

# **Pearson BTEC Level 2 Award/Extended Award/Certificate in WorkSkills for Effective Learning and Employment**

## **Specification**

BTEC Specialist qualification  
For first delivery September 2010

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel BTEC Level 2 Award/Extended Award/Certificate in WorkSkills for Effective Learning and Employment (QCF)

The QNs remain the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 2 Award/Extended Award/Certificate in WorkSkills for Effective Learning and Employment specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4, 5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4, 5
QCF references removed from unit titles and unit levels in all units	21-67
Guided learning definition updated	16

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# BTEC Specialist qualification titles covered by this specification

**Pearson BTEC Level 2 Award in WorkSkills for Effective Learning and Employment**

**Pearson BTEC Level 2 Extended Award in WorkSkills for Effective Learning and Employment**

**Pearson BTEC Level 2 Certificate in WorkSkills for Effective Learning and Employment**

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Pearson BTEC Level 2 Award in WorkSkills for Effective Learning and Employment 501/1793/2

Pearson BTEC Level 2 Extended Award in WorkSkills for Effective Learning and Employment 501/1790/7

Pearson BTEC Level 2 Certificate in WorkSkills for Effective Learning and Employment 501/1794/4

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

These qualifications are accredited by Ofqual as being Stand Alone.

# **Welcome to BTEC Level 2 qualifications in WorkSkills for Effective Learning and Employment**

## **Focusing on the BTEC Level 2 qualifications in WorkSkills for Effective Learning and Employment**

These qualifications have been developed to support apprenticeship induction, the learning of Employment Rights and Responsibilities (ERR), and personal learning and thinking skills (PLTS). The structures also include the opportunity to supplement learning with Pearson WorkSkills units.

## **Straightforward to implement, teach and assess**

Implementing BTEC qualifications could not be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## **Engaging for everyone**

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## **Recognition**

BTEC qualifications are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs.

## **All you need to get started**

To help you off to a flying start, we have developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- information on rules of combination, structures and quality assurance, so you can deliver the qualifications with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what learners must produce to achieve the unit.

Don't forget that we are always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.



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# What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## **Pearson BTEC Level 2 Award**

The Pearson BTEC Level 2 Award gives learners the opportunity to support specific aspects of their apprenticeship learning without committing to a larger qualification. The structure allows learners to undertake an induction unit and then select from ERR, PLTS or Pearson WorkSkills units.

## **Pearson BTEC Level 2 Extended Award**

The Pearson BTEC Level 2 Extended Award gives learners the opportunity to support a range of aspects of their apprenticeship learning. The structure allows learners to undertake an induction unit and then select ERR **and** PLTS or Pearson WorkSkills units.

## **Pearson BTEC Level 2 Certificate**

The Pearson BTEC Level 2 Certificate gives learners the opportunity to support a range of aspects of their apprenticeship learning. The structure allows learners to undertake an induction unit and then select several ERR, PLTS and Pearson WorkSkills units.

## **Key features of the Pearson BTEC Level 2 qualifications in WorkSkills for Effective Learning and Employment**

The Pearson BTEC Level 2 Qualifications in WorkSkills for Effective Learning and Employment have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 2 vocationally-related qualification
- progress to employment in their vocational sector.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

## **Rules of combination for the Pearson BTEC Level 2 qualifications in WorkSkills for Effective Learning and Employment**

When combining units for the Pearson BTEC Level 2 in WorkSkills for Effective Learning and Employment, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Pearson BTEC Level 2 Award in WorkSkills for Effective Learning and Employment**

- 1 Qualification credit value: a minimum of 4 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 3
- 3 All credits must be achieved from the units listed in this specification.

### **Pearson BTEC Level 2 Extended Award in WorkSkills for Effective Learning and Employment**

- 1 Qualification credit value: a minimum of 7 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 4
- 3 All credits must be achieved from the units listed in this specification.

### **Pearson BTEC Level 2 Certificate in WorkSkills for Effective Learning and Employment**

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 7
- 3 All credits must be achieved from the units listed in this specification.

# Unit options for the Pearson Level 2 qualifications in WorkSkills for Effective Learning and Employment

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## Pearson BTEC Level 2 Award in WorkSkills for Effective Learning and Employment

- The Pearson BTEC Level 2 Award in WorkSkills for Effective Learning and Employment is a 4 credit and 34 guided learning hour (GLH) qualification.
- It consists of one mandatory unit **plus** optional units that provide for a combined total of 4 credits.
- At least 3 credits must be at Level 2 or above.
- Optional units may be selected from WorkSkills for WorkSkills for Effective Learning and Employment units (see page 5) and Level 1 and 2 WorkSkills units (see pages 6 and 7).
- A maximum of 1 credit may be selected from Level 1 WorkSkills units.
- The Total Qualification Time (TQT) for this qualification is 40.

## Pearson BTEC Level 2 Extended Award in WorkSkills for Effective Learning and Employment

- The Pearson BTEC Level 2 Extended Award in WorkSkills for Effective Learning and Employment is a 7 credit and 59 guided learning hour (GLH) qualification.
- It consists of one mandatory unit **plus** optional units that provide for a combined total of 7 credits.
- At least 4 credits must be at Level 2 or above.
- Optional units may be selected from WorkSkills for WorkSkills for Effective Learning and Employment units (see page 5) and Level 1 and 2 WorkSkills units (see pages 6 and 7).
- A maximum of 3 credits may be selected from Level 1 WorkSkills units.
- The Total Qualification Time (TQT) for this qualification is 70.

## Pearson BTEC Level 2 Certificate in WorkSkills for Effective Learning and Employment

- The Pearson BTEC Level 2 Certificate in WorkSkills for Effective Learning and Employment is a 13 credit and 119 guided learning hour (GLH) qualification.
- It consists of one mandatory unit **plus** optional units that provide for a combined total of 13 credits.
- At least 7 credits must be at Level 2 or above.
- Optional units may be selected from WorkSkills for WorkSkills for Effective Learning and Employment units (see page 5) and Level 1 and 2 WorkSkills units (see pages 6 and 7).
- A maximum of 6 credits may be selected from Level 1 WorkSkills units.
- The Total Qualification Time (TQT) for this qualification is 130.

Pearson BTEC Level 2 Award/Extended Award/Certificate in WorkSkills for Effective Learning and Employment			
Unit	Mandatory unit	Credit	Level
1	Preparing for an Apprenticeship	1	2

**Level 2 WorkSkills for Effective Learning and Employment units available as optional units**

Unit	Optional units	Credit	Level
2	Understanding Employment Responsibilities and Rights*	3	2
3	Understanding Employment Responsibilities and Rights in Health, Social Care, or Children's and Young People's Settings**	3	2
4	Employment Opportunities and Career Progression	1	2
5	Understanding the Employing Organisation	2	2
6	Understanding Employment Rights and Responsibilities	2	2
7	Using Enquiry and Investigation Skills to Solve Problems	1	2
8	Participating in Teamwork	1	2
9	Managing Own Learning	1	2

\*Unit 2 may not be taken in combination with Units 3, 5 or 6

\*\*Unit 3 may not be taken in combination with Units 2, 5 or 6

**Summary of forbidden combinations**

Units may not be combined in a single programme when indicated with an (x) in the table below.

