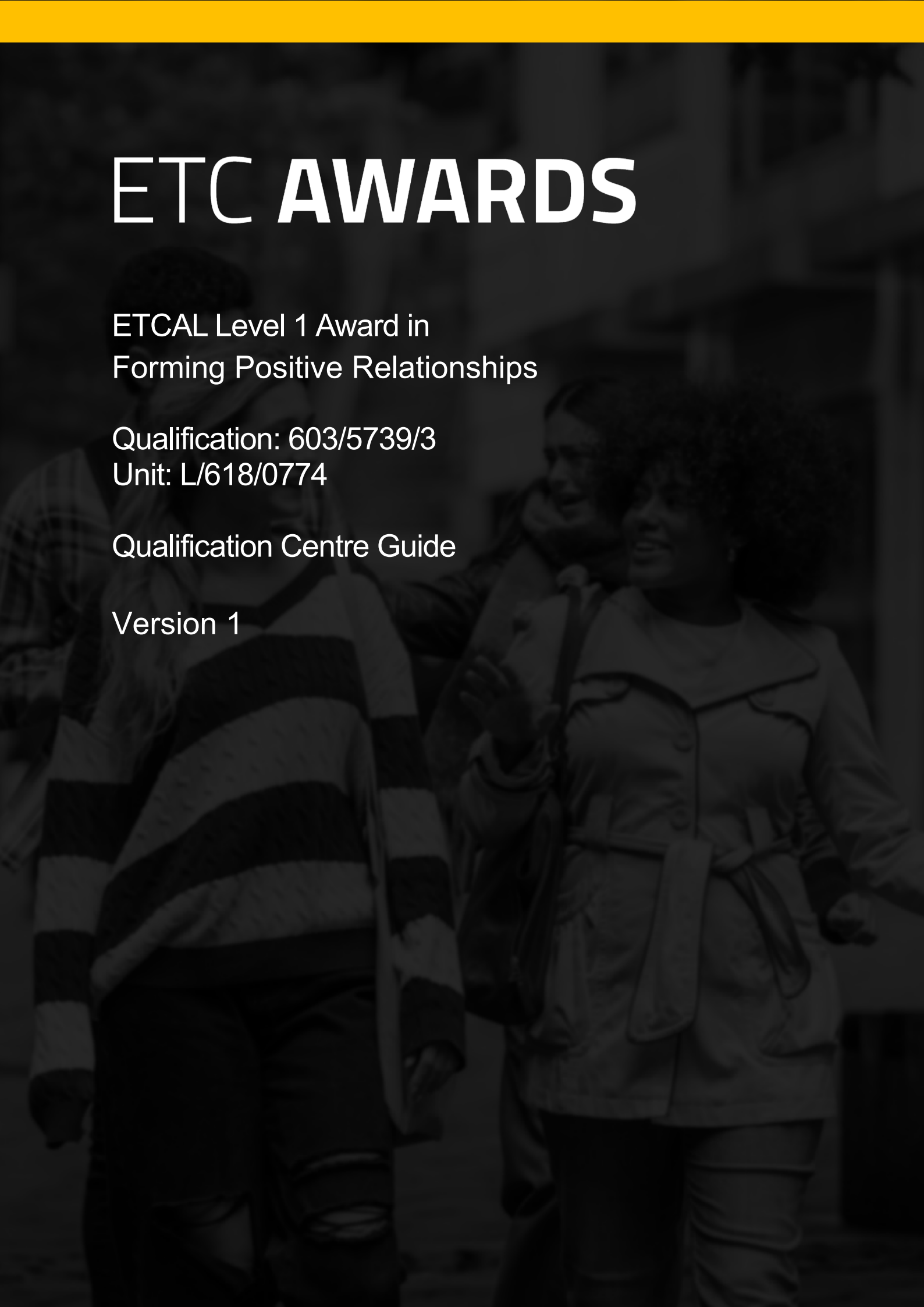

ETC AWARDS

ETCAL Level 1 Award in
Forming Positive Relationships

Qualification: 603/5739/3
Unit: L/618/0774

Qualification Centre Guide

Version 1

Version Control

Version	Date	Change	Section
1.0	July 2026	N/A	N/A

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1. Overview

This qualification will undergo formal periodic review at least every three years, or sooner if triggered by regulatory changes, employer demand, or evidence from quality assurance processes.

