Pearson BTEC Entry Level Awards and Certificate in WorkSkills (Entry 3) (QCF)

Specification

First teaching September 2011

Issue 4

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This specification is Issue 4. Key changes are sidelined and summarised in a table overleaf. We will inform centres of any changes to this issue. The latest issue can be found on our website: www.edexcel.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

Summary of WorkSkills Entry 3 specification Issue 4 changes

Summary of changes between this Issue 4 and the previous Issue 3 of the specification	Section title
Addition of 6-credit and 9-credit qualifications (qualification titles, Qualification Numbers and rules of combination)	BTEC WorkSkills qualification titles covered by this specification Rules of Combination
Addition of seven new unit titles, four at Entry 3 and three at Level 1 (Level 1 units can be found in full within the Level 1 WorkSkills Specification)	Rules of combination
Addition of information about forbidden unit combinations	
Addition of guidance on unit selection	
Addition of four new Entry 3 units: ● Introduction to Health and Safety at Work ● Communication Skills for Work ● Developing Personal Presentation Skills for the Workplace ● Produce a CV	Units section
Addition of three new Level 1 units: ● Health and Safety at Work ● Personal Presentation for the Workplace ● Using a CV and Covering Letter to Apply for a Job (Details of the Level 1 units can be found in full in the Level 1 WorkSkills specification.)	Units Section Level 1 Specification
Unit 8 Interview Skills: Addition of Assessment Guidance for assessment criteria 1.3 and 1.4	Unit 8

Please take some time to familiarise yourself with all sections in this Issue 4 specification as they contain updated information and/or guidance.

BTEC Workskills qualification titles covered by this specification

The qualifications listed below have been accredited to the Qualifications and Credit Framework (QCF). Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *Information Manual,* available on our website: www.edexcel.com

The QNs for the qualifications in this publication are:

Pearson BTEC Entry Level Award in WorkSkills (Entry 3) (QCF)	600/2395/8
Pearson BTEC Entry Level 6-credit Award in WorkSkills (Entry 3) (QCF)	601/0689/X
Pearson BTEC Entry Level 9-credit Award in WorkSkills (Entry 3) (QCF)	601/0691/8
Pearson BTEC Entry Level Certificate in WorkSkills (Entry 3) (QCF)	600/2392/2

These qualifications are accredited by Ofqual as being Stand Alone.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

The size of the qualification is signalled through the use of the terms 'Award', 'Certificate' and 'Diploma'. Size must be determined by the credit value of the qualification. The descriptions below show the credit ranges for each term.

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

Welcome to BTEC Entry Level qualifications in WorkSkills (Entry 3) (QCF)

Welcome to Pearson's Entry 3 WorkSkills qualifications. These qualifications are available in a range of sizes, including 3-credit, 6-credit and 9-credit Awards and a 13-credit Certificate. We are offering these qualifications in a range of sizes so that learners have maximum flexibility to meet their learning and progression needs.

Key Features of the Pearson BTEC Entry Level Awards and Certificate in WorkSkills (Entry 3) (QCF)

The Pearson Entry 3 Awards and Certificate in WorkSkills (QCF) have been designed to offer learners a flexible, relevant course to improve their understanding and application of work-based skills.

These qualifications ensure that the knowledge, skills and understanding they provide are relevant, current and useful for both learners and potential employers. The qualifications have been designed to support employability.

Learners have the opportunity to follow a flexible course and achieve a nationally recognised Entry Level vocationally-related qualification

Centres can ensure the learning takes place in a realistic employment or simulated employment environment.

On completion of one of these qualifications, learners have the opportunity to progress to related general and/or vocational qualifications or employment in a particular vocational sector.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

Rules of combination

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 within the QCF have rules of combination.

Rules of combination for BTEC Entry Level qualifications in WorkSkills

When combining units for the Pearson BTEC Entry Level Awards and Certificate in WorkSkills (Entry 3) (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

The **BTEC Entry Level Award in WorkSkills (Entry 3) (QCF)** is a 3-credit and 20–30 guided learning hour qualification.

It consists of optional units that provide for a combined total of 3 credits.

At least 2 credits must be at Entry 3 or above.

Optional units can also be selected from Entry 3 or Level 1 WorkSkills units (see pages 4-6).

The **BTEC Entry Level Certificate in WorkSkills (Entry 3) (QCF)** is a 13-credit and 90–130 guided learning hour qualification.

It consists of optional units that provide for a combined total of 13 credits.

At least 7 credits must be at Entry 3 or above.

Optional units can also be selected from Entry 3 or Level 1 WorkSkills units (see pages 4-6).

New qualifications from September 2013

The **BTEC Entry Level 6-credit Award in WorkSkills (Entry 3) (QCF)** is a 6-credit and 30–60 guided learning hour qualification.

It consists of optional units that provide for a combined total of 6 credits.

At least 4 credits must be at Entry 3.

Optional units can also be selected from Entry 3 or Level 1 WorkSkills units (see pages 4-6).

The **BTEC Entry Level 9-credit Award in WorkSkills (Entry 3) (QCF)** is a 9-credit and 60–90 guided learning hour qualification.

It consists of optional units that provide for a combined total of 9 credits.

At least 6 credits must be at Entry 3.

Optional units can also be selected from Entry 3 or Level 1 WorkSkills units (see pages 4-6).

Unit selection guidance

The qualification structure allows learners a wide choice of units across a number of levels to accommodate their wide ranging needs. Centres must deliver appropriate combinations of units to meet the needs of individual learners.

If a learner is completing units above the level of the qualification, centres need to check that the resulting level of the qualification is correct. Learners can be transferred to a higher/lower level of qualification prior to certification if the combination of units completed requires it (additional fees may apply).

To give learners the broadest experience of knowledge and skills, centres must ensure that a learner is not completing equivalent units at different levels within the same qualification.

Forbidden unit combinations

ENTRY 3

Combination 1 – a maximum of one unit from this combination may count towards the qualification:

- Unit 28: Introduction to Health and Safety at Work (L/505/6929)
- Unit 15: Managing Your Health at Work (K/503/2816)

Combination 2 – a maximum of one unit from this combination may count towards the qualification:

- Unit 28: Introduction to Health and Safety at Work (L/505/6929)
- Unit 22: Safe Learning in the Workplace (F/503/2823)

LEVEL 1

Combination 3 – a maximum of one unit from this combination may count towards the qualification:

- Unit 30: Safe Learning in the Workplace and (L/503/2856)
- Unit 36: Health and Safety at Work (F/505/6927)

Entry 3 units

Unit	Optional units at Entry 3	Credit	Level
1	Alternatives to Paid Work	1	E3
2	Working as a Volunteer	2	E3
3	Managing Your Own Money	2	E3
4	Being Responsible for Other People's Money	1	E3
5	Searching for a Job	1	E3
6	Applying for a Job	1	E3
7	Preparing for an Interview	1	E3
8	Interview Skills	1	E3
9	Self-management Skills	2	E3
10	Self-assessment	1	E3
11	Career Progression	1	E3
12	Conduct at Work	1	E3
13	Working in a Team	3	E3
14	Investigating Rights and Responsibilities at Work	1	E3
15	Managing Your Health at Work *	1	E3
16	Setting and Meeting Targets at Work	2	E3
17	Solving Work-related Problems	2	E3
18	Presenting Accurate Documents	1	E3
19	Speaking Confidently at Work	1	E3
20	Preparing for Work Placement	1	E3
21	Learning from Work Placement	2	E3
22	Safe Learning in the Workplace *	1	E3
23	Planning an Enterprise Activity	1	E3
24	Running an Enterprise Activity	1	E3
25	Producing a Product	1	E3
26	Literacy for the Workplace	1	E3
27	Numeracy for the Workplace	1	E3
28	Introduction to Health and Safety at Work *	2	E3
29	Communication Skills for Work	2	E3
30	Developing Personal Presentation Skills for the Workplace	1	E3
31	Produce a CV	2	E3

* Unit 28 cannot be taken with unit 15 or unit 22 in the same qualification

Optional Level 1 units – please see the Level 1 WorkSkills specification for further details (available on our website www.edexcel.com)

