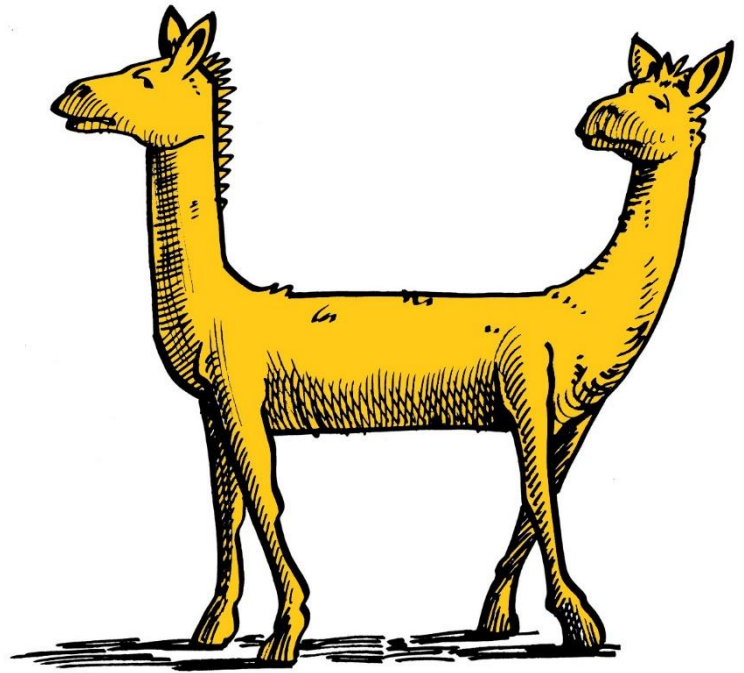# INTUITIVE THINKING SKILLS ®

Empowering people through education

"Empowering young people through education"

"Specialists in change
Attitude **B**ehaviour **C**ulture "

International Victims' Pledge

nocn GROUP

CfA
Centre for Assessment
ISO 9001
13/1993

UKAS
MANAGEMENT
SYSTEMS
120

disability confident
LEADER

We are different because

- ✓ We are a peer led organisation.
- ✓ We are experts through lived experience.

- ✓ We don't medicalise people's everyday problems.

- ✓ We challenge negative labels and helplessness.
- ✓ We proactively recruit from our own learners.
- ✓ Our work is educational, fun and easy to understand.
- ✓ We promote independence and resilience.
- ✓ We support partner organisations and commissioning bodies to achieve positive outcomes.
- ✓ We believe people can and do change for the better, for life.
- ✓ We believe people who have overcome their own problems can contribute invaluable knowledge and skills.
- ✓ We maintain quality through leadership, feedback, shared skills and accreditation.
- ✓ We have an excellent evidence base of our learners' successes.
- ✓ We have experience of delivery across sectors including employment, drugs and alcohol, mental health, schools, homelessness, prisons and criminal justice.

The Intuitive Way

Building relationships

Enjoying your work

Learning from mistakes

Owning up when things go wrong

Going the extra mile

Understanding needs

Listening

Being honest

Being ambitious

Respecting differences

## Providing a better service

Words matter

Healthy lifestyles

Better for diversity

Community minded

Who we are?

Intuitive Thinking Skills is a national, **peer led** organisation that provides a fresh approach to reinvigorating young minds by delivering alternative approaches to subjects people often perceive as complex. Young People are often disempowered through negative labels such as "behavioural problems", "learning difficulties", "apathetic", "disrespectful", "disengaged", "lack of care and attention", "short attention span", "aggressive", "violent", "reckless" and "risky".

To the contrary, we find young people are increasingly concerned about their environment, their safety and their own welfare. Changes in our approach from guidance, education and nurturing has been replaced by treatment, therapies and labels. Intuitive Thinking Skills counter this deficit based approach by starting off with "what's strong" rather than "what's wrong".
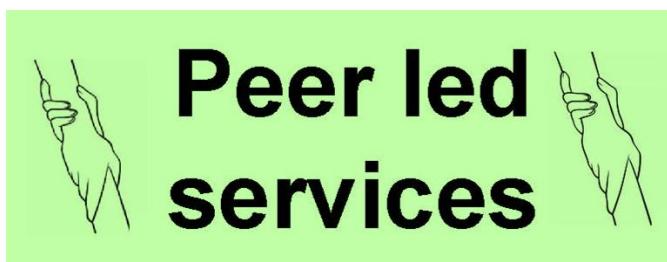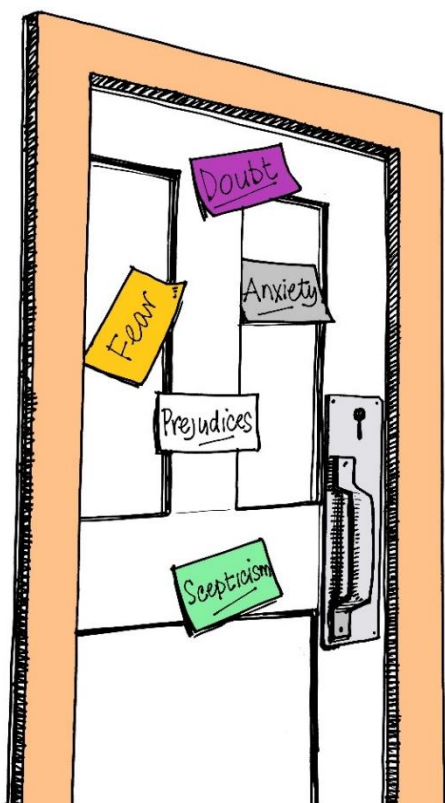
We also recognise our own culture has changed, previously the focus of a young person's life was their communities where they lived, and their focus has now changed to the services they are engaged with. We have disempowered communities and replaced them with processes, services and further barriers, stifling innovation, restricting passion and skills. Rather than dealing with the causes of problems, our focus has now changed to dealing with the effects.