Unit	2	3	4	5	6	7	8	9
2		x		x	x			
3	x			x	x			
4								
5	x	x						
6	x	x						
7								
8								
9								

## Level 2 WorkSkills units available as optional units

Please see specification for Pearson BTEC Level 2 Award, Certificate and Diploma in WorkSkills (available from the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com)).

Units		Credit value
Unit 1	Alternatives to Paid Work	1
Unit 2	Working as a Volunteer	2
Unit 3	Managing your own Money	2
Unit 4	Searching for a Job	1
Unit 5	Applying for a Job	1
Unit 6	Preparing for an Interview	1
Unit 7	Interview Skills	1
Unit 8	Self-Management Skills	2
Unit 9	Self-Assessment	2
Unit 10	Career Progression	2
Unit 11	Developing Personal Skills for Leadership	2
Unit 12	Practising Leadership Skills with Others	2
Unit 13	Learning with Colleagues and Other Learners	2
Unit 14	Communicating Solutions to Others	2
Unit 15	Effectiveness at Work	1
Unit 16	Working in a Team	3
Unit 17	Learning from more Experienced People	2
Unit 18	Building Working Relationships with Colleagues	2
Unit 19	Building Working Relationships with Customers	2
Unit 20	Investigating Rights and Responsibilities at Work	1
Unit 21	Managing your Health at Work	1
Unit 22	Setting and Meeting Targets at Work	2
Unit 23	Solving Work-Related Problems	2
Unit 24	Summarising Documents	1
Unit 25	Contributing to Meetings	1
Unit 26	Preparing for Work Placement	1
Unit 27	Learning from Work Placement	2
Unit 28	Planning an Enterprise Activity	1
Unit 29	Running an Enterprise Activity	1
Unit 30	Producing a Product	1

## Level 1 WorkSkills units available as optional units

Please see specification for Pearson BTEC Level 2 Award, Certificate and Diploma in WorkSkills (available from the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com)).

Units		Credit value
Unit 1	Alternatives to Paid Work	1
Unit 2	Working as a Volunteer	2
Unit 3	Managing your own Money	2
Unit 4	Being Responsible for other People's Money	1
Unit 5	Searching for a Job	1
Unit 6	Applying for a Job	1
Unit 7	Preparing for an Interview	1
Unit 8	Interview Skills	1
Unit 9	Self-Management Skills	2
Unit 10	Self-Assessment	1
Unit 11	Career Progression	2
Unit 12	Developing Personal Skills for Leadership	2
Unit 13	Practising Leadership Skills with Others	2
Unit 14	Learning With Colleagues and Other Learners	2
Unit 15	Communicating Solutions to Others	2
Unit 16	Positive Attitudes and Behaviours at Work	1
Unit 17	Working in a Team	3
Unit 18	Learning from more Experienced People	2
Unit 19	Building Working Relationships with Colleagues	2
Unit 20	Building Working Relationships with Customers	2
Unit 21	Investigating Rights and Responsibilities at Work	1
Unit 22	Managing your Health at Work	1
Unit 23	Setting and Meeting Targets at Work	2
Unit 24	Solving Work-Related Problems	2
Unit 25	Taking Notes at Meetings	1
Unit 26	Summarising Documents	1
Unit 27	Contributing to Meetings	1
Unit 28	Preparing for Work Placement	1
Unit 29	Learning from Work Placement	1
Unit 30	Safe Learning in the Workplace	1

Units		Credit value
Unit 31	Planning an Enterprise Activity	1
Unit 32	Running an Enterprise Activity	1
Unit 33	Producing a Product	1

# Assessment

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All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

Evidence to demonstrate achievement of the assessment criteria should be kept in a portfolio that is indexed and referenced to the units and grading criteria. This evidence may fall naturally out of the Apprentices' BTEC Apprenticeship programme and the portfolio of evidence towards achieving the BTEC technical certificate and Pearson NVQ or competence qualifications. Adopting a holistic approach to assessment in this way leads to more effective use of the assessors' time and reduces the burden of assessment on the Apprentices.

Where naturally occurring evidence is not available, assignments may be devised to provide evidence generating opportunities. All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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Pearson BTEC Level 2 specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 2 specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

For Work Based Learning centres that are delivering Pearson level 2 specialist qualifications as part of an approved BTEC Apprenticeship programme the Pearson quality assurance process will involve:

- centre approval for those centres not already recognised as a centre for BTEC Apprenticeships
- approval for the Pearson BTEC Apprenticeship
- 2 visits annually by sector specialist Apprenticeship Standards Verifiers
- the sampling of completed units that have been assessed either during the Standards Verifier's visit or remotely, subject to mutual agreement
- for those units that are submitted for standards verification, at least 50% should have been internally verified.

For centres that are delivering Pearson Level 2 specialist qualifications as stand alone qualifications, the Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality assurance guidance

Details of quality assurance for Pearson BTEC Level 2 qualifications are set out in centre guidance which is published on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

# Programme design and delivery

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## Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

# Access and recruitment

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Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Pearson BTEC Level 2 qualifications in WorkSkills for Effective Learning and Employment are accredited for learners aged 16 and above.

## Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

# Unit format

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Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### Relationship between content and assessment criteria

The learner should have the opportunity to cover all the unit content.

It is not a requirement of the unit specification that all the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Units

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# Unit 1: Preparing for an Apprenticeship

**Unit reference number:** H/602/4529

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is to enable learners to successfully plan for their Level 2 Apprenticeship.

## Unit introduction

This unit is designed to support learners' understanding of, and induction to, their Apprenticeship and to help them develop an understanding of why components are present and assessed in particular ways. The unit is designed to help learners plan their learning. Learners are introduced to the importance of time management and personal management in the successful completion of their Apprenticeship. Delivery of this unit could form part of learner induction.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the components of the Apprenticeship	1.1 Discuss the relevance of each of the components 1.2 Describe how each component will be assessed 1.3 Describe the purpose of the Apprenticeship agreement
2 Be able to set goals for the coming year	2.1 Describe the importance of meeting deadlines 2.2 Describe the importance of being organised 2.3 Create targets for own skills development and completion of the Apprenticeship
3 Understand the progression routes	3.1 Discuss the sources of information regarding progression routes 3.2 Compare possible progression routes

## Unit content

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### 1 Know the components of the Apprenticeship

*Components:* components within the Apprenticeship framework for the sector eg competence and knowledge-based qualifications, functional skills, employee rights and responsibilities, personal, learning and thinking skills; choosing units allowed in the framework