Unit	Optional units at Level 1	Credit	Level
1	Alternatives to Paid Work	1	1
2	Working as a Volunteer	2	1
3	Managing Your Own Money	2	1
4	Being Responsible for Other People's Money	1	1
5	Searching for a Job	1	1
6	Applying for a Job	1	1
7	Preparing for an Interview	1	1
8	Interview Skills	1	1
9	Self-management Skills	2	1
10	Self-assessment	1	1
11	Career Progression	2	1
12	Developing Personal Skills for Leadership	2	1
13	Practising Leadership Skills with Others	2	1
14	Learning with Colleagues and Other Learners	2	1
15	Communicating Solutions to Others	2	1
16	Positive Attitudes and Behaviours at Work	1	1
17	Working in a Team	3	1
18	Learning from More Experienced People	2	1
19	Building Working Relationships with Colleagues	2	1
20	Building Working Relationships with Customers	2	1
21	Investigating Rights and Responsibilities at Work	1	1
22	Managing your Health at Work	1	1
23	Setting and Meeting Targets at Work	2	1
24	Solving Work-related Problems	2	1
25	Taking Notes at Meetings	1	1
26	Summarising documents	1	1
27	Contributing to Meetings	1	1
28	Preparing for Work Placement	1	1
29	Learning from Work Placement	2	1
30	Safe Learning in the Workplace *	1	1
31	Planning an Enterprise Activity	1	1
32	Running an Enterprise Activity	1	1

Unit	Optional units at Level 1	Credit	Level
33	Producing a Product	1	1
34	Literacy for the Workplace	1	1
35	Numeracy for the Workplace	1	1
36	Health and Safety at Work *	2	1
37	Personal Presentation for the Workplace	2	1
38	Using a CV and Covering Letter to Apply for a Job	2	1

* Unit 30 cannot be taken with unit 36 in the same qualification

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Access and recruitment* and *Access arrangements and special consideration.* For full details of the Equality Act 2010, please go to www.legislation.gov.uk

As well as the general requirements above, each unit provides details about specific resource requirements that centres must meet. Please refer to the *Essential resources* section in each unit for further information.

Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC WorkSkills qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in the next section *Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

Restrictions on learner entry

The Pearson BTEC Entry Level 3 Awards and Certificate in WorkSkills (QCF) are accredited on the QCF for learners aged 14 and above.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

Both documents are on our website at: www.edexcel.com/policies

Assessment

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.

All the 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 different 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 clearly indicated 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, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. 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 rule of combination will achieve the qualification at pass grade.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the processes listed below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, please go to the *UK Vocational Quality Assurance Handbook* on our website, www.edexcel.com.

Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

Functional Skills

Level Entry 3 BTEC WorkSkills qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of the BTEC WorkSkills qualification(s) rules of combination. Functional Skills are offered as stand-alone qualifications.

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.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

Unit format

Units have the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

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 of the unit content.

It is not a requirement of the unit specification that all of 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.
- 'e.g.' 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.

- *Links* – identifies other units in the WorkSkills suite that are linked through the content.

- *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.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Units

Units

Unit 1: Alternatives to Paid Work

Unit code: K/503/3187

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to increase learners' knowledge of alternatives to paid work and how they may benefit from participating in these activities.

Unit introduction

There are numerous examples of positive alternatives to paid work which benefit individuals, families and communities. The aim of this unit is to teach learners about the variety of alternatives to paid work and how they can provide skills and qualities that are of personal benefit. Learners will find out about local organisations that provide opportunities, support or information for people who are already involved in alternatives to paid work or who wish to get involved in alternatives to paid work.

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.

Learning outcomes	Assessment criteria
1 Know different alternatives to paid work	1.1 Identify alternatives to paid work 1.2 Identify local organisations associated with alternatives to paid work
2 Know the benefits that individuals can gain from taking part in alternatives to paid work	2.1 Identify the skills and qualities gained from participating in alternatives to paid work 2.2 Identify how the skills and qualities gained from participating in alternatives to paid work may be of personal benefit to the individual

Unit content

1 **Know different alternatives to paid work**

Alternatives to paid work: leisure activities e.g. playing sport, keeping fit, reading; voluntary work e.g. shopping for an elderly neighbour, caring for a disabled family member; study or training e.g. full- or part-time course at college; compulsory order e.g. community service order

Organisations which provide information and opportunities for alternatives to paid work: local organisations e.g. sports clubs, local council, charity shops, animal shelters, community associations, libraries, places of worship; advisory and support groups e.g. Carers UK, Gingerbread, Age UK, NCT (National Childbirth Trust), Mencap, Scope, faith-based organisations; educational organisations e.g. further education colleges, Adult Learning Centres, learndirect, Community Service Volunteers (CSV)

2 **Know the benefits that individuals can gain from taking part in alternatives to paid work**

Skills and qualities: gain new skills/abilities or gain higher level of skills/abilities e.g. learn how to use a till in a charity shop, achieve a qualification, learn how to care for a disabled person, home management skills, time management skills, managing people, managing finances; gain qualities e.g. confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty

Personal benefits: e.g. sense of achievement, sense of satisfaction or enjoyment, sense of wellbeing, improved physical fitness, meet new people, improve job prospects, gain reference for future employment, encourage further study, reduce stress levels

Essential guidance for tutors

Delivery

This unit can be used in a variety of contexts. Delivery will depend on the particular context of the learner but may include learners already or previously involved in alternatives to paid work, as well as learners with no current or previous involvement in alternatives to paid work. Delivery, therefore, could be centred on using the learner or another individual as a case study.

The contexts could include the following:

- home makers
- home carers looking after, for example, young children or ill relatives
- learners considering a gap year
- leisure activities
- further study
- returners to work
- volunteering and/or community service.

Tutors could use a wide range of delivery methods including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources could include journals, videos, DVDs, case studies, learner presentations and group work. As many practical activities as possible should be included to help learners relate to the content of the unit.

Speakers from organisations that provide information about alternatives to paid work could be invited to talk to the group about the options available. They could talk about the skills and qualities which people have gained from the experience. Learners may refer to their own experiences, which will make the content of the unit relevant to them. Learners could also be encouraged to ask friends, relatives and colleagues about their involvement in alternatives to paid work.

Web pages of the local council and further education colleges may be a good source of information about organisations associated with alternatives to paid work. Learners could be encouraged to find out about local organisations by visiting local resources such as the local library and charity shops. Learners could report back to the rest of the group about the information they have found.

For learning outcome 2, learners could be given a case study of a person who has participated in an alternative to paid work. Learners could work in groups to determine what skills and qualities the person gained from the experience and which of these skills and qualities would be of particular benefit to the individual. Tutorial discussions could also be used for this purpose. Alternatively, where confidentiality requirements can be met, learners may use their own past or current experiences of participating in alternatives to paid work as a case study.

Assessment

In order to achieve 1.1, learners must identify three alternatives to paid work. They may participate in a discussion to identify the alternatives to paid work which could be recorded by the tutor for verification purposes. Alternatively, learners could present the information as a factsheet for other learners and include the information required for 1.2 about local organisations.

For 1.2, learners need to identify at least three organisations associated with positive alternatives to paid work. They must also identify how they found out about the organisations. They need to use more than one method to demonstrate their research skills. For example, they may use the internet, telephone, newspapers, newsletters, books or leaflets.

To achieve 2.1, learners need to identify skills and qualities gained from participating in activities associated with alternatives to paid work. Learners may identify skills and qualities gained from participating in one or more examples of alternatives to paid work. At least two skills or qualities need to be identified in total.

To achieve 2.2, learners must identify at least two ways in which the skills and qualities gained from participating in alternatives to paid work (as identified in 2.1) may be of personal benefit to the participant. Learners must show a basic understanding of how the skills or qualities gained will improve, enhance or benefit the participant's life, either directly or indirectly.

For 2.1 and 2.2, a statement could be completed by the tutor, following a tutorial, to verify that the learner has achieved these criteria.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work
	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer

Essential resources

Learners need access to appropriate sources of information on alternatives to paid work, for example, websites, community noticeboards, magazines, newspapers, representatives of organisations and societies.

Suggested resources

Websites

www.carersuk.org

www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity

www.dofe.org

www.gapyear.com

www.learndirect.co.uk

www.princes-trust.org.uk

www.yearoutgroup.org

Unit 2: Working as a Volunteer

Unit code: M/503/2803

QCF Entry Level: Entry 3

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners knowledge of volunteering and its benefits to individuals and the community. In this unit learners participate in a voluntary work activity.

Unit introduction

Involvement in voluntary work can benefit organisations, the community and individuals. The volunteer may be able to gain new skills and develop confidence in working with new people, which will be beneficial to them in the future.

The aim of this unit is to help learners understand the benefits of voluntary work and to participate in a brief period of voluntary work. In order to achieve this unit, learners must participate in some form of voluntary work. A specified time for the voluntary work is not given, but it must be sufficient to allow the learner to gain the knowledge and experience necessary to achieve the learning outcomes.

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.