Culture change

So what has changed over the last 2 generations?

Firstly, parenting has changed, communities have changed and the environment has changed. We understand that young people are a reflection of their community and although young people have increased awareness of their environment and communities, they are often perceived to be apathetic to their environment, often feeling disempowered.

Secondly, there has also been an increase in single parent families, increases in broken families and divorces, increases in cases referred to family courts and social services, and due to difficult economic times, increases in joint working families where parents are rarely at home.

Thirdly, technological advancements has changed the way young people interact with the world because of developments in social media and the internet. Young people interact digitally more than ever, trying to meet unrealistic expectations and without consequence for the things they say or do online. Which has had a profound effect on young peoples' attitudes towards authority, communities, education, sex, relationships, responsibilities, their career, ambition and ultimately expectations of the future.

Finally, over the past decade we have experienced difficult economic, financial times which has led to less job security, job losses austerity and increased poverty.

In the past, the communities we lived in played a part in parenting. The resulting consequence of all these changes have led to a reduction in guidance and nurturing of young people, meaning discipline has been lost and replaced with support services.

By not empowering young people, we are cultivating apathy, by not skilling young people we are empowering helplessness, by not offering opportunities we depriving young people of a future.

At Intuitive Thinking Skills we value and encourage autonomy, independence and self-determination, and by using our own lived experience, we believe we offer a unique insight and guidance.

Through our work , we are meeting children and young people who are 2nd and 3rd generation from workless families, from homes with mental health conditions, homes with criminal back grounds, homes that are economically and academically under achieving and homes with domestic violence.

These families are hearing the same message all too often, that they have too many barriers, and they will never get anywhere! They gave up because society gave up on them, Intuitive Thinking Skills won't!

Although these things are often thought of as complex, the answer is always simple because the solution is always about empowering the individual.

Intuitive Thinking Skills has worked with young people in **Schools, Alternative Education Providers, Charities, Youth Offending Teams, Local Authority Services, National Citizenship Service and Young People Mental Health Teams** across England and Wales.

Our approach is a simple as ABC, "Attitude, Behaviour, Consequence!" Getting young people to understand the impact of the choices that they make, and educating them to live prosperous lives, free from labels, over support and negative attitudes.

Our F.U.L.L life model

➢ **F**AMILY **–** We implement this by teaching people how to build/re-build relationships through respect, trust, communication, planning and thinking skills.

➢ **U**SEFULNESS – We implement this central to our core values and beliefs, that every person has the ability to change their lives and circumstances through self-determination. Key to this is personal responsibility, empowering people through education to fulfil their potential.

➢ **L**EARNING – We implement this by understanding individual needs and ambitions. This means asking the right questions, being prepared to act or challenge, boost morale, helping people help themselves to reach their goals. This gives people the knowledge and ability to make simple life changing decisions.

➢ **L**EISURE – We implement this by teaching people to enjoy what they do, looking after their health and well-being. We bring fun to the work place, fun to learning and helping people to understand how to bring balance to their lives. Work, learning and exercise should be fun.
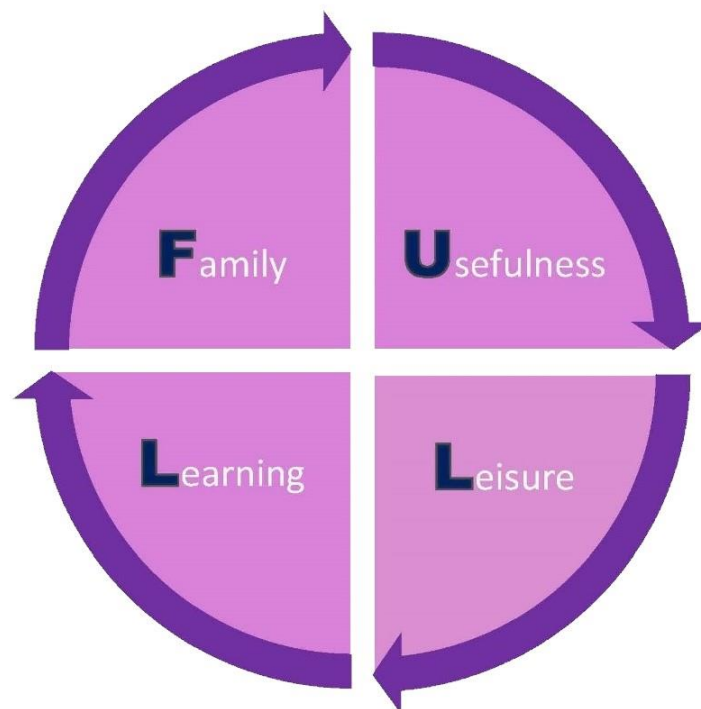
Living life to its fullest