*Assessment:* gathering evidence eg on the job, off the job, witness statements, use of videos and tapes, observation sheets; exams and tests eg online, paper based; preparation for tests and exams eg revision techniques, revision timetable, practice papers; completing coursework eg organisation of folders, cross referencing; review visits; holistic assessment

*The Apprenticeship agreement:* as set out in legislation and regulations; employee and employer obligations; contents of the agreement; time limitations in the agreement

### 2 Be able to set goals for the coming year

*Organisational skills:* time keeping; study timetable eg week planner, calendar of assessment and review dates; where to study eg a quiet room, library, college; folders for keeping notes organised

*Appropriate targets:* arising from prior learning and experience; personal targets eg arrive on time, attend each day, dress appropriately; work-related targets eg learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear

*Setting targets:* SMART targets—specific, measurable, achievable, realistic, time bound

### 3 Understand the progression routes

*Sources of information for progression routes:* Connexions, Jobcentre Plus, tutor, local colleges' websites and prospectuses, websites eg Apprenticeships, employment websites

*Progression routes:* further learning including BTEC qualifications, general qualifications, Diplomas; employment; higher Apprenticeships

## Essential guidance for tutors

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### Delivery

This unit is designed to be taken within the context of any sector appropriate for the Apprenticeship learners are undertaking. The unit can be used to support induction. Delivery could start by studying the Apprenticeship framework and discussing why components are present and their purpose. Learners should understand why components are assessed in certain ways. They should also understand the main aspects of the Apprenticeship agreement.

The learning outcomes enable learners to develop an individual learning plan. Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in on-the-job training or attending a training centre on day release.

The intention of this unit is to ensure that learners understand the apprenticeship and how they are to be assessed throughout. The unit should be delivered as near to the start of the course as possible.

### Assessment

The assessment for this unit could include written work such as a portfolio of evidence. Evidence could be a log of 1:1 tutorial sessions, or a log created independently by the learner. All evidence needs to be kept for internal and external quality assurance and assessment. The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded.

### Indicative resource materials

#### Textbooks

Cottrell S – *The Study Skills Handbook* (Palgrave Study Guides, 2008)  
ISBN 978-0333751893 (there are also MP3 downloads of various sections of this book)

#### Websites

<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a>	National Apprenticeship Service
<a href="http://www.bbc.co.uk/learningzone/clips/">www.bbc.co.uk/learningzone/clips/</a>	Useful video clips in a variety of occupational settings
<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	A variety of learning resources
<a href="http://www.mindtools.com">www.mindtools.com</a>	Covers many aspects of personal management

## **Unit 2: Understanding Employment Responsibilities and Rights**

**Unit reference number:** D/602/4769

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit supports learning of employment rights and responsibilities across all occupations and sectors.

### **Unit introduction**

Learners should be aware of and conversant with the rules, principles and regulations governing employment rights and responsibilities to ensure they understand the conditions under which they work. This understanding protects both the employee and the employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

This unit is intended to cover the requirements of Employment Rights and Responsibilities within the Specification of Apprenticeship Standards for England. The unit has been designed to be applied to a working context.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the statutory rights and responsibilities of employees and employers within own area of work</p>	<p>1.1 Outline employee rights and responsibilities under Employment Law</p> <p>1.2 Describe how related legislation can support employees in the workplace</p> <p>1.3 Describe employer responsibilities in the workplace</p> <p>1.4 Identify sources and types of information and advice on own employment rights and responsibilities</p>
<p>2 Understand agreed ways of working that protect own relationship with employer</p>	<p>2.1 Explain the terms and conditions of own contract of employment</p> <p>2.2 Describe information shown on own pay statement</p> <p>2.3 Explain the procedures to follow in event of a grievance</p> <p>2.4 Identify the personal information that must be kept up to date with own employer</p> <p>2.5 Explain agreed ways of working with employer</p>

Learning outcomes	Assessment criteria
<p>3 Know how own role fits within the wider context of the sector</p>	<p>3.1 Describe the effect of own role on service provision</p> <p>3.2 Describe how own role links to the wider sector</p> <p>3.3 Describe the main roles and responsibilities of representative bodies that influence the wider sector</p> <p>3.4 Outline different viewpoints around an issue of public concern relevant to the sector or occupation</p> <p>3.5 Describe how issues of public concern have altered public views of the sector or occupation</p>
<p>4 Know career pathways available within own and related sectors</p>	<p>4.1 Describe occupational opportunities within own sector and related sectors</p> <p>4.2 Identify sources of information related to a chosen career pathway</p> <p>4.3 Identify next steps in own career pathway</p>

## Unit content

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### 1 **Know the statutory rights and responsibilities of employees and employers within own area of work**

*Employee rights and responsibilities:* difference between rights and responsibilities; current employment legislation; current anti-discrimination legislation eg gender, race, religion, disability, age; working hours and holiday entitlement; data protection; other relevant examples

*Employer rights and responsibilities:* duty of care to employees eg safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract

*Sources and types of information on employment issues:* HR department; Line manager; Trade Unions representative; Professional Body; Citizens Advice Bureau; Community Legal Advice; internet; trade magazines and journals

### 2 **Understand agreed ways of working that protect own relationship with employer**

*Contract of employment:* terms and conditions; hours; pay rate; holiday entitlement; format of contract

*Interpret information on pay slip:* gross wages; deductions; net pay; personal information eg national insurance number, employee number

*Grievance procedure:* grounds for grievance; informal approach; formal procedure within own workplace

*Types of information held on personnel records:* personal data eg name, address, telephone number(s), qualifications, National Insurance Number, tax code, bank details, disabilities, employment history, absence details, training,

*Updating information held on personnel records:* personal responsibility; Data Protection considerations

*Ways of working with employer:* work place procedures for leave entitlement eg holiday, maternity, paternity, compassionate; procedures to deal with bullying or discrimination; procedures for self certification

**3 Know how own role fits within the wider context of the sector**

*Own role in the workplace:* own job description, organisation's aim

*Role of the sector:* aims and objectives of the employment sector

*Main roles and responsibilities of representative bodies:* Trade Unions, Professional Bodies, Health and Safety Executive

*Issue of public concern:* Consider the effect of recent high profile events on the industry eg Victoria Climbié, Baby Peter, Hatfield Rail Disaster, BP oil spillage, Salmonella in eggs, Kings Cross Underground Fire

*Effects of public concern:* Introduction of legislation and good practice eg Criminal Record Bureau Checks, Risk Assessment; Health and Safety Legislation, Disabilities and effects on building regulations

**4 Know career pathways available within own and related sectors**

*Career pathways;* Progression routes within own sector; Progression routes within related sectors; Importance of continuing professional development,

*Sources of Information:* Line manager, Sector Skills Councils, Job Centres, relevant web sites

*Developing own career path:* create a development plan; consult related web sites

## Essential guidance for tutors

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### Delivery

This unit includes topics which apply generally, and others which apply specifically to the learner's workplace. Input should be as varied as possible making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject to gain more understanding of the contents of the relevant legislation.