1.1 Qualification Purpose

This qualification allows learners to develop a knowledge and understanding of how to manage themselves when developing a variety of relationships and how to ensure these relationships remain positive.

The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

1.2 Qualification Introduction

This qualification has been developed through a structured and carefully managed design process, informed by the expertise of subject matter specialists. Their input has supported the development of content that is relevant, appropriately demanding and reflective of current expectations for the teaching, learning and assessment of Forming Positive Relationships.

The qualification has been developed within the requirements of the Regulated Qualifications Framework and in accordance with relevant regulatory expectations and subject conditions. It is designed to provide learners with a basic understanding of how individuals form relationships in a variety of situations and how these might impact their behaviour and actions.

1.3 Learner Entry Requirements

Learners may register for this qualification without the need for prior study or formal pre-requisite qualifications. Centres should assess each applicant's suitability before registration, ensuring the chosen route reflects their experience and development needs. Individual starting points, existing knowledge and any relevant workplace responsibilities should be considered to support appropriate entry and successful progression.

1.4 Qualification Structure

This qualification comprises of one mandatory unit, with a total of 20 Guided Learning Hours (GLH). The size of the qualification has been set to appropriately cover the knowledge, skills and behaviours relevant to Forming Positive Relationships.

Qualification Number	603/5739/3
Qualification Framework	RQF
Title	Forming Positive Relationships
Qualification Level	Level 1
Guided Learning Hours	20 GLH
Total Qualification Time	20 TQT
Qualification Credit Value	20
Qualification Grading Structure	Pass / Fail

Unit Title	**Mandatory Unit**	**GLH**	**TQT**	**Credit Value**	**Grading**
Forming Positive Relationships	L/618/0774	20	20	2	Pass/Fail
Total		**20**	**20**	**2**	**Pass / Fail**

1.5 Assessment Overview

Short answer and scenario-based questions will cover the knowledge criteria of the qualification, via Assessment Workbook completion.

While the assessment design and requirements are determined by ETC Awards, centres are permitted to carry out the marking of these assessments under strict conditions. All centre-marked assessments must be internally quality assured and subject to external quality assurance sampling by ETC Awards to confirm accuracy and fairness of outcomes.

The assessment via Assessment Workbook will be graded Pass or Fail. The assessment needs to be passed in order to achieve the overall result.

2. Assessment

2.1 Achievement

To achieve this qualification, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment. Learners must achieve a total of 2 credits by completing the one mandatory unit to gain the Award.

2.2 Assessment Methods and Conditions

Centres are not permitted to release any of the assessment detail to learners prior to them starting the assessment.

Assessment Workbook Questions
The workbook assessment is completed throughout the learner journey and consists of short-answer and scenario-based questions. It is used formatively to support learning, test understanding, and apply knowledge to practical situations. Learners complete tasks independently, with feedback provided at key stages to inform progress and development. To achieve a pass, assessment requirements must be met against all assessment criteria.

3.Qualification Detail and Indicative Content

Qualification Number	603/5739/3
Qualification Framework	RQF
Title	Forming Positive Relationships
Qualification Level	Level 1
Guided Learning Hours	20 GLH
Total Qualification Time	20 TQT
Qualification Credit Value	2 Credits
Qualification Grading Structure	Pass / Fail

Indicative Content (IC) is provided as a guide to support the development of learning and training programmes, in order to prepare learners for assessment

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Learning Outcomes

Learners will:

LO1: Understand there is a range of relationships and what they might be

LO2: Know how each individual might form positive relationships

LO3: Understand how the law impacts sex and sexuality related relationships

LO4: Know how to identify and understand own positive relationships

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LO1: Understand there is a range of relationships and what they might be

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
1.1	List different types of relationships

1.2	Identify the factors that might influence relationships
1.3	Explain how relationships might be impacted by different cultures and personal differences

Indicative Content

1.1
At least three types should be given, e.g.:
- Friends
- Family
- Co-workers/ co-students

1.2
At least three factors should be given.

1.3
Responses could include:
- Different communication styles can cause misunderstandings
- Beliefs and customs may affect expectations and behaviour
- Personal values and experiences can shape opinions
- Language differences may create barriers
- Respect and openness help build understanding

LO2: Know how each individual might form positive relationships

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
2.1	Describe the different ways in which an individual might form positive relationships
2.2	Outline the types of boundaries to be observed when building professional relationships

Indicative Content

2.1
Responses could include:
- Communicating openly and respectfully
- Listening actively and showing empathy
- Building trust through honesty and reliability
- Showing kindness, support and appreciation
- Sharing interests and spending positive time together