Our beliefs

Intuitive Thinking Skills continually promote these core beliefs:

- ➢ **PERSONAL RESPONS-ABILITY** - The locus of control lies within the individual, not the support services they are in. Changing the focus from rights to responsibility.
- ➢ **CHOICE** - All behaviour is purposeful, whether positive or negative, and that therefore our learners **CHOOSE TO BE WHERE THEY ARE**.
- ➢ **CONTROL** - Once people acknowledge that they have been in control of their negative behaviours, change becomes easy.
- ➢ **PERSONALISATION** -Too often, the needs of the service are prioritised over the needs of the individual.
- ➢ **SELF DETERMINATION** - Each and every individual is capable of fulfilling their plans, once armed with the belief and understanding of their own abilities.
- ➢ **CONNECTING** – Encouraging people to act and think outside of bubbles. Meeting different people and learning from them.
- ➢ **YES YOU CAN** – Empowering people through education to understand their potential. Overcoming challenges to be the best they can possibly be.
- ➢ **RESPECT** – Allowing people to be different and not only tolerating but valuing of diversity.

What we do

We deliver interactive accredited programmes and training that increase knowledge, skills, resilience and outcomes by challenging dependency and helplessness. Over-support has become a contributory factor across social care sectors with less emphasis placed on skilling and more on support. We assist services address these challenges by helping people to move on after many years relying on support services, with the struggle of shaking off old attitudes, labels, lifestyles, substances and problematic behaviour.

Key to changing attitudes is the need to embed beliefs, language and culture change that reflects the shift in thinking; encouraging high expectations and the belief in an individual's ability to overcome problems no matter how big or small.
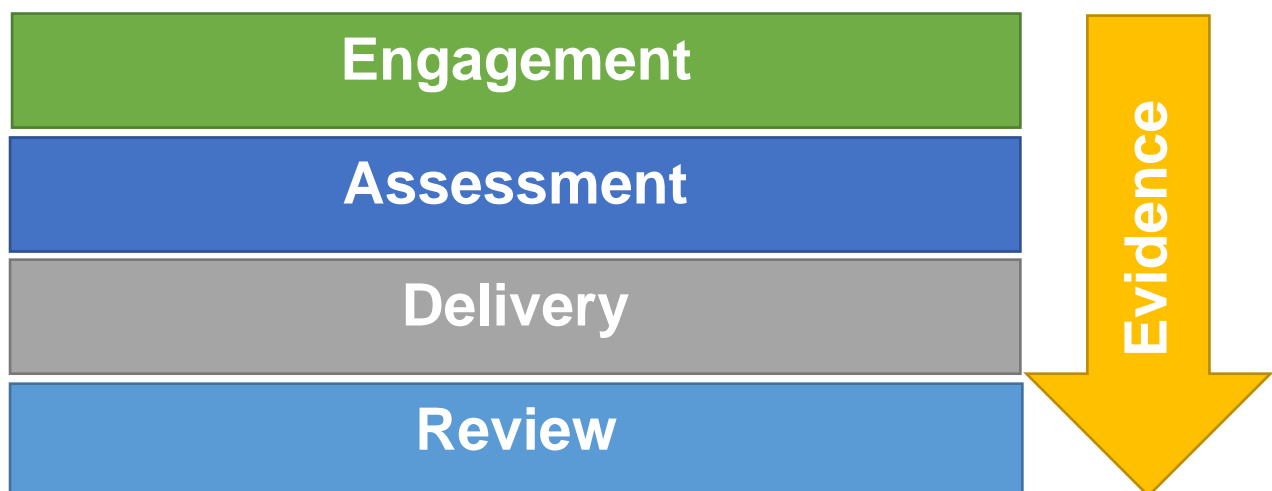
How do we do it?

Intuitive Thinking Skills recruit and train programme coordinators from our learners, meaning they themselves have experienced transformative change using our skills, teaching these same skills to their peers.

- ➢ **CRITICAL THINKING** – Perception is 9/10's of the problem, learning to think differently means knowing your choices better. Learning to challenge beliefs and understanding motives.