Learning outcomes	Assessment criteria	
1 Know the role of the volunteer in different types of voluntary work	1.1	Identify different types of voluntary work
	1.2	Identify activities undertaken by volunteers in different types of voluntary work
2 Know the benefits of participating in voluntary work	2.1	Identify benefits of voluntary work for the volunteer
	2.2	Identify benefits of voluntary work for the organisation, community or individual being served
3 Be able to undertake voluntary work	3.1	Participate in voluntary work according to a given brief

Unit content

1 **Know the role of the volunteer in different types of voluntary work**

Types of voluntary work: working for a charity; working for a private organisation; working for the community; working for individuals

Voluntary work activities: different activities for the different types of voluntary work e.g. taking part in a street collection for the NSPCC, reading to a visually impaired person in residential home for the elderly, collecting litter in the neighbourhood, shopping for a neighbour

2 **Know the benefits of participating in voluntary work**

Benefits to volunteers: increase in confidence e.g. sense of achievement; learn new skills e.g. how to communicate with elderly people; develop own interests e.g. gardening, cooking; enjoyment e.g. having fun while helping at the youth club; gain experience to help with future career

Benefits to individuals: making a difference e.g. providing company for a lonely resident in sheltered accommodation, part of Duke of Edinburgh's Award Scheme, Scout and Guides Associations

Benefits to organisations: e.g. having extra help, having people with certain skills

Benefits to community: e.g. improving environment, improving neighbourhood facilities

3 **Be able to undertake voluntary work**

Participate in voluntary work: e.g. help in an animal sanctuary, assist a person with a disability to shop

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling learners to understand the different types of voluntary work and the value of voluntary work to both volunteers and recipients. Additionally, learners will benefit from a brief period of appropriate voluntary work.

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the unit content.

The tutor could start delivery of this unit by inviting speakers from different types of voluntary work to talk to the group about volunteering opportunities and roles. They could talk to learners about the benefits of participating in voluntary work.

In groups, learners could research different types of voluntary work and the role of the volunteer and then report back to the rest of the group.

Web pages may be a good source of information, for example www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

When discussing the benefits of volunteering, learners may be able to refer to situations they have been involved in or encountered. Learners could be encouraged to ask friends and colleagues about their volunteering experiences. Learners could design posters or leaflets to show the benefits of volunteering and could then display them in class.

Learners should participate in a brief period of voluntary work. Tutors should arrange suitable voluntary work and provide learners with appropriate guidance on what is expected from them, the suggested timescale for the work and any supervision details.

Tutorials will provide an opportunity for tutors to discuss the volunteer experience of individual learners.

Assessment

For 1.1 and 1.2, learners need to identify a range of types of voluntary work and the activities volunteers undertake in different types of voluntary work. This could be produced in the form of a leaflet. Alternatively, they may participate in a discussion to identify different types of voluntary work and roles. This should be recorded by the tutor for verification purposes.

Posters or leaflets that identify some benefits of voluntary work for the volunteer and for the organisation, community or individual being served would provide sufficient evidence for 2.1 and 2.2.

Evidence for 3.1 is best provided in the form of an observation form completed by the tutor, or a witness statement completed by the 'employer', indicating that the learner has participated satisfactorily in the brief period of voluntary work.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work
	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer

Essential resources

Learners must have the opportunity to undertake a brief period of voluntary work.

Suggested resources

Websites

www.direct.gov.uk/en/YoungPeople/Workandcareers/
Workexperienceandvolunteering/DG_066181

www.voluntaryworker.co.uk

www.volunteering.org.uk

www.wfac.org.uk/?Information:Working_in_the_Voluntary_Sector

Unit 3:   Managing Your Own Money

Unit code: **T/503/2804**

QCF Entry Level: **Entry 3**

Credit value: **2**

Guided learning hours: **20**

Unit aim

This unit aims to increase learners' knowledge of personal financial management, including how to carry out cash transactions and ways to save money.

Unit introduction

Being able to handle your own money effectively is an essential life skill. The aim of this unit is to help learners become familiar with acquiring and using money. Learners will develop skills in purchasing goods and services using cash, ensuring they have enough money and receive the correct change. Learners will also find out about different sources of income, different ways to save money in daily life, benefits of saving money and where to keep saved money.

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.

Learning outcomes	Assessment criteria
1 Know different sources of income	1.1 Identify different sources of income
2 Be able to buy goods and services using cash	2.1 In a given role, have sufficient money to pay for goods and services
	2.2 Check that the correct change has been received when paying for goods and services
3 Know the benefits of saving money	3.1 Identify benefits of saving money
4 Know how to save money	4.1 Identify different ways of making savings in daily life
	4.2 Identify where saved money can be kept

Unit content

1 **Know different sources of income**

Sources of income: salary or wages; gifts, inheritance; pocket money; selling items; grants, benefits; loans

2 **Be able to buy goods and services using cash**

Goods: e.g. clothing, groceries, appliances, medication, toiletries

Services: e.g. haircut, travel journey, cinema, dental check-up

Buying goods or services: estimate amount of money needed to buy it; calculate total money required; provide sufficient money to pay; check change against total sum offered

3 **Know the benefits of saving money**

Benefits of saving money: e.g. peace of mind in knowing spare money is available if needed, being financially independent or less dependent on others, interest earned on money saved in a savings account, money available for emergencies and unforeseen circumstances, money available for large or expensive purchases e.g. holiday, computer, furniture

4 **Know how to save money**

How to make savings: lifestyle changes e.g. walking instead of taking bus, planning meals before shopping to avoid buying too much, giving up smoking, checking for lowest prices; money saving schemes e.g. loyalty cards, special offers, discount coupons, shopping vouchers; avoiding impulse buying

Where to keep saved money: e.g. bank, building society, post office, locked drawer, hiding place

Essential guidance for tutors

Delivery

Learners should be actively involved throughout the delivery of this unit. Learners must be able to carry out simple financial calculations and can practise this through role play or real–life situations. Additional learning time may be required to ensure that learners have gained sufficient skills in this area.

In order to achieve the learning outcomes for this unit, it would be helpful for tutors/line managers to introduce learners to basic terminology, such as income and outgoings, goods, services. Learners should then be able to identify different sources of income. This could be achieved through group discussions or appropriate case studies based on, for example, a student, a disabled person, an employed person, a pensioner, a self- employed person.

Learners need to learn how to calculate outgoings and work out the difference between the amount of money they have and the amount they need for purchases to ensure they have enough money for their purchases and are not overcharged. Tutors could give learners short scenarios specifying the amount of money a person has for a day and what they will spend on things such as transport and food; learners could then be asked to calculate how much money is left over at the end of the day. Alternatively real–life situations may be used with, for example, learners given an amount of money to buy ingredients for a cooking class. Learners would be required to choose suitable products and return with the correct change.

Knowing the benefits of saving money and how to save money are important outcomes for this unit. For learning outcomes 3 and 4, learners could discuss in groups, the benefits of saving money in a general sense and record the outcomes on a flipchart or board. Learners could then think about specific ways in which saving money could benefit them personally (for example, having enough money to go on holiday or to buy a computer).

Learners could investigate the cost of the same type of product sold in different shops or supermarkets. They could also look through a range of magazines, newspapers or internet sites to identify 'bargains', which could then be discussed with others in the group. Learners may also be encouraged to work out where they could save money by changing some of their regular spending habits, for example if they brought their own lunch to work or college instead of buying lunch onsite.

Identifying different places where savings can be kept can be achieved through group discussion, leaflets from banks, adverts from the post office, building societies or internet searches. At this level, learners need only recognise that personal saved money can be kept in different places. However, discussion could include the advantages and disadvantages of saving money in different places.

Assessment

Tutors could give learners a range of small tasks to complete throughout the teaching of this unit or larger tasks towards the end.

In order to achieve 1.1, learners must identify three different sources of income. They may be given a short scenario which highlights a number of sources of income.

To achieve 2.1 and 2.2, learners may be given a real–life situation or role play. Learners could be asked to buy a number of items and return with the correct change. The accuracy of the learner's calculations could then be verified by the tutor or line manager. Alternatively, learners could be given a paper-based task which provides appropriate examples for learners to calculate. In all cases, the calculations should be appropriate in terms of the functional skills for this level.

For 3.1, learners must give at least two reasons why it is beneficial for an individual to save money. The information could be presented as a poster, leaflet or recorded in discussion with a tutor or line manager.

To achieve 4.1, learners must identify four different ways of making savings in daily life. This could be presented as an information leaflet and could include practical examples such as collecting and using shopping vouchers, saving money in a bank or waiting until it is on sale to buy an item.

To achieve 4.2, learners must identify three different places to keep savings. The information could be presented as a poster. Alternatively, learners may be given a short scenario in which someone has savings they want to keep safe and they have to identify three places where the person could put their money.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 4: Being Responsible for Other People's Money	Unit 4: Being Responsible for Other People's Money	Unit 3: Managing Your Own Money
	Unit 3: Managing Your Own Money	

Essential resources

There are no special resources required for this unit.

Suggested resources

Websites

www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml
www.direct.gov.uk/en/YoungPeople/Money/index.htm

Unit 4:   Being Responsible for Other People's Money

Unit code: A/503/2805

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to handle other people's money, by considering ways to keep money safe, the responsibilities involved in looking after other people's money and simple calculations.

