

<b>Title:</b>	Understanding Confidence
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Unique Reference Number:</b>	R/652/0679
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to understand confidence in familiar situations. Learners will recognise what confidence is, identify situations where confidence may change, recognise simple things that can help confidence grow, and take part in activities that help them join in and reflect on how they felt. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners begin to understand confidence as something that can develop over time.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can identify confidence in familiar situations, understand that confidence can change, identify ways that confidence can be built, and take part in activities that help build confidence.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

## Learning outcomes

### *The learner will:*

1. Understand confidence in familiar situations.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what confidence means and how it can affect everyday participation in familiar situations.

The learner must:

- 1.1 Identify what **confidence** means in familiar situations.
- 1.2 Identify at least three familiar situations where a person may feel confident or less confident.
- 1.3 State simple ways confidence can affect what a person does.

2. Understand that confidence can change.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise that confidence is not fixed and may change depending on the situation, support, or experience.

The learner must:

- 2.1 Identify at least three things that can affect how confident a person feels.
- 2.2 Recognise that the same person may feel different levels of confidence in different situations.
- 2.3 State how confidence may change after practice, support, or trying again.

3. Understand simple ways confidence can be built.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify simple ways confidence can grow through support, preparation, encouragement, and experience.

The learner must:

- 3.1 Identify at least three simple ways confidence can be built.
- 3.2 Identify people or sources of support that can help someone feel more confident.

3.3 State why practice, support, or encouragement can help confidence grow.
4. Be able to take part in confidence-building activities.
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to take part in simple activities that encourage participation, choice-making, and reflection.</p> <p>The learner must demonstrate how to:</p> <ul style="list-style-type: none"> <li>4.1 Take part in at least one activity that involves trying, joining in, or sharing something.</li> <li>4.2 Respond appropriately to support or encouragement during the activity.</li> <li>4.3 Identify how they felt before, during, or after taking part.</li> </ul>

<p><b>Scope of Training</b></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><b>Requirements</b></p>	
<p><b>Confidence:</b></p>	<p><b>Definition:</b> A person’s belief that they can take part, try something, or share their ideas in a familiar situation.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• What confidence means in simple everyday contexts.</li> <li>• Situations where a learner may feel more or less confident.</li> <li>• How confidence can affect joining in, speaking, or trying a task.</li> <li>• How confidence can change over time or in different situations.</li> <li>• Simple ways confidence can be built through support, practice, and positive experiences.</li> </ul> <p><b>Teaching could include:</b></p> <p>Examples from home, learning, community, or work-related settings.</p>

	Simple discussions about worries, hesitation, or trying again. Activities that show how support can help confidence grow.
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