- ➢ **PROMOTING INDEPENDENCE** – Educating young people to recognise their responsibility in their personal development and being proactive in learning. Endless support promotes dependence, whereas, reduced support/improved skills promotes independence.

- ➢ **PROMOTING HEALTH –** Enabling young people to make informed choices for the benefit of their health and wellbeing. Promoting good mental health, healthy sexual relationships and abstinence from harmful substances.

- ➢ **CHALLENGING LABELS** – providing the skills to challenge labels. Understanding the effects labels have on perception, attitude and behaviour. Challenging advise based on labels. Recognising that sometimes we have to leave the past to find our future.

- ➢ **COMMUNITY ENGAGEMENT** - Changing the focus from rights to responsibilities. Teaching people that they control their environment, rather than the environment controls them. Encouraging people to take up volunteering.

- ➢ **VALUING EMPLOYMENT TRAINING AND EDUCATION** – Challenging young people to step outside of their comfort zone to explore opportunities available to them. Understanding the barriers being NEET presents.

- ➢ **BUILDING HEALTHY RELATIONSHIPS** – Skilling young people to develop healthy relationships with fellow students, school, teachers, mentors, parents, peers, colleagues and authority.

Attitude Behaviour Culture change specialists

Intuitive Thinking Skills are passionate about delivering educational programmes that support young people to achieve personalised outcomes across England and Wales.

We are presently delivering services to young people with multiple issues such as;

- ✓ **Not in Education Employment or Training**
- ✓ **Mental health/well-being**
- ✓ **Risk of Exploitation**
- ✓ **Promiscuity**
- ✓ **Prolific Offending /Criminal Convictions / Ex-Offenders**
- ✓ **Addiction/dependency – Drugs/alcohol/gambling**
- ✓ **Domestic abuse**
- ✓ **Single parents**
- ✓ **Teenage Parents**
- ✓ **Homelessness**

"Specialists in change
Attitude **B**ehaviour **C**ulture "

What we deliver:

- ➢ **Accredited educational peer led programmes**
- ➢ **T.A.L.K Programme**
- ➢ ***i*-DEAS session spoke sessions**
- ➢ **KiT partner staff training**
- ➢ **E-learning – New dynamic, mobile adaptive platform**
- ➢ **Freephone - telephone support**
- ➢ **Social media support**

MY I-D.E.A.S.®
Individual Development Education and Skills

INTUITIVE THINKING SKILLS®
Empowering people through education

Bespoke *i*-DEAS sessions
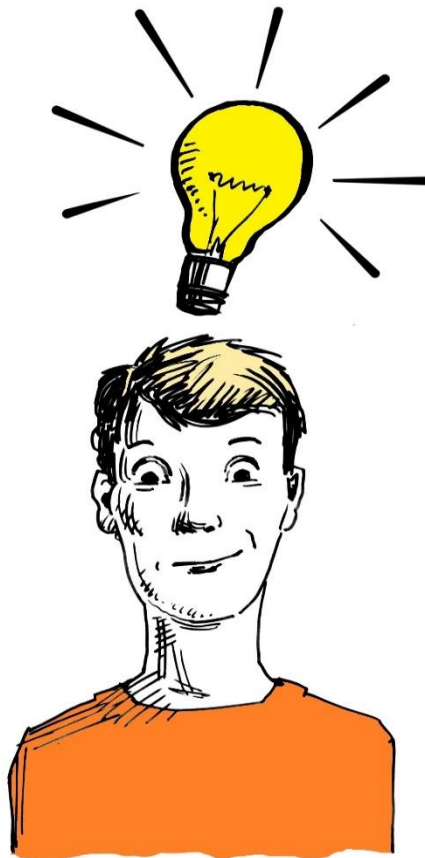
Intuitive Thinking Skills ®

"The specialists in attitude change"

i-DEAS Sessions can be customised to deliver either standalone modules or structured programme of learning. They can be mixed and matched to achieve bespoke outcomes.

Our catalogue of topics/modules include (although not restricted to):

Getting involved	Building relationships, understanding desires, taking an asset based view of an individual's passion and drive. Focussing on listening, assessing, understanding, defining challenging labels and planning To identify the causes and reasons for a young person's apathetic attitude to education, training or avoiding criminal activity and understand that this is within the young person's control
Drugs, Alcohol & Tobacco	Highlighting the scientific effects on the human body and social and cultural effects in general. Young people to be equipped with enough information and able to make informed decisions when presented with the option of experimenting
Cannabis Awareness	Looking at the psychological and physiological effects of cannabis on the mind and body, both short and long term. The effects on memory and the brain, how decision making can be influenced and recognising /acting on mental health warning signs. Also looking at anti-social and risk taking behaviour, dealing with peer pressure and dispelling myths about the legal status of cannabis.
Skills for Behaviour Change	Examine how thoughts, feelings and beliefs and examining how they impact on behaviour. Learning the cognitive skills to change thoughts and emotions and resulting behaviour by looking at the science of the brain and understand where conflicting thoughts and feelings originate.

