



Handbook

WOPC1 – VTCT (Skillsfirst) Level 1 Certificate in the Use
of Mental Well-being to Optimise Performance (RQF)

603/5324/7

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in the Use of Mental Well-being to Optimise Performance (RQF)
Qualification number	603/5324/7
Product code	WOPC1
Age range	There are no age limits attached to learners undertaking this qualification as this qualification is approved for pre-16 learners.
Total Qualification Time (TQT)	122
Guided Learning (GL) hours	104
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for learners with a budding talent to flourish, maximise their potential and perform at the highest level possible.

It has been designed to support learners to optimise their performance through a programme of neurofeedback and cognitive training, physical conditioning and mental strength and resilience. It explores the use of meditation, self-control and mindfulness, as well as a range of techniques that can be used to enable the learner to optimise their performance.

The range of units contained in this qualification enables the learner to gain an understanding of the use of meditation to gain self-awareness and to regulate thought and behaviour patterns, how to improve health and performance through mindfulness, the regulation of stress, the maintenance of emotional control and the management of distractors. It also enables the learner to understand how to improve their performance through physical and mental strength and resilience.

This qualification could also prove invaluable towards the learner's personal and career development and does not require them to have any prior qualifications or levels of prior learning.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 1 Certificate in the Use of Mental Well-being to Optimise Performance (RQF), it might be possible to progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

- VTCT (Skillsfirst) Level 1 Award in Ways to Maintain Personal Well-being (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)

or similar vocationally-based qualifications

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in the Use of Mental Well-being to Optimise Performance (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **122**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
WOP1	Introduction to meditation	1	28	M/617/8841
WOP2	Use control and mindfulness to improve health and performance	1	42	T/617/8842
WOP3	Principles of how to optimise performance	1	34	A/617/8843

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 1 Certificate in the Use of Mental Well-being to Optimise Performance (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV). The centre must demonstrate that they have deliverers/assessors/IVs with current knowledge and understanding of well-being and meditation and can provide evidence of using neurofeedback and cognitive training techniques.

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. Staff, however, should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the VTCT (Skillsfirst) Level 1 Certificate in the Use of Mental Well-being to Optimise Performance (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within all of the units. As well as the assessment of knowledge, learners will have to show that they can regulate their thoughts and manage emotions. This could be assessed by a neurofeedback device that provides research-grade data and provides a measure of assessment of the learner's competence.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that:

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

WOP1 – Introduction to meditation

Unit reference number: M/617/8841

Level: 1

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of self-awareness using meditation and how to self-regulate thought and behaviour patterns using meditation.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the principles of self-awareness using meditation

LO2 Understand how to self-regulate thought and behaviour patterns using meditation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Self-regulation can be defined as controlling one's behaviour, emotions and thoughts to minimise disruptive emotions and impulses.

Thought and behaviour patterns can be managed through positive thoughts, feelings, and behaviours to achieve goals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of self-awareness using meditation	1.1 Describe what is meant by self-awareness
	1.2 Describe different forms of meditation
	1.3 Describe ways of developing self-awareness using meditation techniques
	1.4 Identify the benefits of self-awareness

Learning Outcome	Assessment Criteria
LO2 Understand how to self-regulate thought and behaviour patterns using meditation	2.1 Identify the types of brain waves which are increased through meditation
	2.2 Identify the part of the brain that controls self-regulation
	2.3 Describe ways to self-regulate thought and behaviour patterns
	2.4 Identify the benefits to thought and behaviour patterns of using meditation techniques
	2.5 Describe the health benefits of using meditation to regulate thought and behaviour patterns

WOP1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

WOP2 – Use control and mindfulness to improve health and performance

Unit reference number: T/617/8842

Level: 1

Guided Learning (GL) hours: 42

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to use mindfulness to improve health and performance, how to focus and to maintain emotional control and how to manage distractors to achieve goals. The learner will also gain an understanding of the use of physical activity to regulate stress.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how to use mindfulness to improve health and performance

LO2 Understand the use of physical activity to regulate stress

LO3 Understand how to focus and to maintain emotional control

LO4 Understand how to manage distractors to achieve goals

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Goal achievement could include:

- immediate goals
- short-term goals
- long-term goals
- lifetime goals

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to use mindfulness to improve health and performance	1.1 Describe what is meant by mindfulness
	1.2 Describe the importance of reflection to developing mindfulness
	1.3 Describe techniques that enable mindfulness
	1.4 Identify the benefits of meditation to enable mindfulness
	1.5 Describe the benefits of meditation and mindfulness to help: <ul style="list-style-type: none"> • positive sleeping behaviours • the digesting of food

Learning Outcome	Assessment Criteria
LO2 Understand the use of physical activity to regulate stress	2.1 Describe the benefits of physical activities
	2.2 Describe the physical activities available to regulate stress
	2.3 Identify the types of physical activities which could improve: <ul style="list-style-type: none"> • body • mind

Learning Outcome	Assessment Criteria
LO3 Understand how to focus and to maintain emotional control	3.1 Describe the impact of focus and emotional control on own: <ul style="list-style-type: none"> • education • prospects • employment
	3.2 Identify ways that focus and emotional control can improve health and performance
	3.3 Describe how rational thinking impacts on decision making
	3.4 Describe the impact of emotional awareness on health and performance
	3.5 Describe ways of responding to adversity in a positive manner

Learning Outcome	Assessment Criteria
LO4 Understand how to manage distractors to achieve goals	4.1 Identify types of distractors
	4.2 Describe the effect of distractors on goal achievement
	4.3 Describe how to deal with different types of distractors to achieve goals

WOP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

WOP3 – Principles of how to optimise performance

Unit reference number: A/617/8843

Level: 1

Guided Learning (GL) hours: 34

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the ways of optimising performance and the need for composure in decision making and for mental resilience.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand ways of optimising performance

LO2 Understand the need for composure in decision making

LO3 Understand the need for mental resilience

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Breathing techniques could include:

- deep breathing (abdominal)
- relaxed breathing (4-7-8 and/or 7/11 technique)

Signs of **stress and anxiety** could include:

- feeling nervous, restless or tense
- having a sense of impending danger, panic or doom
- having an increased heart rate
- breathing rapidly (hyperventilation)
- sweating
- trembling
- feeling weak or tired
- trouble concentrating or thinking about anything other than the present worry

Adverse situations are those events that have a negative or harmful effect on one's life.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand ways of optimising performance	1.1 Describe the use of breathing techniques to optimise performance
	1.2 Identify the types of methods that can be used to reduce stress and anxiety
	1.3 Identify ways of dealing with: <ul style="list-style-type: none"> • anger • anxiety • a lack of confidence
	1.4 Describe the need to demonstrate a positive reaction after a negative experience

Learning Outcome	Assessment Criteria
LO2 Understand the need for composure in decision making	2.1 Identify the physical benefits of a healthy heart
	2.2 Describe the emotional skills required for good decision making
	2.3 Describe the importance of composure in overall performance

Learning Outcome	Assessment Criteria
LO3 Understand the need for mental resilience	3.1 Describe what is meant by mental resilience
	3.2 Describe how mental resilience can be used to cope with adverse situations
	3.3 Identify types of positive/negative body language
	3.4 Describe the impact of positive/negative body language on self and others
	3.5 Describe how dual training can be used to strengthen mental resilience
	3.6 Describe the importance of regulating thoughts and managing emotions to fulfil ambitions

WOP3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

WOPC1 Document History

Version	Issue Date	Changes	Role
v2	10/02/2023	Formatting and re-branding. No content amendment.	Data Administrator