Unit introduction

Most learners will have responsibility for other people's money at some stage in their lives. It may be as a result of seeking sponsorship for a charity event, working as a volunteer at a local community event, handling petty cash while working in full- or part-time employment or simply going shopping for someone else. This unit will help learners understand that when they are responsible for other people's money, they must show that they are honest and capable of keeping it safe or using it wisely on their behalf. They will learn that they need to own up to any mistakes and explain how they have put them right. Learners will then also learn how to carry out simple calculations using other people's money.

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.

Learning outcomes	Assessment criteria
1 Know the importance of keeping other people's money safe	1.1 Give reasons for keeping other people's money safe
2 Know how to handle other people's money responsibly	2.1 List ways to keep other people's money safe
	2.2 Outline the need to return any unspent money or money collected to the person concerned
	2.3 Outline the need, when handling someone else's money, to own up to any mistakes made and correct them

Learning outcomes	Assessment criteria
3 Be able to complete simple money calculations using other people's money	3.1 Complete simple calculations using money

Unit content

1 **Know the importance of keeping other people's money safe**

Keeping it safe: e.g. taking care to keep the money secure, using the money wisely, accuracy in giving change

Importance: e.g. honesty, being trustworthy, being accountable, responsibility, maturity

2 **Know how to handle other people's money responsibly**

Handling money: e.g. keeping money in secure box, sorting money according to different types of coins and notes, checking money is correct currency; receiving correct payment, giving correct change; giving receipt (if applicable); owning up to any mistakes; correcting the mistakes

3 **Be able to complete simple money calculations using other people's money**

Simple calculations: selecting and recognising coins and notes; adding coins and notes; subtracting amounts of money, giving correct change

Essential guidance for tutors

Delivery

This unit is primarily a practical unit. Where possible, learners should be encouraged to participate in a real-life task which involves having responsibility for other people's money. Handling money could be part of a job, collecting for charity, running an errand or any other suitable scenario. Simulation is an acceptable way to demonstrate the skills required.

Learners need to establish what is meant by 'responsibility' when handling other people's money. This can be supported by role play with learners following direct instructions for handling money for others.

After being given several examples of situations in which they could handle money, learners could be encouraged to develop a set of rules that could be applied to any given situation. This could be as simple as keeping the money safe, or not getting it mixed up with their own money. The rules should include the fact that the money being handled is not theirs to keep.

Simulations can be created where learners are allocated a sum of money on paper, spend some of it and then decide the amount of change needed. The amount of money and the size of calculations should be determined by the functional skills mathematics level the learner is working at.

Assessment

To achieve 1.1, learners must give at least two reasons why it is important to keep other people's money safe. They need to demonstrate that they understand that it is not their money and that they have been given a responsibility to look after it and/or use it wisely by the other person. This may be achieved through a one-to-one discussion between the tutor or line manager and the learner.

For 2.1, learners must list at least two ways to keep other people's money safe. This list could be written or given orally.

For 2.2, learners must outline why it is necessary to return any unspent money to the person who owns the money or, in the case where the learner has collected money on behalf of someone else, why it is necessary to return any collected money to the correct person.

For 2.3, learners are required to give a straightforward description of why it is important to admit to any mistakes made with someone else's money and to correct the mistakes.

For 3.1, learners must demonstrate their ability to undertake simple calculations using money. The calculations will depend on the type of activity undertaken but examples may include adding and subtracting amounts of money and giving correct change. The calculations and level of accuracy should be consistent with the functional skills for mathematics at the level the learner is working at.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 3: Managing Your Own Money	Unit 3: Managing Your Own Money	Unit 3: Managing Your Own Money
	Unit 4: Being Responsible for Other People's Money	

Essential resources

Learners will need access to real or simulated situations where they are required to carry out simple calculations with money.

Suggested resources

Websites

www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml

Unit 5:   Searching for a Job

Unit code: **F/503/2806**

QCF Entry Level: **Entry 3**

Credit value: **1**

Guided learning hours: **10**

Unit aim

The aim of this unit is to introduce learners to the process of conducting a job search related to their skills and abilities.

Unit introduction

Searching for a job can be difficult and time consuming. It is therefore helpful to have a good understanding of where to look for potential employment. Throughout this unit, learners will have the opportunity to investigate different sources and discover the most effective way of searching for employment to match their skills and abilities. Learners will also be introduced to the key elements of job adverts.

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.

Learning outcomes	Assessment criteria
1 Know sources of information for potential employment	1.1 Identify different sources of information about potential employment
2 Know own skills and abilities for employment	2.1 Identify own skills and abilities for employment
3 Be able to search for job vacancies from given sources	3.1 Identify the key features of a job from an advert
	3.2 Identify job vacancies to match own skills, abilities and interests from given sources of information

Unit content

1 **Know sources of information for potential employment**

Potential job sources: e.g. word of mouth, jobcentres, employment agencies, local community noticeboards, advertisement on the company premises (e.g. shop window, notice outside restaurant), local newspapers and other local publications, national press, internet

2 **Know own skills and abilities for employment**

Skills and abilities for employment: self-assessment; soft skills e.g. listening and speaking, working with others; hard skills e.g. computer skills; abilities e.g. patient, calm, sensitive

3 **Be able to search for job vacancies from given sources**

Job adverts: standard information to look for in a job advert e.g. job description, specific skills required, location, working hours, salary and any other benefits, details of how to apply for the job, closing date for applications

Using sources of information to identify job vacancies: matching your own skills, interest or experience to job vacancies in a given source e.g. soft skills such as talent for working with people, 'learned' skills such as ability to drive, paint or cook, experience gained through other work or learning; other factors in deciding the appropriateness of a job vacancy e.g. location, working hours, salary and benefits.

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible.

The unit lends itself to the use of examples of both real or imagined job roles, but the sources of job information and the actual job vacancies searched for should be real (and preferably current). The job vacancies should also be appropriate to the learner's own interests, experience and personal circumstances. Vacancies should be for job roles that learners could reasonably be expected to perform at this level.

The tutor could start delivery of this unit by introducing a range of sources of information for potential employment from local and national press, other publications and the internet. If the learner is in the workplace and seeking new employment, they could be directed to the same sources but also encouraged to investigate job opportunities at their place of work, for example via the company's intranet or newsletter. Learners could also be encouraged to share their own experiences of looking for work and where they found or looked for relevant information.

Guest speakers from the Jobcentre and employment agencies could be invited to speak to learners about matching jobs to the skills and experiences of individuals. Tutors could facilitate discussions afterwards with groups of learners about what was said by the guest speakers, and the jobs and skills learners found most interesting.

For learning outcome 3, tutors could give small groups of learners real or simulated job adverts, appropriate to the level of learners, and ask them to identify the job description, working hours, salary and any other benefits and report back to the rest of the group.

Assessment

For 1.1, learners must identify three different sources of job vacancies. Learners could participate in a discussion to identify the sources of job vacancies, for example newspapers, the internet, shop windows, jobcentres, community notice boards. This should be recorded by the tutor for verification purposes.

For 2.1, learners need to carry out a self-assessment to identify two skills and two abilities for employment. The evidence for this may be in the format of a self-assessment checklist.

For 3.1, learners need to state key features, such as the working hours, location and salary/benefits, skills/abilities, from one job advert.

For 3.2, learners need to use two given sources of information to identify two job vacancies which match their skills, abilities and interests. This should be recorded by the tutor for verification purposes.

Tutors may provide learners with the sources of information and guide them through the process of searching, but learners must be able to carry out the search themselves, using their skills and abilities as a guide. The learner is not expected to find one ideal job vacancy at this level, but may pick a range of potential jobs which they think are suitable after discussion and agreement with their tutor.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 6: Applying for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 7: Preparing for an Interview	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 8: Interview Skills	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need access to examples of sources for information about potential jobs as well as examples of real or simulated job advertisements.

Suggested resources

Websites

www.direct.gov.uk/en/Employment

Unit 6:   Applying for a Job

Unit code: J/503/2807

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

In this unit, learners develop knowledge of different ways to apply for a job and develop the skills to complete an application form.

Unit introduction

Filling in a job application form appropriately and correctly creates a good impression of the applicant and enhances their prospects of securing an interview in the next stage of the recruitment process. This unit will introduce learners to different ways they could be asked to apply for a job and reasons why job application forms are often used by employers. The unit focuses on the requirements of job application forms, the information needed and how to present information for a basic job application form appropriately.

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.