Internet safety	Including social media and inappropriate texting and communication via technology. Awareness of potential online dangers, privacy issues and control of data. Identifying appropriate online behaviour in an offline context.
Rights and Responsibilities	Distinguishing rights within society from responsibility towards society to stress the importance of everyone's duty to maintain fairness between rights, needs, economy, welfare and shared habitats. Young People will develop understanding of the importance of their contribution to society and the influence they have on their environment to identify their obligations to act for the benefit of the wider community.
Equality and Diversity	Looking at the 9 protected characteristics of the Equality and Diversity Act 2010. Understanding and valuing differences and the right not to be stereotyped, prejudiced or treated differently because of a protected characteristic.
Role models	Highlighting the value of personal image and establishing how role models may have a negative influence on the way in which young people interpret the world. Young people to appreciate the importance of their personal image, analysing what makes a positive role model and determining who their role models are
Social media	Looking at information shared online and how to use critical thinking skills to determine accuracy. Looking at the motives of the person sharing information and the social, cultural and personal effects of sharing inaccurate information online such as mental health, suicide, extremism and defamation.

Learning styles	Young people conduct a V.A.R.K assessment to become aware of their own learning style of understanding, conceptualising, organises and recalls information and their individual way of processing information.
Stages of Learning	Looking at the 5 stages of learning 1. Unconscious Incompetence 2. Conscious Incompetence 3. Conscious Competence 4. Conscious Incompetence 5. Flow/Mastery Demonstrating the importance of resilience in learning and that giving up is a choice. Inspire young people to remain determined by recognising learning is a process.
Asking Questions	Exploring different types of questions. Teaching young people to ask questions to increase confidence in interacting with others. Also looking at the importance of asking questions to uncover challenges to generate better solutions.
Interpersonal and Social Skills	Working with Young People to identify and develop emotional intelligence and self-awareness. Understanding the importance of managing their own and others emotions. Demonstrating how people with strong interpersonal skills are often more successful in both their professional and personal lives.
Effective Decision Making	Exploring effective decision making processes and the importance of overcoming fears and taking positive risks. Also looking at factors that affect or prevent effective decision making.

Appearance & Hygiene	Finding the balance between minimum hygiene expectations and individuality and self-expression. Understanding how appearance impacts non-verbal communication and how people are perceived and treated due to their appearance. Also looking at the impact on mental health and reflecting how you want to be perceived.
Healthy Relationships	Promoting healthy relationships. Looking at relationship dynamics, when behaviour constitutes abuse (physical and mental) and LGBTQI+ issues.
Sexual Health & Promiscuity	Boys and girls separate Develop an awareness of the scientific, social and cultural factors of sexual health, the effects of porn and the sex industry on perceptions of healthy sexual relationships.
Happy Mind, Happy Life	Introducing concepts of managing mental health which links through to living healthy productive lives. Young people to become aware and realise the links between their mental health and their lifestyle with steps to manage positively and proactively. Also looking at suicide in young people, insecurities, anxiety and depression.
Living a F.U.L.L Life	Demonstrating how we build family relationships, community ties and social capital, while assessing the resources, skills and experience available to unite communities to become positively organised.

Learning to Learn	Developing learning skills such as responsibility, organisation, independent working, initiative, self-regulation and creativity. Young people will develop cognitive skills to develop understanding of the importance of digesting and processing new information. Also develop self-reflection skills and developing practise routines.
Critical Thinking	Young people develop critical thinking skills to examine their beliefs about themselves and understand how they impact on what they can achieve. Understanding how their beliefs reflect in their outlook and the way other people interact with them and the importance of questioning these beliefs.
What Makes You Tick?	Understanding what drives motivation and passion. Exploring young peoples' interests and ambitions and learning to focus cognitive positively to drive them to achieve their goals. Looking at the science of the brain to understand where motivation comes from.
Define your Values	Understanding values as beliefs that guides choices and actions. Defining values through self-reflection and examining what they perceive to be right or wrong and whether that is in-line with their actions.
Reasoning & Decision Making	Exploring reasoning and decision making processes including looking at intuition awareness, using critical thinking skills to analyse the facts available and emotional input and how they influence decision making.

