

Learner Workbook

Printable evidence sheets for the four selected NCFE units, plus road-safety, careers and final-portfolio activities.

Qualification route

Designed for use toward the NCFE Level 1 Award in Personal and Social Development (501/0672/7) through an approved centre. Otherwise describe it as Level 1-aligned enrichment.

Print-friendly by design

White pages, restrained colour, light table shading and no full-page dark fills. Reviewed 19 August 2026.

VDS Pro simulator activity supports evidence but does not itself award a regulated qualification or establish real-road driving competence.

How to use this workbook

- Write, type, speak, dictate or use agreed assistive technology. Your tutor will record how support was provided.
- Use your own words and examples. A simulator score is evidence to discuss, not an answer by itself.
- Ask when a word or instruction is unclear. You may request a break or an agreed alternative activity.
- Date every sheet and identify the VDS Pro lesson or evidence used.

My name, preferred way to record evidence, and support or adjustment that helps me

My starting confidence, prior experience and what I want from this course

Induction and safe setup

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Course induction evidence; not a qualification criterion by itself

Three room or simulator safety rules

My comfortable setup and the signs that I need a break

Who I ask for help and how I protect other learners' privacy

Unit 02: strengths and development area

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 1.1, 1.2 and 1.3

Two personal strengths or abilities, with an example for each

One area I have selected for self development

Why this area is important to me

Unit 02: personal development plan

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.1, 2.2 and 2.3

My target: what I want to be able to do

Activities I will complete

Dates, timescales and review points

Evidence I will use and the person who will review it with me

Unit 02: planned-practice record 1

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.4

Activity completed and date

What I did and the evidence reference

Feedback I received

What I will do next

Unit 02: planned-practice record 2

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.4

Activity completed and date

What I did and the evidence reference

Feedback I received

What I will do next

Unit 02: planned-practice record 3

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 2.4

Activity completed and date

What I did and the evidence reference

Feedback I received

What I will do next

Unit 02: review and continuation

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

02 3.1, 3.2 and 3.3

What my plan was and what evidence shows my progress

What worked well and what I would amend

How I will continue this development in future

Unit 03: define a straightforward problem

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 1.1, 1.2 and 1.3

The problem and its effects

Ways I could tackle it

The way I selected, why, and the appropriate person who agreed it

Unit 03: activity and resource plan

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 2.1 and 2.2

Activities in the order I will carry them out

Resources, information or people that can help

Dates and how I will know each activity happened

Unit 03: activity record 1

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 2.3

Planned activity and date

What I carried out

Evidence or witness reference

What happened as a result

Unit 03: activity record 2

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 2.3

Planned activity and date

What I carried out

Evidence or witness reference

What happened as a result

Unit 03: review the solution

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

03 3.1, 3.2 and 3.3

The approach I used

What went well and what went less well

Is the problem solved? My evidence and next action

Unit 06: rights, barriers and support

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

06 1.1, 1.2 and 1.3

At least two rights I have as an individual

At least two barriers that could prevent someone exercising their rights

At least two sources of support and how each could help

Unit 06: responsibilities

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

06 2.1 and 2.2

At least two responsibilities I have to myself

At least two responsibilities I have to other people

How these responsibilities apply in school, work, travel or road use

Unit 06: witnessed responsible action

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

06 2.3

Situation and responsible action I took

Why it showed responsibility for myself

Witness name, role, signature, date and comments

Road-safety responsibility check

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Supplementary learning for Units 03 and 06

How phone use, fatigue, alcohol/drugs or peer pressure can affect safe choices

What to do after a breakdown or collision without creating more danger

Why licences, insurance and lawful vehicle use matter

Hazard and vulnerable-road-user log

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Supplementary evidence for Units 03 and 06

Hazard, conditions and who was at risk

Safe response and what I actually did

Consequence, feedback and next step

Unit 11: employer skills and my profile

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 1.1 and 1.2

Personal and employability skills/qualities employees need

My own skills, qualities and achievements, with evidence

People or records that support my examples

Unit 11: connection to working life

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 1.3 and 1.4

How my skills, qualities and achievements relate to working life

At least two areas I could improve

One action I will take

Unit 11: job-role research

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 2.1

Role 1: duties, skills/qualities, entry route and source

Role 2: duties, skills/qualities, entry route and source

Another role or sector I considered

Unit 11: match myself to a role

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 2.2

The role I selected and why

My matching skills, qualities and achievements, with examples

My gaps and realistic next step

Unit 11: application information

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

11 2.3

Key personal, education, experience and contact information needed

My short personal statement or interview introduction

Information I must check before submitting

Career Drive reflection

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Supporting evidence for Unit 11

The work task, pressure or customer need

How I kept safety and responsibility ahead of speed or score

Skills/qualities I demonstrated and evidence reference

Final portfolio review and progression

Learner name		Group		Date	
VDS lesson			Role		

Criteria supported

Final learner review; assessor maps evidence to the selected criteria

My strongest evidence and why it matters

What I improved during the programme

My next education, work, travel or driving-readiness step

Learner authenticity declaration

Learner name		Group		Date	
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I confirm that the evidence in this portfolio is my own work. I have identified help, feedback, use of a scribe or assistive technology with my tutor. I understand that simulator completion does not prove real-road driving competence.

Learner signature		Date	
Assessor signature		Date	