

Unit Title:	Managing risk in personal decision-making
OCR unit number	T/503/3239
Level:	2
Credit value:	3
Guided learning hours:	20-30
Unit expiry date:	01/07/2016

Unit purpose and aim

This unit will enable the learner to understand and assess the potential risks and consequences involved in making personal decisions, and how to manage and reduce these risks. It will enable learners to recognise and manage external influences on decision-making. They will understand when and how to get advice, and how to use it in making personal decisions and choices.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand risk when making personal choices</p>	<p>The Learner can:</p> <p>1.1 Explain the meaning of 'risk' in different situations</p> <p>1.2 Assess potential risks when making personal choices</p>	<p>Learners could use examples of risks to help with their explanation.</p> <p>Examples of choices could include:</p> <ul style="list-style-type: none"> • those related to future study or work • financial choices • those related to personal safety • those related to relationships <p>Example of assessment: <i>Choice: whether to end a relationship</i> <i>Risks to Person A of ending it:</i> feeling sad/guilty; making a mistake; regret; losing friends <i>Risks to partner of ending it:</i> feelings of shock, rejection, anger, unhappiness, possible depression <i>Risks to Person A of not ending it:</i> pretence; unhappiness within the relationship; will end at a later date anyway; lose friends <i>Risks to partner if not ended:</i> feelings of unhappiness, hurt, confusion; being 'strung along' <i>In conclusion:</i> taking this risk has more positive than negative outcomes for both parties therefore it is better for Person A to end it</p>

Learning Outcomes	Assessment Criteria	Exemplification
	1.3 Explain how to reduce risk in making personal choices	<p>Examples of reducing the risks associated with the above scenario could be:</p> <ul style="list-style-type: none"> • end the relationship quickly • talk through feelings with friends • discuss reasons for wanting to end the relationship with partner
2 Understand how to manage the influence of peers and others on decision-making and taking risks	<p>2.1 Compare negative and positive peer pressure and influence when making decisions and taking risks</p> <p>2.2 Explain when to get help when being pressured to take risks</p> <p>2.2 Describe strategies for resisting unhelpful peer pressure and influence</p>	<p>Examples of positive pressure or influence could include:</p> <ul style="list-style-type: none"> • encouraging a friend to take an opportunity • positive comments about looks, personality, etc that boost self-esteem • encouragement and support through a difficult situation <p>Examples of negative pressure or influence could include:</p> <ul style="list-style-type: none"> • peer pressure to smoke, drink alcohol under age • pressure to have unwanted or unprotected sex • pressure to take dangerous risk/do something illegal to be accepted into a gang <p>Examples could include:</p> <ul style="list-style-type: none"> • if pressure is affecting health or wellbeing • if pressure or influence is leading to dangerous behaviour • if pressure is violent or threatening • if the recipient is having problem with resistance <p>Examples of strategies could include:</p> <ul style="list-style-type: none"> • responding assertively to unhelpful peer pressure • changing friendships/peer group • seeking support from others • seeking professional help where necessary

Learning Outcomes	Assessment Criteria	Exemplification
<p>3 Understand how to use different forms of advice and support when making choices</p>	<p>3.1 Compare different sources that advise and support decision-making about personal choices</p> <p>3.2 Explain how to use advice and support when making personal choices about</p> <p>a) health b) finances c) career</p>	<p>Examples could include: for advice on drugs and alcohol compare:</p> <ul style="list-style-type: none"> • GP surgeries and other medical sources • Frank • www.thesite.org.uk and other internet sites • magazines • friends <p>For advice on career choices compare:</p> <ul style="list-style-type: none"> • www.direct.gov.uk and other internet sites • careers services e.g. at school or college • local job centre plus <p>Examples could include:</p> <ul style="list-style-type: none"> • to help make a decision one way or the other • as a guide to further advice/support • to help/advise others • to enable a more informed decision
<p>4 Understand how to assess potential risks and make informed choices</p>	<p>4.1 Assess potential risks in different situations</p> <p>4.2 Describe how to manage risk and make choices in different situations</p>	<p>Examples of risky situations could be:</p> <ul style="list-style-type: none"> • working with potentially dangerous/volatile materials • activity which may be dangerous • taking a financial risk • moving a relationship on to the next level • travelling around the world alone <p>Learners should use their understanding from 3.1 and 3.2 to help describe choices and the reasons behind choices</p>

requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Functional Skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	Creative Thinkers	Reflective Learners	Team Workers	Self Managers	Effective Participators
✓		✓		✓	

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.