Gangs County Lines Cuckooing Knife Crime	Educating young people about the dynamics of gangs and the wider consequences of being involved/ associated such as, criminal exploitation, victims of crime, being in risky situations and the legal principle of joint enterprise. Dispelling myths and developing critical thinking skills and resilience to break free or disassociate from gang activity. Building confidence and utilising lived experience and developed skills in a positive way.
Criminal & Sexual Exploitation	Tackling peer pressure, identifying abuse and the art of control. To highlight the methods in which young people can be abused and groomed to commit acts of crime or complicit in abuse.
Anger Management	Learning the art of emotional control. Defining aggression, controlling and coercive behaviour. Demonstrating a structural approach to aggression, touching on brain science and looking at where aggressive thoughts and feelings originate and developing cognitive skills to address and change behaviour.
Situation vs Personality	Learning to discuss, debate and challenges on topics while putting aside personal beliefs or objections. Learning the art of being able to put forward arguments on a topic despite personal opinion, beliefs or objections of that chosen topics.
Respect & Tolerance	Understanding the importance of respect and tolerance and looking at key aspects of building a respectful and tolerant culture. Exploring ways to promote respect and tolerance and understanding the impact of discrimination, stereotyping and lack of social responsibility.

Ambivalence	Understanding when young people are ambivalent and acting against their better judgement. Understanding the stress created by ambivalence and the impact. Learning the structural approach to the brain to understand where conflicting thoughts originate, why ambivalence causes stress and how to reduce that stress.
Overcoming Procrastination	Looking at how ambivalence causes procrastination and putting off important decisions or tasks. Understanding the impact of procrastination on mental health, wellbeing and productivity and learning ways to overcome procrastinating.
Passive & Active Thinking	Learning passive voice recognition and where it originates from in the brain. Exploring active alternatives and encouraging accountability for thoughts and actions, understanding the locus of control lies within.
Transposing	Learning how to separate statements or thoughts to recognise the conflict of two clear opposing points of view.
Changing Language & Mind-Set	Exploring the impact of language and labels on learning. Looking at language, labels and metaphors how they can appear to remove choice and perceived powerlessness.

STAR Technique	Young People learn about STAR technique to give a logical structure when describing examples of competency or skills.
SWOT Analysis	Self-assessment of strengths, weaknesses and transferrable skills. Learning how to plan for continued self-development to overcome threats and make the most of opportunities.
Communication Skills	Exploring all methods of communication and the benefits of having good communication skills. Includes the skill of listening and the art of persuasion, ensuring the best possible outcome from communicating effectively.
Interview Skills	Looking at different interview scenarios and exploring interviewer expectations. Including colleges, universities, apprenticeships, employers and developing skills to aid interview performance.
Overcoming Your Fears	A structural approach to embracing change and understanding the science behind internal objections to planning and education. Young people to understand why people respond to challenges in different ways and learning mechanism for appropriate responses to adversity and challenges.

INTUITIVE THINKING SKILLS ®
Empowering people through education
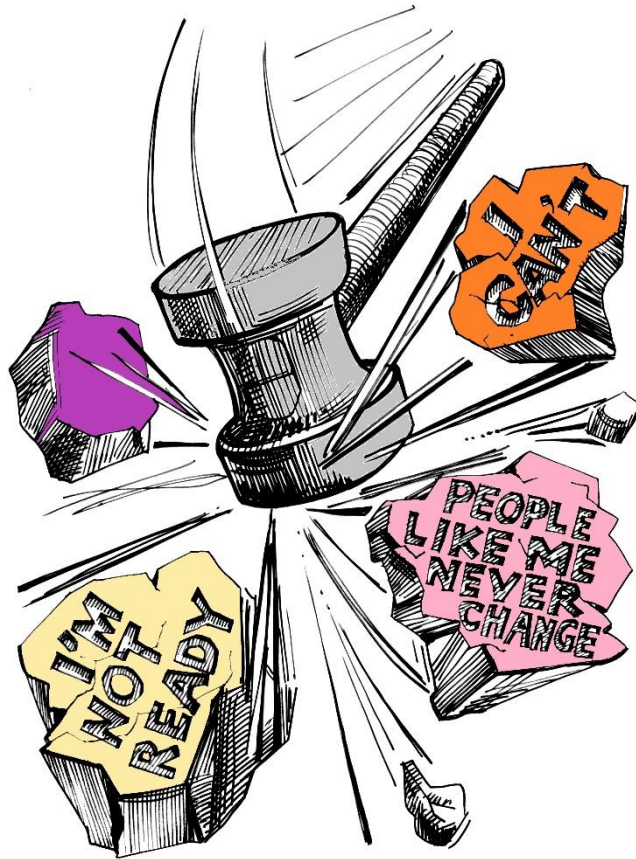
Young people

Giving young people skills to develop healthy mindsets

T.A.L.K programme™

This programme is a balanced delivery of challenge and support that encourages young people to develop healthy mind sets towards themselves, their communities, health, education and work.

Digital technology and social media has increased the accessibility of information we receive and indeed the quality and accuracy of that information is often highly debatable. The **T.A.L.K™** programme gives young people knowledge and skills that develop independent thinking and promote community awareness. These skills lead to better education, better decision making, focusing on the future employment and developing values and communication.

We value young people's opinion, their input and we encourage debate, helping them discover their talents whilst fostering a sense of community and tolerance.