2.2
Responses could include:
- Maintain professionalism and avoid favouritism
- Respect privacy, personal space and individual values
- Keep information confidential
- Stay within your role and competence
- Communicate clearly and appropriately

LO3: Understand how the law impacts sex and sexuality related relationships

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
3.1	List the relevant legal requirements
3.2	Explain the effects on relationship building of inappropriate sexual behaviour

Indicative Content

3.1
This should include but is not limited to:

- Abuse
- Marriage
- Living together
- Age of consent

3.2
Responses should include at least 5 examples that could include:

- Committing abuse
- Behaviour that could cause significant harm to others
- Could create a criminal record and affect employment
- Psychological effects of the victim
- Lack of trust
- A pattern of abusive behaviour that left unreported could harm other victims

LO4: Know how to identify and understand own positive relationships

Assessment Criteria

AC REF	ASSESSMENT CRITERIA
4.1	List own positive relationships
4.2	Explain why each relationship listed is a positive relationship
4.3	Develop a personal action plan to support development of positive relationships

Indicative Content

4.1
Responses could include:

- Family
- Friends
- Work/volunteering

4.2
Learners should give a valid reason for each listed relationship

4.3
Learners should use their gained knowledge to create a valid and actionable plan

4. Grading

4.1 Grading Criteria

This qualification is graded on a Pass/Fail basis only. To achieve the qualification, a learner must meet all learning outcomes and assessment criteria for the unit. If the evidence does not fully meet the assessment requirements, the unit will be recorded as not achieved and the learner will be required to provide additional evidence if they wish to be reassessed for achievement.

Where a learner does not meet learning outcomes and assessment criteria for the unit, the qualification will not be awarded.

4.2 Marking Guidance

All assessment decisions for this qualification must be made against the published learning outcomes and assessment criteria. Assessors must apply the following principles when marking:

- **Criterion-referenced**: decisions are based solely on whether the learner has met the stated outcomes and criteria, not by comparison with the performance of other learners
- **Sufficiency:** evidence must be complete and cover the breadth and depth required
- **Authenticity:** assessors must be satisfied that the evidence is the learner's own work
- **Consistency:** the same standards must be applied across all learners and units
- **Transparency:** feedback should make clear why the learner has achieved (or not achieved) each outcome

Centres must maintain clear records of assessment decisions, which will be subject to internal quality assurance (IQA) and external quality assurance (EQA) by the awarding organisation.

4.3 Marking and Judgement

Assessment decisions must be based on learners clearly indicating they have met the Assessment Criteria, aligned with learning outcomes. Assessors must apply standards consistently and provide constructive feedback where appropriate.

Evidence must show how the learner has met each relevant assessment criteria.

- Assessors must apply standards **consistently across learners and cohorts**.
- Constructive feedback should be provided where appropriate, particularly where criteria are not met.

Assessors must not:

- Infer competence without evidence
- Compensate weak criteria with strong performance elsewhere
- Apply additional, undisclosed criteria

5. Qualification Approval and External Quality Assurance

5.1 Gaining Approval

New centres to ETC Awards, prior to delivering or assessing this qualification, must gain centre approval. In the case of existing approved centres, they must gain the specific qualification approval.

Centre Staffing Requirements
Centres must ensure that all individuals involved in the delivery and assessment of ETC Awards' qualifications are occupationally knowledgeable, experienced, and competent in the relevant subject area(s).

Tutors and Assessors
All tutors and assessors should hold, or be working towards, an appropriate teaching and/or assessing qualification relevant to their role. In addition, where qualification requirements specify occupational competence, staff must be able to demonstrate current and relevant knowledge, skills, and experience within the subject area being delivered or assessed. The centre should ensure that staffing arrangements meet the specific requirements of each qualification and awarding organisation, recognising that some qualifications require occupationally competent practitioners whilst others do not.

Internal Quality Assurers (IQAs)
IQAs must have a thorough understanding of the structure, content and requirements of the units they quality assure, gained through direct work or delivery in the relevant subject area, whether in an operational or support role. This understanding must be sufficient to judge whether assessors have fully assessed learners against all unit principles and requirements. In line with best practice, IQAs should hold, or be working towards, relevant internal quality assurance qualifications or equivalent.

