/education.</p> <p>4.3 State a long term goal for the following:</p> <p>a) personal b) career/education.</p> <p>4.4 Identify ways in which own personal and career/education goals can be achieved.</p> <p>4.5 Outline the steps they will take to achieve one of the identified goals.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Key Characteristics:</p>	<p>Definition: The essential traits of features which make someone appear or feel confident.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Positive body language. Eye contact. Clarity of speech. Posture. Self-belief. Resilience. <p>Teachers might wish to consider wider cultural or situational factors.</p>
<p>Characteristics, skills and qualities:</p>	<p>Definition:</p> <p>Characteristics: Inherent traits such as being calm, energetic, etc.</p>

	<p>Skills: Learned abilities such as ICT, teamwork, etc.</p> <p>Qualities: Valued personal attributes such as honesty, kindness, reliability.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • The differences between characteristics, skills and qualities. • Reflection on personal examples. • How these link to feelings to confidence. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Exploration of how to develop new skills and qualities. • Transferable skills across personal, education and workplace contexts.
Successful:	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Recognition of different types of success (personal, educational, work-related, social). • Understanding that “success” may be individual and subjective. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • The impact of celebrating successes on building resilience. • Case studies of success in different contexts.
Reasons why:	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Common motivations such as employment, education, independence, social life. • Learners identifying their own reasons. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Exploration of barriers to confidence. • How external (e.g. discrimination) and internal (e.g. self-esteem) factors shape reasons.
Communication Skills:	<p>In this context, communication skills includes verbal, non-verbal and listening skills.</p>

Tolerance and support:	<p>Learners should consider:</p> <ul style="list-style-type: none"> • What tolerance means in communication. • How offering support can build relationships and confidence.
Listen to ideas and opinions:	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Active listening techniques. • Benefits of active listening.
Express own ideas and opinions:	<p>Teaching should consider how and when to express own ideas and opinions – and when not to. Consideration of the benefits must include context.</p>
Effective decisions:	<p>Consider:</p> <ul style="list-style-type: none"> • Steps of decision-making. • How we know decisions are ‘effective’?
Considered:	<p>Learners should consider:</p> <ul style="list-style-type: none"> • Time. • Resources. • Consequences. • Other people’s views. <p>Learners might also consider:</p> <ul style="list-style-type: none"> • Ethical considerations. • Cultural considerations.
Impact on confidence:	<p>Learners should consider both positive and negative impacts on confidence.</p>
Steps they will take:	<p>This action plan must include interim steps and a means to monitor progress.</p>