High

Support

Stuck
Unproductive
Settled
Under valued

Growth
Continued learning
Innovation
Development

Disengaged
Low progress
Not ambitious
Under skilled

Withdrawal
Apprehensive
Low confidence
Fear of mistakes

Low

Challenge

High

Delivery is highly flexible and can also be complemented with any i-DEAS modules to provide a specialised learning package focussed towards any desired outcomes. See the following example session plans.

Session Plan

Session 1
"Why do we make the choices we do?"
- ⌄ Introduction
- ⌄ Language/Thoughts/Beliefs
- ⌄ Intro to Critical Thinking
- ⌄ Embedded learning

Session 2
"How do I know that what I think is true?"
- ⌄ What is Critical Thinking? (Theory)
- ⌄ Exploring Critical Thinking (Practice)
- ⌄ Transposing
- ⌄ Passive/Active Statements

Session 3
"Taking Responsibility"
- ⌄ What is Responsibility
- ⌄ Accountability / Owning it
- ⌄ Empowering Self / No more excuses
- ⌄ Intro to Making Better Choices

Session 4
"What is choice?"
- Ambivalence
- How to make informed choices
- Understanding Consequences
- Assessing Risk

Session 5
"Why leave the Comfort Zone?"
- ⌄ What is a comfort zone
- ⌄ What is outside the comfort zone
- ⌄ Why do I put things off?
- ⌄ Breaking free

Session 6
"Effective Communication"
- ⌄ Understanding communication
- ⌄ Methods of Communication
- ⌄ How to make it effective
- ⌄ Responsible & honest communication

Session 7
"Skills, Abilities & Qualities"
- ⌄ Transferable skills
- ⌄ What can I do with them?
- ⌄ How do I gain new skills?
- ⌄ Why make the effort?

Session 8
"Who are you and what can you achieve?"
- ⌄ Self-Reflection
- ⌄ Self Appraisal
- ⌄ Who empowers you
- ⌄ Don't expect an easy ride

Session 9
"Effective Planning"
- What is a plan
- How do I plan?
- Why should I plan?
- Aims & Objective – SMART plans

Session 10
"Making a Plan & Commitment"
- Individual Plans (TASK)
- What is a Commitment
- Making a commitment
- Achieving Success

INTUITIVE THINKING SKILLS ®
Empowering people through education

EXAMPLE WITH SPECIALIST i-DEAS MODULES

Session Plan

INTUITIVE THINKING SKILLS ®
Empowering people through education

Session 1
"Why do we make the choices we do?"
- ⋁ Introduction
- ⋁ Language/Thoughts/Beliefs
- ⋁ Intro to Critical Thinking
- ⋁ Embedded learning

i-DEAS
Cannabis Awareness

Session 2
"How do I know that what I think is true?"
- ⋁ What is Critical Thinking? (Theory)
- ⋁ Exploring Critical Thinking (Practice)
- ⋁ Transposing
- ⋁ Passive/Active Statements

i-DEAS
Gangs / County Lines and Knife Crime

Session 3
"Taking Responsibility"
- ⋁ What is Responsibility
- ⋁ Accountability / Owning it
- ⋁ Empowering Self / No more excuses
- ⋁ Intro to Making Better Choices

i-DEAS
Drugs and Alcohol

Session 4
"What is choice?"
- • Ambivalence
- • How to make informed choices
- • Understanding Consequences
- • Assessing Risk

Session 5
"Why leave the Comfort Zone?"
- ⋁ What is a comfort zone
- ⋁ What is outside the comfort zone
- ⋁ Why do I put things off?
- ⋁ Breaking free

Session 6
"Effective Communication"
- ⋁ Understanding communication
- ⋁ Methods of Communication
- ⋁ How to make it effective
- ⋁ Responsible & honest communication

i-DEAS
Criminal Exploitation

Session 7
"Skills, Abilities & Qualities"
- ⋁ Transferable skills
- ⋁ What can I do with them?
- ⋁ How do I gain new skills?
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"Making a Plan & Commitment"
- • Individual Plans (TASK)
- • What is a Commitment
- • Making a commitment
- • Achieving Success

The programme can be tailored around individual learners educational and lifestyle needs promoting social outcomes whist working in partnership with existing stakeholders and support mechanisms.