Learning outcomes	Assessment criteria
1 Know different methods of applying for a job	1.1 Identify different methods of applying for a job
2 Know why job application forms are used by employers	2.1 Outline why a job application form is used as a way of applying for a job
3 Be able to complete a job application form	3.1 Identify information needed for a job application form 3.2 Present required information in a job application form

Unit content

1 Know different methods of applying for a job

Different methods of applying: job application form; CV and covering letter; applying in person

2 Know why job application forms are used by employers

Purpose of job application form: benefits of job application form for employers e.g. ensuring all relevant information is requested; suitability of a job application form for certain types of jobs e.g. where CV and cover letter are not appropriate or necessary, different types of job application forms can be set up based on particular employer needs or preferences

3 Be able to complete a job application form

Information needed for job application form: different types of information e.g. personal details, work experience, skills and abilities, education and training, eligibility to work legally in the country

Presenting required information: knowing where to record/fill in different types of information; completing all sections; handwritten applications should be legible and checked for spelling and grammar accuracy; using spellchecker and relevant formatting tools for electronic application forms

Essential guidance for tutors

Delivery

This unit lends itself to the use of real or imagined job application scenarios but the use of 'real' job application forms is encouraged. For the purposes of learner engagement, the learner and tutor/line manager should agree that the job application, whether simulated or real, is suitable in terms of the learner's interests, personal career situation, and abilities. Any application forms and associated application information should reflect the level of the learner.

The tutor could start delivery of this unit by discussing different ways to apply for a job. Tutors could provide examples of real application forms, CVs and covering letters for learners to familiarise themselves. Learners and tutors could discuss the format of these examples and the types of information required to complete an application.

When looking at reasons for using a job application form, learners could work in small groups to examine real application forms and identify the types of information requested. The reasons for using application forms (for example speed and convenience, ensuring candidates provide only the information asked for in the application form) could be explored through group discussions. Speakers from human resources or recruitment could also be invited to talk to learners about the use of job application forms. Jobcentre Plus would be another valuable resource for learners.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. Learners will also need to recognise the importance of spelling and grammar (and the need for legible handwriting, where it is used).

Learners could produce posters or checklists to display in the classroom for learning outcome 3. Learners could also practise completing suitable real application forms.

Assessment

For 1.1, learners must identify the main methods for applying for a job, including application forms, CVs and covering letters. Learners could participate in a discussion to identify the main types of job application. This should be recorded by the tutor for verification purposes.

For 2.1, learners must clearly identify more than one reason why prospective employers use job application forms in the recruitment process. Learners may be guided in finding relevant reasons through group discussions, discussions with a tutor or visiting speaker or from given information. Once they have chosen their reasons, they must be able to identify them independently.

For 3.1, learners need to list information that may be needed for an application form.

For 3.2, learners will need to complete an application form for an appropriate job, clearly and legibly. If the learner is completing an electronic job application form, it would be useful for them to know how to use basic formatting and the spell-check function. However, this is not a requirement.

For 3.1 and 3.2 learners are not expected to prepare a job application form without support and guidance from their tutor and may require support to understand what is and what is not relevant to their application. The final application must be prepared by the learners themselves, although they will have practised this in advance and discussed and agreed the information with their tutor. Learners are not expected to use extended writing in their job applications.

In preparing personal information for a job application form, the learner can discuss and agree with the tutor the types of information needed and collate it in advance. Learners may need to edit and re-draft this information, with continuing support from their tutor, until they have covered all the relevant aspects. Learners may need prompting to answer questions such as 'Why do you want the job?' and the tutor may need to give learners some example responses.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 7: Preparing for an Interview	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 8: Interview Skills	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need access to examples of real or simulated job application forms.

Suggested resources

Websites

www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.worksmart.org.uk/career/job_advertisements

Unit 7: Preparing for an Interview

Unit code: L/503/2808

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to ways in which they can get ready for an interview by preparing for interview questions and by planning travel to an interview.

Unit introduction

The purpose of this unit is to introduce learners to the most important aspects of preparing for an interview. The emphasis is on planning before the interview to enhance the chances of a successful outcome to the interview itself. Learners will develop the ability to identify the key requirements of the job role, placement or course for which they are being interviewed. They will also look at how to prepare answers for likely interview questions and find the appropriate means of travel to the interview.

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.

Learning outcomes	Assessment criteria
1 Know the requirements of the job, placement or course following an application	1.1 Identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course
2 Be able to prepare for interview questions	2.1 Prepare answers to a given set of questions likely to be asked at the interview
	2.2 Identify questions to ask at interview
3 Know how to plan travel for an interview	3.1 Identify from information provided, the time and place where the interview will be held
	3.2 Identify the route and means of transport to travel to the interview

Unit content

1 **Know the requirements of the job, placement or course following an application**

Main tasks or activities: job role, requirements and responsibilities; routine or working/study hours; required attitude and behaviour; expectations of employer or training provider; relevant organisational rules or structure

2 **Be able to prepare for interview questions**

Answers to likely interview questions: preparing answers that are accurate and relevant to the questions; using appropriate language in the answers

Questions to ask at interview: relevant to the job, placement or course e.g. will I need special clothing/equipment?, what are the hours of attendance?

3 **Know how to plan travel for an interview**

Planning travel: e.g. timekeeping, route of travel, travel information, maps/travel plans, interview address and location

Essential guidance for tutors

Delivery

The emphasis of this unit is on helping learners to prepare for an interview in order to assist them when they are seeking employment or further training.

For learning outcome 1, learners might find out about the main tasks and activities associated with the job role, placement or main areas of learning through group discussion, directed investigation (for example internet searches on given websites) or via leaflets, newspapers or other publications given to them.

For learning outcome 2, learners could work in groups to determine suitable answers for different interview questions. Tutors or line managers should provide examples of likely interview questions, although learners may also be able to refer to previous interview questions they have encountered.

Learners could work in groups to plan travel to interviews for different scenarios. Group discussion about which travel plans are workable, and any difficulties arising from those options, could give learners an understanding of how to make appropriate travel choices. Solutions could be collated on a board or flipchart.

The interview being prepared for may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests. The interview should also relate to a job, placement or course which learners at this level could reasonably be expected to perform or enrol in.

Assessment

The assessment criteria for this unit may be combined into one assessment task. Learners could participate in group discussions or one-to-one tutorials which could be recorded by the tutor/line manager for verification purposes. Alternatively, learners could complete a pro forma or leaflet which covers all criteria.

For 1.1, learners need to give information about three main tasks and/or activities associated with the job role or placement or areas of learning to be covered in the course.

For 2.1, tutors should provide lists of likely interview questions (for example: Why do you want this job? What do you hope to achieve on this placement? What do you hope to do once you have completed this course?). Learners may discuss possible answers with others but must come up with their own final versions which need to relate to the job, placement or course identified in 1.1.

For 2.2, tutors should provide lists of possible questions to ask (for example: What time will I start? Do I have to attend on Saturdays? Will I need to wear special clothes?). Learners will need to give two questions to ask the interviewer about the job, placement or course identified. Learners may discuss possible questions with others but must come up with two of their own questions which are relevant to the job, placement or course identified in 1.1.

For 3.1, learners must independently identify the time and place of the interview from straightforward, clearly presented information supplied by the tutor/line manager.

For 3.2, learners need to identify their route and means of transport to the interview. They may be assisted in choosing and planning their route and means of transport.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 8: Interview Skills	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

To prepare for an interview, learners will need a brief for an appropriate job, work placement or a place on a training course.

Suggested resources

Websites

www.bbc.co.uk/skillswise/e3

www.direct.gov.uk/en/Employment/Jobseekers/index.htm

www.transportdirect.info/Web2/Home.aspx?

Unit 8:   Interview Skills

Unit code: R/503/2809

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to appropriate conduct for interviews and to develop skills to respond to interview questions.

Unit introduction

Knowing how to conduct yourself during an interview, whether in the context of work or study, requires a variety of skills that can be learned and refined with practice. This unit introduces learners to the key aspects of conduct appropriate for interview scenarios. Learners will be equipped with basic interview skills so that they are able to present themselves at an interview, answer the interviewer's questions in an appropriate manner, paying attention to both verbal and non-verbal aspects of communication, and be able to reflect on how well they did in the interview.

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.