Visiting speakers, who work in various parts of the organisation or who work for associated organisations, would greatly enliven the programme. All study should be related to the workplace.

### Assessment

Naturally occurring evidence should be used where possible. It is likely that learners will undertake an induction process for any work role or work placement. Learners could build a portfolio of evidence or workbook that, as well as showing evidence of achievement, could be used as a point of reference for their future work.

### Indicative resource materials

#### Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)  
ISBN 978-0446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)  
ISBN 978-0963630674

## **Unit 3: Understanding Employment Responsibilities and Rights in Health, Social Care or Children's and Young People's Settings**

**Unit reference number:** R/602/2954

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit aim**

This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

It covers:

- statutory responsibilities and rights of employees and employers
- awareness of own occupational role and how it fits within the sector
- agreed ways of working with employer
- career pathways
- issues of public concern and how these may influence changes in the sector

### **Unit introduction**

Learners should be aware and conversant with the rules, principles and regulations governing employment rights and responsibilities to ensure that they understand the conditions under which they work. This understanding serves to protect both the employee and the employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

This unit is intended to cover the requirements of employment rights and responsibilities within the Specification of Apprenticeship Standards for England. The unit is written so that it can be applied to a working context.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the statutory responsibilities and rights of employees and employers within own area of work</p>	<p>1.1 List the aspects of employment covered by law</p> <p>1.2 List the main features of current employment legislation</p> <p>1.3 Outline why legislation relating to employment exists</p> <p>1.4 Identify sources and types of information and advice available in relation to employment responsibilities and rights</p>
<p>2 Understand agreed ways of working that protect own relationship with employer</p>	<p>2.1 Describe the terms and conditions of own contract of employment</p> <p>2.2 Describe the information shown on own pay statement</p> <p>2.3 Describe the procedures to follow in event of a grievance</p> <p>2.4 Identify the personal information that must be kept up to date with own employer</p> <p>2.5 Explain agreed ways of working with employer</p>
<p>3 Understand how own role fits within the wider context of the sector</p>	<p>3.1 Explain how own role fits within the delivery of the service provider</p> <p>3.2 Explain the effect of own role on service provision</p> <p>3.3 Describe how own role links to the wider sector</p> <p>3.4 Describe the main roles and responsibilities of representative bodies that influence the wider sector</p>

Learning outcomes	Assessment criteria
<p>4 Understand career pathways available within own and related sectors</p>	<p>4.1 Explore different types of occupational opportunities</p> <p>4.2 Identify sources of information related to a chosen career pathway</p> <p>4.3 Identify next steps in own career pathway</p>
<p>5 Understand how issues of public concern may affect the image and delivery of services in the sector</p>	<p>5.1 Identify occasions where the public have raised concerns regarding issues within the sector</p> <p>5.2 Outline different viewpoints around an issue of public concern relevant to the sector</p> <p>5.3 Describe how issues of public concern have altered public views of the sector</p> <p>5.4 Describe recent changes in service delivery which have affected own area of work</p>

## Unit content

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### 1 **Know the statutory responsibilities and rights of employees and employers within own area of work**

*Aspects covered by law:* anti-discrimination provisions (gender, race, disability, religion, age); working hours and holiday entitlements; sickness absence and sick pay; data protection; health and safety; Criminal Records Bureau (CRB) checks; other relevant examples

*Current employment legislation:* main features of key legislation; why legislation exists

*Sources of information and advice on employment issues:* HR department; line manager; ACAS; Citizens Advice Bureau; Community Legal Advice; Access to Work; Additional Learning Support; advice from trade unions and representative bodies

### 2 **Understand agreed ways of working that protect own relationship with employer**

*Contract of employment:* terms and conditions; hours; pay rate; holiday entitlement; format of the contract; or relevant regulation; contribution of objectives of job role to organisation's key aims

*Interpret information on pay slip:* gross wages; deductions; net pay

*Grievance procedure:* informal approach; management structure; company handbook; ACAS (Advisory, Conciliation and Arbitration Service) procedures; types of discrimination; basic rights under the Equality Act 2010; line management structure; trade union support; Employment Tribunal

*Types of information held on personnel records:* personal data eg name, address, telephone number(s); qualifications; National Insurance number; tax code; disabilities; employment history; absence details; training; data protection

*Updating information held on personnel records:* personal responsibility; management structure

*Agreed ways of working:* procedures to follow if someone needs to take time off: holiday entitlement; bank holidays; sickness procedures; self certification; medical certificate.

**3 Understand how own role fits within the wider context of the sector**

*Objectives of job role:* effect of own role on service provision; contribution of objectives of own job role to organisation's key aims; own role in relation to wider sector; relationship to National Occupational Standards

*Representative bodies:* trade unions; professional organisations

**4 Understand career pathways available within own and related sectors**

*Entry, professional development and progression:* entry requirements, level of entry, experience; occupational opportunities; importance of continuing professional development eg efficiency, customer satisfaction, retention of staff, motivation of staff; induction; training and development eg internal training, external training, gaining qualifications, work experience, secondments, monitoring, shadowing, observations; career progression (opportunities, requirements); next steps

*Sources of information and advice on employment issues:* HR department; line manager; ACAS; trade unions; Citizens Advice Bureau; Community Legal Advice; Access to Work; Additional Learning Support; advice from trade unions and representative bodies

*Next steps:* in own career pathway

**5 Understand how issues of public concern may affect the image and delivery of services in the sector**

*Issues of public concern:* child protection issues, starvation, abuse(physical); social issues, child poverty; poor practice, lack of communication, lack of coordination across services; high profile cases (Baby 'P', Climbie), affect these have had on public view of the Sector; recent changes in service and affect on own role.

## Essential guidance for tutors

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### Delivery

This unit includes topics which are applicable generally, and others which apply specifically to the workplace of the learner. Input should be as varied as possible, making good use of internet resources and online websites, mixed with group work, individual study and team activities, as well as more traditional tasks involving pen and paper. Learners should be encouraged to read around the subject to gain more understanding.

Visiting speakers who work in various organisations would greatly enliven the programme. All study should be related back to the workplace where possible.

### Assessment

This unit needs to be assessed in line with the Skills for Care and Development's QCF Assessment Principles (Annexe E).

Assessment requirements will be a mixture of naturally occurring evidence prompted by on-screen directives and multiple-choice questions.

It is likely that learners will undertake an induction process prior to commencement of any work role or work placement. Learners could build a portfolio of evidence or a workbook that, as well as showing evidence of achievement, could be used as a point of reference for their future assessment.

### Indicative resource materials

#### Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)  
ISBN 978-0446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)  
ISBN 978-0963630674

#### Journals

Care and Health

Child Education

#### Websites

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Sector skills Council for Health

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Sector skills Council for Care and Development

## Unit 4: Employment Opportunities and Career Progression

**Unit reference number:** D/602/4531

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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### Unit aim

The aim of this unit is to allow learners to research their chosen vocational sector and subsector, gaining an idea of size, importance and structure as well as career opportunities.