External Quality Assurance
ETC Awards will operate a continuous sampling approach to External Quality Assurance (EQA), whereby assessment decisions, learner evidence, internal quality assurance activities and associated documentation are reviewed

throughout the year rather than at a single point in time. Sampling activities may include the review of completed portfolios, observation of delivery, assessment and IQA decisions, learner tracking documentation, and discussions with assessors, internal quality assurers, and learners. The level and frequency of sampling is risk-based and proportionate, with increased sampling undertaken where new qualifications, new staff, identified quality concerns, significant changes in delivery, or previous action points require additional scrutiny. This approach supports ongoing quality improvement, enables early identification of issues, and provides assurance that assessment and quality assurance practices remain valid, reliable, fair, and consistent across all programmes.

5.2 Authentication of Learner Work and Assessments

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a declaration of authenticity, signed by the learner and assessor and must be completed and available for internal and external quality assurance activities.

5.3 Evidence and Documentation Retention

As an approved centre, it is essential that information is collected and made available when required. The evidence and information must be accurate, relevant and up to date. Centres must demonstrate that they have robust administrative arrangements in place to collect and maintain the following:
Auditable quality assurance systems, these should include the facility for documenting and recording assessment decisions.

Appropriate records to track a learner's progress and facilitate independent authentication of certification claims must be maintained and need to include:

- Learner name, date of birth, contact address
- Learner workplace address and contact details (if applicable)
- Learner start date
- Learner awarding organisation registration date
- Learner registration number
- Assessor and tutor names applicable to the learner
- IQA name(s) applicable to the learner

Learner assessment records clearly detailing:

- Who, what, when
- Assessment decision by unit
- Assessment method by unit
- Storage details of any evidence

Internal Quality Assurance records clearly detailing:

- Who, what, when
- Rationale for sample
- Sampling strategy
- Evidence of IQA standardisation meetings and practice
- Assessor meetings and evidence of support provided
- Evidence of assessor and IQA competence including certificates of achievement and CVs

Records of:

- Certificates claimed – who and when
- Appeals – who, what, when and the outcome
- Complaints – who, what, when and the outcome

These records must be kept from the moment the learner is registered and in line with centre policy, or no less than 3 years after certification. The records must be made available if requested by either ETC Awards or the relevant regulatory authority.

Appropriate policies and procedures will also need to be made available, as requested to ETC Awards including, but not limited to:

- Health and Safety Policy
- Data Protection Policy
- Safeguarding Policy
- Complaints Policy
- Maladministration and Malpractice Policy
- Internal Quality Assurance Policy
- Equality and Diversity Policy

Centre or qualification approval will not be granted where auditable records to verify learner achievement cannot be provided, or where the required policies are not in place.

5.4 Centre Notification of Material Changes

Centres must inform ETC Awards immediately of any material changes affecting delivery, including staffing changes, facilities issues, significant increases in learner numbers or changes in resources.

5.5 Centre Feedback

Centres should have effective processes in place to collect stakeholder feedback, for example:

- Learner
- Employer
- Assessor
- IQA

Information collected should be regular and timely and should highlight areas such as user experience, induction and on-boarding process, quality of delivery and assessment, qualification content, good practice and areas for improvement. It is good practice for centres to present this in a standard format e.g. tables, graphs and demonstrate how feedback has informed changes and/or improvements to qualification and assessment delivery.

5.6 Malpractice

All ETC Awards approved centres must have in place arrangements to investigate suspected cases of malpractice and maladministration in addition to ensuring that all members of the delivery team and learners are familiar with the contents of this policy.

Failure to report even a suspected case of malpractice and/or maladministration to ETC Awards could result in a centre being sanctioned and will affect the risk rating of the centre. If you feel you would like support in understanding how you can mitigate against or deal with cases of malpractice or maladministration, please contact ETC Awards directly.

5.7 Adjustments, Access Arrangements and Special Considerations

In accordance with the Reasonable Adjustments Policy, centres may apply for alternative or adapted modes of delivery (for example, a paper-based MCQ knowledge test or additional learner support) as a reasonable adjustment. Such requests must be supported by appropriate evidence and justification and are subject to formal approval by ETC Awards prior to implementation.

5.8 Appeals

ETC Awards has a published Appeals Policy which complies with Ofqual's General Condition I1 and includes measures to investigate and resolve any concerns about inaccurate results in a 'fair and timely manner'. The centre/learner has 21 days from the date they receive notification of a decision made by ETC Awards in which to lodge an appeal against that decision.