Learning outcomes	Assessment criteria
1 Know how to prepare to be interviewed	1.1 Identify clothing to wear for an interview
	1.2 Identify why personal hygiene is important for an interview
	1.3 Describe the job role
	1.4 List possible interview questions
2 Be able to respond to the interviewer's questions	2.1 Demonstrate non-verbal communication to show attention in an interview
	2.2 Give clear, straightforward answers to the questions asked
3 Be able to recognise effectiveness of own performance in an interview	3.1 Identify what went well in the interview and what did not

Unit content

1 **Know how to prepare to be interviewed**

Clothing for an interview: different dress codes for interview situations; personal appearance affects the interviewer's impression of the learner

The importance of personal hygiene: makes a good impression; demonstrates care which will be reflected in approach to job/course; personal hygiene important for all jobs/courses e.g. in care, customer service, hospitality

Preparing for the interview: preparing background information about the job role; prepare for the different kinds of interview questions

2 **Be able to respond to the interviewer's questions**

Non-verbal communication: how it affects the interviewer's impression of the learner e.g. appropriate body language, posture and facial expressions

Giving clear, straightforward answers: listening carefully to a question so that the appropriate answer can be given, asking for the question to be repeated if necessary, thinking about the answer before responding, communicating clearly, giving accurate information in the answer

3 **Be able to recognise effectiveness of own performance in an interview**

What went well and what did not: the outcome of the interview; parts of the interview that were easy or enjoyable e.g. able to answer all the interviewer's questions, answered questions clearly, gave relevant information; parts of the interview that were challenging e.g. couldn't remember answers to some of the interview questions, felt nervous and had to ask for several questions to be repeated, found it difficult to concentrate for entire duration of interview

Essential guidance for tutors

Delivery

In thinking about the skills needed for an interview, learners need to understand the different situations that may require interviews, for example for a course, for a job or for voluntary work. The tutor or line manager could facilitate a question and answer session to determine a range of interview situations and the purpose of the interview in each case, for example an interview for a course is to ensure that the learner has selected a course which is appropriate for them and will enable them to succeed.

To help learners understand the appropriate presentation for interview and appropriate answers to interviewers' questions, it would be useful for them to watch a video of an interview or clips from films or popular television programmes that feature interview scenes. Learners could also discuss various interview scenarios to determine what is meant by appropriate presentation and ways to answer questions. The key points could be collated on a board or flipchart. Learners could make posters of the key points which could be displayed in the classroom or working area to act as a reminder throughout the unit.

Tutors/line managers need to make learners aware of cultural differences in non-verbal communication which would be relevant in an interview situation. Where different cultures and nationalities are represented in the group or learners have experience of other cultures, learners could also contribute ideas to the discussion. Examples could include cultural differences about whether or not to make eye contact with a senior or older person or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could work in small groups to practise their verbal and non-verbal communication skills. Role-play scenarios could cover a range of interview situations, for example for courses, jobs or voluntary work. Video cameras may be used to record the role-play and learners should be encouraged to assess their own skills in answering questions. Learners at this level may need considerable support from the tutor/line manager in evaluating their own performance.

Assessment

The interview may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for no more than 10 minutes. The learner should be fully briefed about what to expect in terms of format, length and likely content. The interviewer should use straightforward language and make sure that questions are clearly phrased and easy to understand. Where possible, the interviewer should be familiar to the learner.

For 1.1, learners need to give brief information about appropriate clothing to wear for a given interview. What is 'appropriate' will differ from one workplace or course to another, depending on the nature of the job, placement or course applied for and should be consistent with that normally expected of interviewees in the particular setting. Regardless of setting, learners should have paid attention to their personal hygiene and should be wearing clean clothes. Their choice of clothing may be based on the advice or guidance of others.

To achieve 1.2, learners need to provide two reasons why personal hygiene is important for an interview.

For 1.3, learners must give a brief description of the main features of the job role.

To achieve 1.4, learners must list three interview questions that relate to the description of the job role

To achieve 2.1, learners must demonstrate that they are paying attention, concentrating on what is being said and avoiding distractions, using appropriate body language to show listening to the interviewer and interest in the discussion.

Learners should refrain from fidgeting or other behaviour that suggests that they are not concentrating on the interview. Tutors or line managers should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

To achieve 2.2, learners' answers may be brief and unsophisticated but they must contain clear, relevant information which demonstrates an understanding of the question.

Evidence to support observation of the learner's performance in the interview for 2.1 and 2.2 could take the form of a written statement by the tutor, line manager or interviewer or could be a video with supporting commentary from the tutor/line manager.

For 3.1, learners must identify one aspect of their performance that went well and one aspect that did not go so well. These might relate to particular questions or to aspects such as body language or careful listening. They might reflect on the interview by watching it back on video, listening to a recording or discussing it with the interviewer or other observers. It is appropriate for any of these parties to offer constructive criticism and for the learner to include this feedback in the review of their performance, should they wish to do so. However, from the given feedback, the learner must independently identify what they include in their evaluation. Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need the opportunity to participate in a real life or simulated interview.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.worksmart.org.uk/career/interviews

Unit 9: Self-management Skills

Unit code: J/503/2810

QCF Entry Level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to the concept of managing themselves as employees and to develop skills for self–management.

Unit introduction

Employees need to be able to manage themselves effectively in order to stay safe and healthy at work and to make a positive contribution to the workplace.

This unit introduces learners to the concept of managing themselves as employees in the workplace. Learners will be required to demonstrate self-management skills such as punctuality, taking appropriate breaks during the course of the working day and knowing where to find help and support in managing themselves at work. Learners will also carry out a simple review of their performance in this area.

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.

Learning outcomes	Assessment criteria
1 Know why self-management is needed for work	1.1 Identify aspects employees need to manage for themselves in the workplace
	1.2 Identify why employees need to manage themselves in the workplace
2 Be able to demonstrate self-management skills	2.1 Complete agreed tasks punctually
	2.2 Identify when to take a break from working
	2.3 Identify who to contact if help or support is needed in self-management
3 Be able to recognise effectiveness of own self-management skills	3.1 Identify success in own self-management in agreed tasks
	3.2 Identify own self-management that was less successful

Unit content

1   Know why self-management is needed for work

Aspects for self-management: e.g. managing own time, managing own workload, looking after safety of themselves and others, staying healthy

Why employees need to manage themselves at work: for health and safety reasons; legal reasons; to be able to do their job properly; to benefit themselves and others

2   Be able to demonstrate self-management skills

Being punctual: e.g. turning up for work on time, returning from tea break at agreed time, telling someone if unable to get to work, managing own time at work

Taking a break from working: e.g. taking a break from a computer for health and safety reasons, taking lunch break to eat and relax during the working day

Sources of help and support: e.g. line manager, supervisor, team leader, human resources department, occupational health officer, union representative

3   Be able to recognise effectiveness of own self-management skills

Review of self-management skills: aspect of performance that went well e.g. planning your journey into work so that you turn up on time; aspect of performance that did not go so well e.g. not telling team member or supervisor when you went on a break or not leaving enough time for lunch

Essential guidance for tutors

Delivery

This unit may be delivered in the workplace, in the context of a work placement or volunteering commitment, or in a simulated situation in a school or college. It is expected that the self-management skills listed within the unit are those which need to be demonstrated by learners within an educational context as well as by employees. Learners are therefore likely to already be aware of a range of self-management skills in a general context.

Tutors/line managers could provide copies of organisational procedures for different types of organisations as appropriate, for example school or college procedures for staff and/or learners relating to self-management (or, if in the workplace, copies of relevant procedures for that workplace). Relevant training or developmental courses and exercises relating to self-management (for example time management, 'mock' work tasks and 'in tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or through discussion between learners and their line manager/tutor or another appropriate person familiar to learners. Tutors or line managers could provide the group or individual learner with prompts and facilitate the discussion to develop learners to awareness of their responsibilities to themselves and others when operating as employees in the workplace, for example managing their time, looking after themselves and others.

For learners who have access to the workplace, tutors/line managers may wish to use organisational guidance and procedures (such as health and safety, conduct in the workplace and help and support for employees) and discuss these with learners. Tutors may wish to use similar materials in a simulated activity (for example the school or college's health and safety rules or other organisational procedures) but learners would need to understand how they would apply in the workplace.

Tutors/line managers may wish to use group discussion to explore the potential areas in which learners would need to manage themselves. Learners should be directed towards some of the more obvious areas, such as health and safety, good conduct and looking after themselves in the workplace which apply both within and outside of the workplace. Learners could create a poster or leaflet to show their competence in achieving learning outcome 1.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario which enables them to demonstrate self-management skills within the workplace. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, line manager or other observer helps or supports the learner, for example, by pointing out health and safety issues that they may have missed. Tutors may also wish to discuss and agree the activities which the learner will demonstrate in advance. Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed. For example, if it is an observation then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor/line manager and the learner on how the learner fared in their demonstration. Learners should be able to identify an aspect of their performance that went well (for example planning their journey so that they turned up on time) and one that did not go so well (for example having to hurry through their lunch because they didn't leave enough time). It is appropriate for other parties to offer constructive criticism and for learners to include this feedback in the review of their performance if they accept it. However, learners should independently select what they include in their evaluation.

Assessment

To achieve 1.1, learners must identify at least two of the more obvious self-management skills as mentioned in the delivery section of this unit.

For 1.2, learners must briefly identify at least two general reasons why self-management is necessary. Evidence to support this can be either in a written format, e.g. records of group or individual discussion (written by the tutor or written by the learner with sign-off from the tutor) or a video or audio recording. Learners may require support in identifying areas of self-management from organisational guidelines or procedures and group discussions, but they generally need to understand how these areas relate to their own self-management.