### Unit introduction

In this unit learners will research the key features of their chosen vocational sector, looking at its size at local and national levels. They will find out about the roles of key organisations within the sector, including regulatory bodies and trade unions, and develop knowledge of the drivers of change within their sector.

Learners will then narrow their research on a chosen subsector, again considering its size and scope within the local and national picture.

Finally, they will consider the job roles within their vocational sector and the qualifications and training needed to progress within the sector.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the key features of a vocational sector	1.1 Describe the size and scope of a vocational sector at local and national level 1.2 Outline the roles of key organisations in a vocational sector 1.3 List reasons for future developments in a vocational sector
2 Know the key features of a vocational subsector	2.1 Identify the main subsectors of a vocational sector 2.2 Describe a subsector in terms of its local impact
3 Be able to establish own employment and career opportunities in a vocational sector	3.1 Identify the main job roles within a vocational sector 3.2 Outline progression routes within a vocational sector 3.3 Plan own education and training requirements within a vocational sector 3.4 Consult sources of advice and guidance to inform own career planning

## Unit content

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### 1 Know the key features of a vocational sector

*Size and scope:* size of vocational sector eg numbers employed in the sector locally and nationally, numbers of employment sites, national turnover of the sector; scope of vocational sector eg activities, trades or businesses encompassed by the sector locally and nationally

*Key organisations:* eg representative bodies, regulatory bodies, trade unions, trade associations; eligibility for entry; services provided; roles of relevant organisations within the sector

*Future developments:* reasons for future change within sector eg economic environment, change of government, change of legislation, technological developments

### 2 Know the key features of a vocational subsector

*Main subsectors:* identification of main subsectors of a vocational sector; differences between them eg skills needed, target markets

*A vocational subsector:* description of the chosen subsector eg numbers employed locally and nationally, turnover locally and nationally, impact of the subsector on the local economy

### 3 Be able to establish own employment and career opportunities in the vocational sector

*Main job roles:* the main job roles within a local vocational sector; comparison with main job roles within the vocational sector nationally

*Progression routes:* academic qualifications required pre-entry to vocational sector; on the job training; apprenticeship opportunities; assessment of training needs; progression structure; contracts eg probationary or training contract, temporary contract, permanent contract; ways of finding out about job vacancies

*Education and training:* eg qualifications, on the job training, assessment, attitudes, skills

*Advice and guidance:* eg Chambers of Commerce, Sector Skills Councils, local career services, Connexions

## Essential guidance for tutors

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### Delivery

This unit is designed for delivery within a college environment or within the workplace. Learners may use this unit to study a vocational sector of their choice, as agreed with the tutor. Learners should hone their investigative skills, researching their chosen vocational sector and subsector locally and nationally. They could contact any or all of the bodies suggested below. Ideally, tutors should invite speakers to give presentations and participate in question and answer sessions to facilitate learner research. Visits to relevant vocational centres and places of employment could all contribute to learning.

It is always a good idea to start by finding out what learners already know, so a thought shower of information related to the topic could be carried out in small groups then fed back to the whole group as a summary.

Research could then be undertaken in pairs, dividing up topics amongst learners, with a plenary to feed back findings to the whole group.

Learners requiring more support could be given direction for example topic headings to follow up or signposting to helpful websites.

### Assessment

Learners should produce a portfolio or a PowerPoint presentation covering the key points of the assessment criteria. This may include illustrations, diagrams, charts and maps as well as text and notes.

### Essential resources

Accesses to the internet for research purposes and to a library are essential requirements.

It would be useful for learners to speak with people in their vocational sector and subsector and to visit places of employment.

### Indicative resource materials

#### Websites

<a href="http://www.britishchambers.org.uk/">www.britishchambers.org.uk/</a>	British Chambers of Commerce
<a href="http://www.careerseurope.co.uk">www.careerseurope.co.uk</a>	Careers in Europe
<a href="http://www.connexions-direct.com">www.connexions-direct.com</a>	Connexions
<a href="http://www.direct.gov.uk/en/employment/tradeunions/index.htm">www.direct.gov.uk/en/employment/tradeunions/index.htm</a>	Information about Trade Unions
<a href="http://www.sscalliance.org">www.sscalliance.org</a>	Sector Skills Councils portal

# Unit 5: Understanding the Employing Organisation

**Unit reference number:** D/600/1735

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation.

## Unit introduction

This unit will develop learners' knowledge of the structure of their organisation, including its functions and how it is staffed and organised, as well as organisational lines of reporting.

Learners will also develop knowledge of the aims and objectives of their organisation, and an understanding of their own contribution to the organisation's aims and objectives, through considering the objectives of their job role and the evaluation and development of their work/performance.

Finally, learners will develop their knowledge of the opportunities that exist within the organisation for entry, professional development and progression, including looking at induction, training and development and career progression.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of their organisation	1.1 Identify the main functions in their organisation 1.2 Describe how the main functions in their organisation are staffed and organised 1.3 Describe lines of reporting in their organisation
2 Know key aims and objectives of their organisation	2.1 Identify their organisation's key aims (for example, mission, core aims and values) 2.2 Identify their organisation's targets
3 Understand their own contribution to the organisation's aims and objectives	3.1 Identify the objectives of their job role 3.2 Describe how the objectives of their job role contribute to the organisation's key aims 3.3 Describe how their own performance is evaluated and developed 3.4 Describe how they can assist the evaluation and development of their own work
4 Know the opportunities for entry, professional development and progression within the organisation	4.1 Outline the importance of continuing professional development 4.2 Describe the organisation's processes for induction 4.3 Describe the organisation's processes for training and development 4.4 Identify the opportunities and requirements for their career progression in the organisation

## Unit content

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### 1 **Know the structure of their organisation**

*Structure of organisation:* functions; staffing and organisation; lines of reporting

### 2 **Know key aims and objectives of their organisation**

*Aims and objectives:* key aims of organisation eg mission, core aims, values; targets (financial, non-financial) eg profit, expansion, health and wellbeing, inclusion, community development

### 3 **Understand their own contribution to the organisation's aims and objectives**

*Objectives:* objectives of job role; contribution of objectives of job role to organisation's key aims

*Evaluation and development:* how own performance is evaluated and developed eg personal development, reviews, observation, feedback, one to ones; assisting with evaluation and development of own work eg monitoring, shadowing, observations

### 4 **Know the opportunities for entry, professional development and progression within the organisation**

*Entry, professional development and progression:* importance of continuing professional development eg efficiency, customer satisfaction, staff retention, staff motivation; induction; training and development eg internal training, external training, gaining qualifications, work experience, secondments, monitoring, shadowing, observations; career progression (opportunities, requirements)

## Essential guidance for tutors

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### Delivery

This unit includes topics which apply to all workplaces, and others which apply specifically to the learner's workplace. Input should be as varied as possible making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject to gain more understanding of the contents of the relevant legislation.

