Qualification Component and Record of Learner Achievement
Understanding How to be Successful L2 (R/617/0196)
MCQ assessment option available
For use in AIM Awards centres

Component Credit Value:	**4**
Component Level:	**Two**
Component Guided Learning Hours:	**24**
Ofqual Component Reference No:	**R/617/0196**
Component Review Date:	**31/07/2023**
Component Sector:	**14.1 Foundations for Learning and Life**

Component Summary

The aim of this component is to enable the learner to understand that success is a science that can be applied to any walk of life. Learners will be able to plan ways to apply these techniques to develop their own levels of success. They will recognise the importance of personal characteristics the support a growth mindset, and the value of persistence in managing challenges that effect the need to make changes to their goals

Standards

This component has **3** standards

1	Know about growth mindset
2	Know what underpins success
3	Know how to apply techniques of success

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

V3 – June 2021

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Summary of Assessment
This component may be assessed through:

1) an internally set, internally marked and externally verified portfolio of evidence. The information on the following pages 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).

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.

Or

2) an externally set, externally marked online Multiple Choice Question (MCQ) exam. The online multiple choice exam must be invigilated by an AIM approved invigilator. Further information on our requirements is detailed in the qualification handbook.

Where a component may be assessed through either portfolio of evidence, or an externally set, externally marked MCQ exam, the centre must choose <u>one</u> of these assessment methods for the assessment of the component.

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1	The learner will **know about growth mindset**

The learner must know:		Assessment Requirements		Evidence Location
1.a	What is meant by 'growth mindset'	Learners should *define* what is meant by the term 'growth mindset'.	The following assessment methods can be used in the assessment of this standard: • Written tasks/questions and answers • Oral questions and answers • Group discussion • Learner log/reflective journal • Observation of practical ability • Expert witness evidence • Professional discussion • Report This list is not exhaustive and other appropriate assessment methods may be used.	
1.b	How own personal attributes can contribute towards a growth mindset	Learners should *assess* own personal attributes which can contribute towards a growth mindset.		

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2 The learner will **know about what underpins success**

The learner must know:		Assessment Requirements		Evidence Location
2.a	The basic model of success	Learners should *define* the basic model of success.	The following assessment methods can be used in the assessment of this standard: • Written tasks/questions and answers • Oral questions and answers • Group discussion • Learner log/reflective journal • Observation of practical ability • Expert witness evidence • Professional discussion • Report This list is not exhaustive and other appropriate assessment methods may be used.	
2.b	An example of breaking a problem down into smaller steps	Learners should *describe* an example of breaking a problem down into smaller steps.		
2.c	An example of when situations change and plans need to be changed	Learners should *describe* an example of when situations change and plans need to be changed.		
2.d	How persistence has helped to overcome challenges to achieve a goal	Learners should *assess* an example of how persistence has helped to overcome challenges to achieve a goal.		

Further Information for Tutors/Assessors

2.a Basic model: this model could use a useful metaphor, for example a sailing ship crossing the sea to an island which gets blown off course and so has to re-adjust until destination has been reached. The model should reflect a start point and plan towards a destination.

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3 The learner will **know how to apply techniques of success**

The learner must know:		Assessment Requirements		Evidence Location
3.a	Personal goals that need to be achieved	Learners should *identify* a minimum of two goals that need to be achieved.	The following assessment methods can be used in the assessment of this standard: • Written tasks/questions and answers • Written assignment • Observation of learner practical activity • Oral questions and answers This list is not exhaustive and other appropriate assessment methods may be used.	
3.b	How to break the goals down into appropriate steps that will lead to achievement of the goal	Learners should *explain* how they have broken the problems down into smaller steps.		
3.c	How the situations changed and the plans needed to be changed	Learners should *describe* how the situations changed and the plans needed to be changed.		
3.d	What went well and how well the goals were achieved	Learners should *evaluate* what went well and *assess* how well the goals were achieved.		

Further Information for Tutors/Assessors

Overall evidence for this standard should reflect both the **intended** goal(s), the steps and changes made to show how changes are managed and reflect on the success of the experience.

3.a Goals: these should reflect more than one type of goal, and may be a specific level of achievement from an assignment, helping the learner to apply success techniques.

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Final Tutor Feedback (Strengths and Areas for Improvement):

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.

Assessor: _____ **Learner:** _____ **Date:** _____

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Document Version History

Version Number	Date	Description
3	June 2021	MCQ assessment option available for this component (details on page 2)

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