To achieve 2.1, 2.2 and 2.3, learners must demonstrate self-management skills in agreed workplace activities. They need to demonstrate that they can perform these skills and understand what they are doing, although tutors and others may support and prompt them. Learners must complete agreed tasks punctually, identify when to take a break during their working day and identify two sources of help or support.

The demonstration must be observed either by the tutor or a line manager or supervisor. The observation should form the basis of a discussion with the learner about their performance. Evidence could take the form of a written statement by the tutor/line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary from the tutor/line manager.

To achieve 3.1 and 3.2, learners must identify one aspect that went well and one that did not in their workplace activities, and select what to include in their review.

Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Written statements by the learner at this level would be brief and straightforward. The written statements can be discussed and agreed by the tutor/line manager and the learner in advance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct At Work	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 22: Safe Learning in the Workplace	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 20: Preparing for Work Placement	Unit 30: Safe Learning in the Workplace	
	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement

Essential resources

There are no special essential resources needed for this unit.

Suggested resources

Websites

www.direct.gov.uk/en/Employment

www.lifecoachexpert.co.uk

www.worksmart.org.uk/career

Unit 10:   Self-assessment

Unit code: L/503/2811

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to the skill of self-assessment of personal strengths, weaknesses, skills and qualities in order to identify goals.

Unit introduction

The ability to set goals and assess performance in reaching them is a valuable skill in achieving success in the workplace, in training and studies, and in life in general. Learners will consider their personal strengths and weaknesses and how they may benefit from their skills and qualities. The unit also introduces learners to the process of setting long- and short-term goals and ways to achieve them.

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.

Learning outcomes	Assessment criteria	
1 Know personal strengths and weaknesses	1.1	List own personal strengths
	1.2	Identify areas of personal weakness
2 Know the benefits of own skills and qualities	2.1	Identify own skills and qualities
	2.2	Identify how own skills and qualities can be helpful for career or personal life
3 Know how to set personal goals	3.1	Identify a personal long-term goal
	3.2	Identify personal short-term goals
	3.3	Identify how short-term goals may be achieved

Unit content

1 Know personal strengths and weaknesses

Personal strengths and weaknesses: strengths e.g. friendly, shy, outgoing, confident; weaknesses e.g. over-talkative, easily upset

2 Know the benefits of own skills and qualities

Skills and qualities: communication skills e.g. speaks clearly, bilingual, multilingual; practical skills e.g. good at drawing, painting, cooking, good with animals, good at sport; interpersonal skills e.g. patient with elderly, gentle with children

How skills and qualities can be used for career or personal life: e.g. communication skills could assist in building good relationships with children or grandchildren, being bilingual or multilingual could help secure paid employment as an interpreter, painting skills would be useful in re-decorating own home, sports skills could help in getting fit and healthy, cooking skills could lead to enrolment on a catering or hospitality course

3 Know how to set personal goals

Long-term goals: e.g. work with children, be a chef, be financially independent, get a full-time job, give up smoking

Short-term goals: e.g. find some work experience, improve number skills, learn basic cooking, learn to drive

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling learners to consider their own strengths, weaknesses, skills and attributes.

For all the learning outcomes in this unit, learners will need to relate the knowledge to their personal experiences. Learners at this level may need considerable support from their tutor or line manager to be able to reflect on their own attributes and weaknesses. This might be best achieved through one-to-one discussions or tutorials.

The tutor could start delivery of this unit by exploring the generic concept of strengths and weaknesses. It could be useful for learners to watch a video, for example, of a soap opera or drama. In groups, learners could discuss and analyse the strengths and weaknesses of the different characters and then report back to the rest of the group. Recognising areas of weakness is a potentially sensitive area and should be approached with sensitivity and respect, with an emphasis on the fact that everyone has strengths and weaknesses and can accentuate their strengths whilst still recognising their weaknesses.

Learners are required to work towards identifying their own strengths and weaknesses for learning outcome 1.

For learning outcome 2, learners could undertake group or individual research on the skills and qualities of famous people, such as Richard Branson, Mahatma Gandhi, Oprah Winfrey, David Beckham, Nelson Mandela, Paula Radcliffe, Mother Teresa, and present their findings to the rest of the group. Group discussion could focus on the fact that everyone has skills and qualities which are useful in different situations but are not always recognised as important.

Tutors could invite guest speakers to talk to learners about their experiences of setting long-term and short-term goals for learning outcome 3. Learners could prepare questions to ask speakers about how they achieved their short-term goals. The different long- and short-term goals discussed could be displayed under two headings in the class for learners to refer to. Learners could complete individual research on the internet about possible long-term goals for themselves.

Learners in the workplace could prepare questions to ask more experienced colleagues about how they set and achieved their short- and long-term goals.

This could be used to inform the learner's discussion with their line manager or supervisor about appropriate goals.

Throughout this unit, learners can record their self-assessments through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the needs of the individual learner.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log, depending on the individual learner. Alternative methods of evidencing learning may be used. Evidence from tutorials or one-to-one discussions with the learner, verified by the tutor/line manager, may be included in the log.

Learners will need to list two personal strengths for 1.1.

For 1.2, learners need to identify two areas of personal weakness. Information for 1.1 and 1.2 should be recorded in learners' logbooks or any other tool selected to record their learning.

Criterion 2.1 requires learners to identify two of their own skills and two of their own qualities. Although learners can interpret the idea of skills and qualities in a broad sense, the two personal skills and two personal qualities must be reasonably different from each other.

For 2.2, learners should give two ways their identified skills or qualities may help them in the future.

The evidence for 3.1 will need to be an achievable long-term goal.

Two short-term goals that will help the learner achieve their long-term goal need to be identified for 3.2.

To achieve 3.3, learners should identify two ways in which they may achieve the short-term goals given in 3.2.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 11: Career Progression	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 16: Setting and Meeting Targets at Work	Unit 11: Career Progression	Unit 10: Career Progression
	Unit 23: Setting and Meeting Targets at Work	Unit 22: Setting and Meeting Targets at Work

Essential resources

There are no special resources needed for this unit.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net

Unit 11: Career Progression

Unit code: R/503/2812

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to the concept of career progression. Learners will explore their skills and qualities for career progression and the resources available for information and guidance.

Unit introduction

Current working practices make it increasingly important for individuals to be aware of the role they play in progressing their own careers. This unit introduces learners to the concept of career progression and the skills, qualities and resources associated with it. Learners will be helped to recognise the personal skills and qualities that they can use to develop a career, as well as the benefits of doing so. They will also find out more about different sources of information and guidance for 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.

Learning outcomes	Assessment criteria	
1 Know the importance of career progression	1.1	Identify benefits of career progression
	1.2	Identify why it is important for individuals to be involved in own career progression
2 Know skills and qualities for career progression	2.1	List types of skills and qualities relevant to career progression
	2.2	Identify own skills and qualities for career progression
3 Be able to use information and guidance related to career progression	3.1	Identify different types of careers-related resources
	3.2	Identify a career or area of work to match own interests from careers-related resources

Unit content

1 **Know the importance of career progression**

Benefits of career progression: e.g. personal satisfaction, learning new skills, promotion, pay rise

Why it is important for individuals to be involved in own career progression: to plan own future; to be in control; to find career which matches own interests

2 **Know skills and qualities for career progression**

Skills and qualities: interests and talents; previous experience, education, training, qualifications

Career progression: personal skills and qualities assisting career progression e.g. motivation, determination, reliability, flexibility; ongoing learning or training

3 **Be able to use sources of information and guidance related to career progression**

Sources of information and guidance related to career progression: e.g. college, school or community-based careers services, personal files, Jobcentres, Learndirect, Connexions, libraries, careers and jobs sections in local newspapers and on websites

Essential guidance for tutors

Delivery

Tutorial and personal social and health education sessions are ideal for delivery of this unit. It could also be integrated into a vocational qualification, delivered in a work-based setting or in whole groups. Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

To make the concepts as relevant as possible, the unit should be delivered within the context of the learner's own career interests, opportunities and circumstances. Examples of career progression should be chosen with care so that they are inspirational without being beyond the learner's frame of reference.

The concept of career progression may be introduced by group discussions or the use of audio visual material (for example, documentaries about people who have successful careers). For learning outcome 1, guest speakers could be invited to speak about how they have benefited from career progression. Learners could prepare questions to ask speakers. Learners could produce posters about the benefits of career progression to display in class.

Groups could be asked to consider the skills and qualities required for different careers and report back to the whole group.

Learners could be asked to consider their personal skills and qualities related to progression in a career prior to a one-to-one tutorial.