Visiting speakers would enhance the programme. All study should be related back to the workplace.

### Assessment

Learners could produce a report on their employing organisation, its functions and reporting structure for learning outcomes 1 and 2. This may be handwritten or, preferably, using ICT. It must include text but may also include graphs, diagrams or illustrations. Learners may refer back to lesson notes and the task may be carried out in class time as it is a chance to consolidate learning and deepen learner understanding of the employing organisation. Assessment of learning outcome 3 could take the form of a commentary on the learner's job description and how they will contribute to the workplace. Evidence for learning outcome 4 is likely to take the form of notes following research.

### Indicative resource materials

#### Texts

Clarke P – *GCSE Bitesize Business Studies Complete Revision and Practice* (BBC Active, 2010) ISBN 978-1406654370

Marcouse I – *BTEC First Business – Teacher Resource Pack* (Collins Educational, 2010) ISBN 978-0007342709

Pile L and Lowe S – *Intelligent Business Intermediate Teachers Book and Test Master CD-Rom Pack: Intermediate Teacher's Book Pack* (Longman, 2006) ISBN 978-1405843409

#### Website

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business Link

# Unit 6: Understanding Employment Rights and Responsibilities

**Unit reference number:** J/600/0840

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- Employment law and industry specific legislation that apply to their jobs
- Key documents relating to their employment
- Employment procedures they should follow at work

## Unit introduction

The unit begins with an overview of the legal rights and responsibilities of employees and employers, ensuring that learners are clear about the terms and conditions of a job and the legislation which protects them. The unit also covers health and safety legislation and learners will consider how this affects their own role in the organisation.

Learners will then look at the documentation they will encounter as employees, for example record keeping and payslips, all of which need to be recognised and understood.

Finally, learners will investigate the various procedures they might need to instigate in certain circumstances, ensuring that they not only know the systems but also which people or bodies they might approach for help and advice.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know their employment rights and responsibilities under the law</p>	<p>1.1 Describe their rights and responsibilities in terms of:</p> <ul style="list-style-type: none"> <li>- contracts of employment</li> <li>- anti-discrimination legislation</li> <li>- working hours and holiday entitlements</li> <li>- sickness absence and sick pay</li> <li>- data protection</li> <li>- health and safety</li> </ul> <p>1.2 Outline the rights and responsibilities of the employer</p> <p>1.3 Describe the health and safety legal requirements relevant to their organisation</p> <p>1.4 Outline the implications of health and safety legal requirements for their own job role</p>
<p>2 Understand documents relevant to their employment</p>	<p>2.1 Explain the main terms and conditions of a contract of employment</p> <p>2.2 Outline the contents and purpose of a job description</p> <p>2.3 Describe the types of information held on personnel records</p> <p>2.4 Describe how to update information held on personnel records</p> <p>2.5 Interpret the information shown on a payslip or other statement of earnings</p>

Learning outcomes	Assessment criteria
<p>3 Know key employment procedures at work</p>	<p>3.1 Describe the procedures to follow if someone needs to take time off</p> <p>3.2 Describe the procedures to follow if there is a grievance</p> <p>3.3 Describe the procedures to follow if there is evidence of discrimination or bullying</p> <p>3.4 Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none"> <li>- internal to their organisation</li> <li>- external to their organisation</li> </ul>

## Unit content

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### 1 Know their employment rights and responsibilities under the law

*Employee rights and responsibilities:* contracts of employment; anti-discrimination legislation; working hours and holiday entitlements; sickness absence and sick pay; data protection; equality and diversity provision

*Rights and responsibilities of the employer:* pay and pensions; equality and diversity; sickness and time off; maternity leave, paternity leave, adoption leave; trade unions; disciplinary procedures; basics of Employment Law; codes of practice; training; progression

*Legal health and safety requirements:* key health and safety rules; good practice; occupational health; risk assessment; basics of the Health and Safety at Work Act

*Implications of health and safety legal requirements for personal job role:* risk assessment; personal responsibility

### 2 Understand documents relevant to their employment

*Contract of employment:* terms and conditions; hours; pay rate; holiday entitlement; format of the contract

*Job description:* content eg job title, main responsibilities and duties, reporting structure; purpose of a job description

*Types of information held on personnel records:* personal data eg name, address, telephone number(s), qualifications, National Insurance number, tax code, disabilities, employment history, absence details, training; data protection

*Updating information held on personnel records:* personal responsibility; management structure

*Interpret information on payslip:* gross wages; deductions; net pay

### 3 Know key employment procedures at work

*Procedures to follow if someone needs to take time off:* holiday entitlement; bank holidays; sickness procedures; self certification; medical certificate

*Grievance procedure:* informal approach; management structure; company handbook; ACAS (Advisory, Conciliation and Arbitration Service) procedures

*Procedures for cases of discrimination or bullying:* types of discrimination; basic rights under the Equality Act 2010; line management structure; trade union support; employment tribunal

*Sources of information and advice on employment issues:* HR department; line manager; ACAS; trade unions; Citizens Advice Bureau; Community Legal Advice; Access to Work; Additional Learning Support

## Essential guidance for tutors

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### Delivery

This unit includes topics which apply generally, and others which apply specifically to the learners' workplace. Input should be as varied as possible making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject to gain more understanding of the contents of the relevant legislation.

Visiting speakers would enhance the programme. All study should be related to the workplace.

### Assessment

This unit is assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

### Indicative resource materials

#### Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)  
ISBN 978-0446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)  
ISBN 978-0963630674

#### Websites

[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm) Employment terms and conditions



# Unit 7: Using Enquiry and Investigative Techniques to Solve Problems

**Unit reference number:** K/602/4547

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is to enable learners to think creatively and enquire independently to solve problems through a short directed enquiry.

## Unit introduction

This unit is designed to enable learners to use research to solve problems. Learners could use the unit to guide their enquiry into work-based or study-based problems. The unit covers the creative thinking and independent enquirer areas of PLTS. The unit is designed to complement other courses of study and could be built into these courses enabling research and idea generation to take place.