The programme can also be accredited with the following available nationally recognised qualifications: *Achievable for learners aged 14 years+

NOCN Level 1 Award in Developing Critical Thinking Skills to Enhance Decision Making

Mandatory Components

Title:	Critical Thinking Skills to Enhance Personal Decision Making
Level:	1
Credit Value:	1
GLH:	7
Ofqual Reference Number:	R/617/2661

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. **Understand how critical thinking skills can change behaviour and improve decision making.**	1.1 **Describe what is meant by critical thinking.** 1.2 **Outline the stages of critical thinking as they relate to changes in behaviour.** 1.3 **Explain why critical thinking skills are important.** 1.4 **Give personal examples of using critical thinking skills to change behaviour.**
2. **Understand methods to improve critical thinking skills.**	2.1 **Describe methods for improving own critical thinking skills.** 2.2 **Explain, using examples, how critical thinking techniques can be used to change own beliefs.**
3. **Be able to use critical thinking skills.**	3.1 **Give examples of changed beliefs as a result of using critical thinking techniques.** 3.2 **Explain how critical thinking skills have been used to change own thoughts.**

NOCN Level 1 Award in Personal Resilience Building

Mandatory Components 1

Unit Title	Developing Life Skills to Build Personal Resilience
Ofqual unit reference number (code)	603/3734/5
Unit Level	Level 1
GLH	4
Unit Credit Value	1
Unit Grading Structure	Pass
Assessment Guidance	None

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to identify own cognitive skills that require improvement.	1.1. List own life skills and how they were learnt. 1.2. Identify positive and negative labels used to describe previous life achievements. 1.3. Identify areas for development in own cognitive skills.
2. Understand why different communication types are used.	2.1. Identify different communication types and the situations in which they could be used. 2.2. Identify question types used to question effectively.
3. Know why ineffective decision-making occurs.	3.1. Identify factors that can prevent effective personal decision-making.
4. Understand the impact of positive risk taking on own well-being and resilience.	4.1. Describe positive risks that could be taken to improve own well-being and resilience. 4.2. Explain how taking a selected positive risk could improve own well-being.

NOCN Level 1 Award in Personal Resilience Building

Mandatory Component 2

Unit Title	**Developing Personal Awareness of Own Needs and the Factors that Contribute to a Fulfilled Life**
Ofqual unit reference number (code)	**603/3734/5**
Unit Level	**Level 1**
GLH	**2**
Unit Credit Value	**1**
Unit Grading Structure	**Pass**
Assessment Guidance	**None**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. **Understand how to achieve personal fulfilment through awareness of own needs and learning.**	1.1. **Describe the factors that help people to live a fulfilled** 1.2. **life.** **Identify the stages in** 1.3. **Maslow's Hierarchy of Needs.** **List the factors that contribute positively to quality of life:** **biological** **physical** **psychological.** 1.4. **Identify different learning styles and how this knowledge could help own learning.**

NOCN Level 1 Award in Personal Resilience Building

Mandatory Component 3

Unit Title	Developing a Personal Resilience Plan
Ofqual unit reference number (code)	**603/3734/5**
Unit Level	Level 1
GLH	3
Unit Credit Value	1
Unit Grading Structure	Pass
Assessment Guidance	None

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. **Understand the importance of having an action plan to build own personal resilience.**	1.1. **Explain how and why action planning is helpful to achieve change and improve well-being.** 1.2. **Identify the skills and techniques used in planning.** 1.3. **Identify the planning skills and techniques learnt on programme to be practised and implemented in future.** 1.4. **Explain how own personal resilience plan will work successfully.**

What do young people say about our work!

'The course was very insightful and I feel highly motivated after completing this course'

'Since completing this course I have noticed a drastic change in my motivation, it also allows people to learn in their own way'

'This course showed me that not all learning is boring'

'Learning how to apply critical thinking to my life and being in a positive environment with positive people has been a great experience.'

'I found this course fun and interesting, I'd love to do this course again!'

"I have had some positive outcomes already from this course, such as smoking less, behaving better, concentrating more, helping people, trying harder and listening to what people are saying to me. I am also getting into a lot less trouble by using all the skills this course has taught me."

E-Learning Portal

24 hour/ 7 day interactive service delivers a customisable, accredited and bespoke multimedia support. This service is presently in coproduction and testing stage and we will be scaling up this offer with a fully compliant and secure, learning and support portal.

- Cloud based, GDPR compliant service, with 24/7 availability
- Branded service customised to the local standards, users of the service see a consistent branding
- Customised partnership log-ins provide branded workforce compliance training including safeguarding, lone working, boundaries etc…
- Multi-Lingual, platform available in all major languages
- Voucher system provides full control of who accesses the service and what they do.
- Beautifully designed, NOCN accredited and professionally produced courses which engage, enthral and motivate learners
- Every learner gets allocated a real, approved Intuitive Tutor, and learner activity is an interaction between themselves and the tutor.
- Record of Achievement portfolio for every user, including the ability to store and review qualifications gained elsewhere
- A full suite of reporting templates, customised to give MIS across all activities
- Available across all IT platforms i.e. Desktop, Laptops, Tablets and phones
- Accredited courses being converted to digital format include: Drugs/ alcohol/ gambling/ eating problems, detox planning, mental health, domestic abuse advice, employment and young people's education.

The service goes live on 1st October 2019, and further modular learning is planned to roll out. The real value add against other such tools is that all learners get a "real life tutor" assign to them, who takes them through their learning, marks their submission work and provide on-going support via skype and/or telephone.

Get In Touch to Find Out More!

Getting in touch

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