The creative thinking encourages learners to generate ideas, tackle problems and find imaginative solutions. Learners inquire independently through undertaking small scale research, planning and carrying out investigations and making informed decisions.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Be able to research questions related to a specific problem</p>	<p>1.1 Generate ideas for enquiry which result from a specific identified problem</p> <p>1.2 Define enquiry questions relating these to the specific problem</p> <p>1.3 Identify investigative techniques to use that meet the aims of the enquiry</p> <p>1.4 Create a structured plan for the enquiry</p> <p>1.5 Conduct the enquiry following the plan</p>
<p>2 Be able to assess enquiry outcomes on a specific problem</p>	<p>2.1 Select the information that is useful and relevant from the data</p> <p>2.2 Assess the findings referring to the intentions in the enquiry plan</p> <p>2.3 Explain the factors that influenced decisions in the methodology</p> <p>2.4 Identify assumptions in methodology used</p> <p>2.5 Discuss the impact alternative investigation methods could have on the outcomes</p>

## Unit content

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### 1 **Be able to research questions related to a specific problem**

*Problem:* work related, study related

*Generating ideas:* various techniques eg brainstorming

*Enquiry questions:* underlying objectives of research which inform the more specific questions that may be asked in the methodology

*Planning:* brief plan including research questions; any supporting theory or subject matter, methodology, methods, timescale

*Investigation techniques:* primary and secondary sources; collection of data eg qualitative, quantitative; research methods eg questionnaires, surveys, documents, observation

*Findings:* recording information; presentation eg report, audio-visual

### 2 **Be able to assess enquiry outcomes on a specific problem**

*Assessment of findings:* against the original questions asked, against the topic concerned; ability to form a response to the question using findings

*Assumptions:* questions that interrogate the validity of the enquiry results, number of results that are needed to establish proof, statistical significance

*Alternatives:* primary eg different sources of research, qualitative eg other websites, books, journals

## Essential guidance for tutors

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### Delivery

The emphasis in this unit is on developing learners' knowledge and understanding of, and skills in processes so that they are able to plan and carry out investigations as well as generate ideas and solutions.

The unit should ideally be offered within the context of other learning so that problems, ideas generated and research undertaken is relevant for learners.

The unit is designed to provide a brief introduction to and experience of carrying out research. Research undertaken is likely to be small scale with a small sample, and could involve only research of secondary evidence. Nevertheless, learners should be encouraged to critique types of evidence and to begin to question how valid certain types of research are. For example, to find out customer views on a particular product it is more valid to ask them than to personally critique the product in question.

The unit should be as practical as possible, ensuring that learners see how they can apply their new skills to real situations.

### Assessment

Assessment for this unit could include a portfolio of evidence comprising witness statements, photographs, video clips, tapes, written work or a completed training manual, all of which need to be kept for both internal and external quality assurance. The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded. Tutors should ensure that learners are given regular 1:1 feedback on their progress. They could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment criteria are referenced to the creative thinkers and independent enquirers PLTS. Satisfactory completion of all criteria ensures that all aspects of creative thinkers and independent enquirers have been covered.

Responses to assessment criteria are expected to be brief but relevant and could be conveyed within a plan and write up of a research experience that covers all criteria.

The assessment could be completed in a work placement where learners are working with other colleagues or during activities in the learning centre.

### Indicative resource materials

#### Websites

[www.bbc.co.uk/learningzone/clips/](http://www.bbc.co.uk/learningzone/clips/)

Useful video clips covering a variety of occupational settings

[www.mindtools.com](http://www.mindtools.com)

Variety of team leadership and management resources

**PLTS performance mapping**

<b>Creative thinkers</b>	<b>Assessment criterion</b>
Generate ideas and explore possibilities	1.1
Ask questions to extend their thinking	1.2
Connect their own and others' ideas and experience in inventive ways	1.2
Question their own and others' assumptions	2.4
Try out alternatives or new solutions and follow ideas through	2.5
Adapt ideas as circumstances change	2.5
<b>Independent enquirers</b>	<b>Assessment criterion</b>
Identify questions to answer and problems to solve	1.1
Plan and carry out research, appreciating the consequences of decisions	1.2/1.3/1.4
Explore issues, events or problems from different perspectives	2.1
Analyse and evaluate information, judging its relevance and value	2.2
Consider the influence of circumstances, beliefs and feelings on decisions and events	2.3/2.5
Support conclusions, using reasoned arguments and evidence	2.2



## Unit 8: Participating in Teamwork

**Unit reference number:** H/602/4546

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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### Unit aim

The aim of this unit is to enable learners to complete a task as a member of a team drawing on an agreed code of conduct.

### Unit introduction

Any employee or potential employee should understand the importance of effective people skills to their career and also to the organisation where they work. A great deal depends on the ability of individuals to work with colleagues in a positive and cooperative manner.

This unit introduces learners to the idea of creating a code of conduct to maximise the team's effectiveness and success. Learners have the opportunity to put their new knowledge into practice.

This unit covers the PLTS performance indicators for both effective participators and team workers.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the need for a team to work to an agreed code of conduct</p>	<p>1.1 Contribute to discussion with others to agree a team task that contributes to the local context</p> <p>1.2 Contribute to discussion with team members to agree a code of conduct for effective teamwork</p> <p>1.3 Describe agreed consequences for team members who do not follow the code of conduct</p>
<p>2 Be able to work positively as a member of a team to complete a task</p>	<p>2.1 Complete a task showing adherence to the code of conduct</p> <p>2.2 Undertake contrasting roles within the team task, showing evidence of adapting behaviour to meet task needs</p> <p>2.3 Describe areas for improvement in own performance in the task</p> <p>2.4 Communicate to others, areas of improvement in their performance in a constructive manner</p>

## Unit content

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### 1 Understand the need for a team to work to an agreed code of conduct

*Code of conduct for effective teamwork:* code of conduct appropriate to the task to include contributions from every member of the team; listening to views of all team members; value contribution of others; accept criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

*Consequences of team members not following a code of conduct:* team task not completed on time; team task not completed correctly or to appropriate standard; conflict between team members; confusion about individual tasks and responsibilities; team members feel let down; team members feel reluctant or anxious about working with other team members in future

*Clear communication:* verbal communication eg language level, legibility (if written communication); non-verbal communication eg body language, tone of voice, place and time of communication

### 2 Be able to work positively as a member of a team to complete a task

*Implementation of code of conduct to achieve task:* all team members have a copy of code of conduct; all team members understand their roles and responsibilities; follow code of conduct, complete individual task appropriately and on time; carry out individual responsibilities

*Completion of task to required standard and deadline:* carry out own tasks to appropriate standard within agreed timescale

*Help, support and advice to team members:* offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agreeing to take on an extra task when a fellow team member is absent

## Essential guidance for tutors

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### Delivery

Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in on-the-job training, studying in schools, colleges or training centres.

The selected team task should be relevant locally and enable learners to become effective participators in their local environment be this school, the workplace, a community group or a social group. The unit could be delivered within the context of another course of learning such as a vocational qualification where opportunities to undertake teamworking may materialise. Alternatively, the qualification may support citizenship learning. It is important that learners have the opportunity in the task to show they can take responsibility for their actions.

The emphasis in this unit is on developing learners' knowledge and skills so that they can work effectively alongside colleagues or peers. The unit should be as practical as possible, ensuring that learners see how they can apply their new skills to real situations.

### Assessment

The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded. Tutors should ensure that learners are given regular 1:1 feedback on their progress. Tutors could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment criteria are referenced to the team working and effective participators PLTS. Satisfactory completion of all the assessment criteria ensures that all aspects of these PLTS have been covered.

The assessment for the task could be completed in a work placement where the learner is working with other colleagues.

### Indicative resource materials

#### Websites

<a href="http://www.bbc.co.uk/learningzone/clips/">www.bbc.co.uk/learningzone/clips/</a>	Useful video clips covering a variety of occupational settings
<a href="http://www.excellencegateway.org.uk">www.excellencegateway.org.uk</a>	Variety of learning resources
<a href="http://www.mindtools.com">www.mindtools.com</a>	A variety of team leadership and management resources

**PLTS performance mapping**

<b>Effective participators</b>	<b>Assessment criterion</b>
Discuss issues of concern, seeking resolution where needed	1.2/1.3
Present a persuasive case for action	1.2
Propose practical ways forward, breaking these down into manageable steps	1.1/1.3
Identify improvements that would benefit others as well as themselves	2.3
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1.3/2.4
Act as an advocate for views and beliefs that may differ from their own	2.4
<b>Team workers</b>	<b>Assessment criterion</b>
Collaborate with others to work towards common goals	1.1/2.1
Reach agreements, managing discussions to achieve results	1.1/1.2/1.3
Adapt behaviour to suit different roles and situations, including leadership roles	1.3/2.2
Show fairness and consideration to others	2.4
Take responsibility, showing confidence in themselves and their contribution	2.2
Provide constructive support and feedback to others	2.3/2.4



## Unit 9: Manage Own Learning

Unit reference number: Y/602/4544

Level: 2

Credit value: 1

Guided learning hours: 10

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### Unit aim

The aim of this unit is to enable learners to organise and prepare their learning and to reflect on what they have done.

### Unit introduction

This unit allows learners to develop skills within the PLTS framework and therefore can be assessed in conjunction with other units that they are studying. The focus is on process as well as outcomes. Learners should develop an understanding of the processes to help to improve their own learning. The emphasis of the unit is on empowering learners to work independently. This unit should be delivered over a length of time to give learners the opportunity to develop their skills.

The areas of the PLTS framework that this unit covers are self managers and reflective learners.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to organise and manage own learning goals	1.1 Assess own skills and learning requirements 1.2 Describe learning goals to enable learning to be completed on time and to a high standard 1.3 Describe risks to learning not being completed on time 1.4 Plan work and personal life commitments to ensure needs are met 1.5 Maintain relationships with peers to enable success in learning 1.6 Complete learning tasks on time and to the required standard
2 Be able to reflect on own learning	2.1 Assess learning goals against success criteria 2.2 Assess where own learning has been successful and where learning strategies could be improved 2.3 Devise positive and constructive actions in response to feedback from others 2.4 Revise learning goals to respond to outcomes of reflection 2.5 Communicate outcomes of learning experiences to others

## Unit content

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### 1 **Be able to organise and manage own learning goals**

*Skills and learning requirements:* future work and learning; new skills, competences, learning and qualifications required, types of assessment to be undertaken, preferred learning styles, study skills gaps

*Learning goals:* specific, measurable, achievable, realistic, time bound (SMART); related to organisation of time, resources, work, personal life commitments; related to success criteria for learning and achievement

*Managing risks:* conflicting priorities, motivation, skills gaps

*Time management:* punctuality and meeting deadlines, managing work, learning and personal commitments

*Building relationships:* showing respect for others ideas and opinions; listening to others, working with others in learning, managing work and personal life

### 2 **Be able to reflect on own learning**

*Success:* eg qualification aims, learning aims, assessment outcomes, confidence, expectations

*Accepting feedback:* listening to others' comments whether positive or negative and using the comments to amend targets

*Reflection on learning:* describing the experience, what was done, what was learned, how this was learned, and how it felt; reflect on the experience, what went well, what went less well, what might be done differently another time, how skills could be improved; how goals would change

*Outcomes of learning:* positive experiences, lessons learned

## Essential guidance for tutors

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### Delivery

Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in full-time study or on-the-job training. The unit could be delivered alongside an experiential unit from another programme to enable learners to plan their work and measure achievement. At this level, learners are expected to show skills in managing their own learning and relating positively with others.

The emphasis in this unit is on developing learners' skills and helping them to understand the processes used to enable better self-organisation and to reflect on their learning. The content of the unit could be delivered through one-to-one tutorials and group work, but learners may be able to work individually on their learning goals.

### Assessment

Assessment for this unit could include written work and tapes, video or audio. It is likely to be through a portfolio of evidence or a logbook which records learning goals and achievements as learners progress through a programme of learning. This evidence could form part of a wider portfolio for another qualification, provided it is explicit enough for assessment of this unit.

When communicating outcomes of learning experiences to others, learners are expected to comment generally on the importance of various factors in improving their learning experiences. This could be assessed through a witnessed discussion where learners discuss the outcomes of their experiences.

The assessment criteria are referenced to the self managers and reflective learners PLTS. Satisfactory completion of all the assessment criteria ensures that all aspects of these PLTS have been covered.

### Indicative resource materials

#### Websites

<a href="http://www.managingtimeeffectively.com/">www.managingtimeeffectively.com/</a>	Information and ideas on time management
<a href="http://www.mindtools.co.uk">www.mindtools.co.uk</a>	Variety of team leadership and management resources
<a href="http://www.practicebasedlearning.org/">www.practicebasedlearning.org/</a>	Ideas and resources for learning in the workplace

**PLTS performance mapping**

<b>Reflective learners</b>	<b>Assessment criterion</b>
Assess themselves and others, identifying opportunities and achievements	2.1
Set goals with success criteria for their development and work	2.1/2.2
Review progress, acting on the outcomes	2.1
Invite feedback and deal positively with praise, setbacks and criticism	2.3
Evaluate experiences and learning to inform future progress	2.1/2.4
Communicate their learning in relevant ways for different audiences	2.5
<b>Self-managers</b>	<b>Assessment criterion</b>
Seek out challenges or new responsibilities and show flexibility when priorities change	1.1
Work towards goals, showing initiative, commitment and perseverance	1.6
Organise time and resources, prioritising actions	1.6
Anticipate, take and manage risks	1.3
Deal with competing pressures, including personal and work-related demands	1.4
Respond positively to change, seeking advice and support when needed	2.3
Manage their emotions, and build and maintain relationships	1.5



## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

# Professional development and training

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Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)



# Annexe A

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## Glossary of accreditation terminology

The following information about these qualifications can also be found on the Pearson website – see: [qualifications.pearson.com](http://qualifications.pearson.com)

<b>Accreditation start/end date</b>	The first/last dates that Pearson can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Pearson.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
<b>Performance tables</b>	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<b>Qualification Number (QN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.

## Annexe B

### BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	7	<b>BTEC Level 7 Professional Qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	6	<b>BTEC Level 6 Professional Qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	5	<b>BTEC Level 5 Professional Qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	4	<b>BTEC Level 4 Professional Qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	3	<b>BTEC Level 3 Specialist Qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Specialist and Professional Qualifications</b>	<b>BTEC qualification suites</b>
<b>BTEC Level 2 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist Qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist Qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 Qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist Qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level Qualifications (E3)</b> BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

<b>Qualification sizes</b>	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

**October 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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