To gain knowledge of different sources of information and guidance related to career progression, guest speakers could be invited from organisations such as Connexions or the Jobcentre. Learners could work in groups to investigate careers that interest them, using the internet, local newspapers, magazines and other appropriate sources.

Assessment

To meet 1.1, learners must identify two appropriate benefits of career progression from resources such as interviews, articles and presentations. These resources may be given to the learner and discussed with a group or tutor/line manager, but learners must identify, clearly and independently, the benefits which they have decided are linked to career progression.

For 1.2, learners need to give one reason why individuals need to be involved in their own career progression. A statement could be completed by the tutor/line manager following a tutorial/discussion to verify that the learner has achieved this criterion.

For 2.1, learners need to list generic skills and qualities required for career progression.

For 2.2, a statement could be completed by the tutor/line manager following a tutorial or discussion about how the learner identified, clearly and independently, their own skills and qualities which are relevant to career progression.

In order to achieve 3.1, learners need to identify three different career-related resources.

For 3.2, with support, learners need to identify one career or area of work of interest to them from career-related resources. Learner could participate in a discussion which could be recorded by the tutor/line manager for verification purposes.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications.

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 7: Interview Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners need access to a range of career-related resources, for example websites, publications, tutors and careers advisers.

Suggested resources

Websites

www.direct.gov.uk/en/EducationAndLearning

Unit 12: Conduct at Work

Unit code: Y/503/2813

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to teach learners how to conduct themselves appropriately in the workplace. Learners will explore types of appropriate conduct, how to conduct themselves and how to review their conduct.

Unit introduction

In any workplace, it is important to conduct oneself in an appropriate manner. Employers and employees expect certain types of behaviour within the workplace, making good conduct an essential employability skill.

This unit introduces learners to the range and type of conduct needed in the workplace. Learners will be taught how to behave appropriately in the workplace. They will also reflect on their strengths and weaknesses in terms of their conduct.

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.

Learning outcomes	Assessment criteria	
1 Know about appropriate conduct for the workplace	1.1	Identify different kinds of appropriate conduct in the workplace
2 Be able to demonstrate good conduct	2.1	Interact appropriately with colleagues
	2.2	Dress appropriately for work
	2.3	Demonstrate appropriate timekeeping during the working day
3 Be able to carry out a review of own conduct	3.1	Identify an aspect of own conduct that went well and give a reason why it went well
	3.2	Identify an aspect of own conduct that did not go well and give a reason why it did not go well

Unit content

1 Know about appropriate conduct for the workplace

Appropriate conduct for the workplace: interacting and communicating with colleagues in familiar situations e.g. team members, line manager, supervisor; respecting others' views; listening and responding to appropriate feedback, requests or suggestions from others

Appropriate dress for the workplace: appropriate clothing for different workplaces e.g. in an office, factory, for outdoor work, uniforms; clothing needed for health and safety reasons or hygiene; being tidy and presentable; having clean clothes

Appropriate timekeeping: being on time for work and knowing about the working day e.g. when expected to be at workplace, whether there are core hours, flexitime, shift work, knowing when to take breaks, when and how long lunch break is, turning up to meetings and appointments on time

2 Be able to demonstrate good conduct

Demonstrating good conduct: interacting with colleagues in familiar situations; dressing appropriately for work; appropriate timekeeping

3 Be able to carry out a review of own conduct

Reviewing own conduct: talking about an aspect that went well e.g. demonstrating appropriate timekeeping, using polite language when interacting with colleagues; talking about an aspect that did not go so well e.g. not dressing appropriately, not turning up for a meeting or appointment on time

Essential guidance for tutors

Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment, or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between learners and their line manager/tutor or another appropriate person familiar to learners. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners identify good conduct, for example asking learners to identify social behaviours in their everyday lives and then encouraging them to think about whether these behaviours would be appropriate in the workplace. Learners could create posters or leaflets to record their ideas.

Tutors/line managers could then explore behaviours in the workplace, for example that there are rules or regulations within every organisation about how employees behave towards each other.

Learning outcome 2 may be delivered in a variety of ways. In a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario which enables them to demonstrate the three main aspects of conduct listed in the assessment criteria.

Tutors/line managers may wish to discuss with learners what is appropriate to wear and agree a mode of dress in advance. It would be helpful to discuss with learners that some organisations have uniforms, that some clothing must be worn for health and safety or hygiene reasons, and that it is important to dress smartly and appropriately for the job, for example if you work outdoors, you won't need to wear a suit but you will need to wear durable clothes that protect you from the weather.

Tutors/line managers might also wish to discuss possible requirements for timekeeping in different workplaces. For example if a workplace requires office cover throughout the working day, it isn't appropriate for everyone to go to lunch at the same time.

Learners could review their own conduct through a one-to-one discussion with their tutor or line manager. For learning outcome 3, the tutor/line manager or an appropriate colleague may wish to give learners some constructive feedback on their performance, which they may choose to include in their review.

Assessment

To achieve 1.1, learners must identify at least two examples of appropriate conduct in the workplace. These are likely to be examples that they have come across in other aspects of their lives. Evidence to support this should be in the form of records of group or individual discussion (written by the tutor or by the learner with sign-off from the tutor, or a video or audio recording). The learner does not need to describe examples of conduct in detail.

To achieve 2.1, 2.2 and 2.3, learners need to demonstrate good conduct by interacting appropriately with colleagues, dressing appropriately for work and showing appropriate timekeeping during the working day. The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner (after the demonstration) about their performance. Evidence to support the observation can take the form of a written statement by the tutor/line manager (which would support good practice for appraisal and review in the workplace) or could be a video with supporting commentary from the tutor/line manager.

For 2.1, learners must show that they know how to interact appropriately with their colleagues in everyday situations, using appropriate language and body language and listening and responding appropriately, for example clarifying understanding of instructions, responding to feedback given by someone else, helping a colleague. Colleagues will be people learners encounter most frequently (for example their line manager, supervisor or fellow team members) and will not include customers or unfamiliar colleagues unless it is appropriate for them. Learners will not be expected to communicate about complex issues.

For 2.2, learners must dress appropriately for their work situation. Where this unit is simulated, learners would be expected to dress as they would for work experience or a work placement.

For 2.3, learners need to turn up for work or college classes on time and use their time during the day appropriately (for example taking an appropriate amount of time for their lunch break). Learners are not required to demonstrate detailed prioritisation of daily activities but must know generally about what they are doing during the day and what needs to be done by the end of the day.

Criteria 3.1 and 3.2 require learners to carry out a basic review of their conduct. Learners must identify at least one aspect of their performance that went well giving a reason (for example turning up on time for work or classes) and one that did not go so well with a reason (for example not listening properly to instructions), with support from the tutor or colleague who has observed them. Whilst the learner may need support in terms of prompting and questioning, they must independently select what will go in their review. Evidence to support this can be through video, taped discussion, written report by the learner or a witness statement written by the trainer.

Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager and the learner in advance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 17: Working in a Team	Unit 16: Working in a Team
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues
	Unit 9: Self-management Skills	Unit 8: Self-management Skills

Essential resources

Learners need:

- copies of organisational procedures for different types of organisations as appropriate — for example school or college procedures for staff and/or learners relating to conduct and behaviour (or, if in the workplace, copies of the procedures for that workplace)
- relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills)
- copies of any appraisal systems which recognise good conduct or performance

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

www.worksmart.org.uk/career

Unit 13: Working in a Team

Unit code: D/503/2814

QCF Entry Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how to be a team member. Learners will identify their strengths and match them to the needs of the team task as well as identifying the rules of working in a team.

Unit introduction

Being able to work as part of a team is widely regarded as a key requirement for employability. The aim of this unit is to help the learner understand how to work as a team member. Learners will learn about the rules for working in a team effectively. They will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a team task. Through involvement in a team task, learners will develop an understanding of their role in a team and how to interact appropriately with other team members. They will determine how well they are able to work in a team and consider where their teamwork skills could be improved.

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.

Learning outcomes	Assessment criteria
1 Know about team working	1.1 List rules for team working
	1.2 List skills individuals need for teamwork
2 Know how to match their strengths and interests to a team task	2.1 Identify strengths and interests relevant to the task
	2.2 List aspects of a team task that, with support, could be achieved
3 Know their own role and responsibilities in relation to a team task	3.1 Identify what the team is working to achieve in the team task
	3.2 Identify their own role and responsibilities in the team task

Learning outcomes	Assessment criteria
4 Be able to work positively as a member of a team	4.1 Listen to ideas and suggestions of other team members without interrupting them
	4.2 Give their own ideas and suggestions when prompted
	4.3 Offer help to other team members when prompted
	4.4 Follow instructions to complete the aspects of the task they were allocated
5 Know own performance as a member of a team	5.1 Identify areas where they worked well as a team member
	5.2 Identify areas where they could improve their ability to work as part of a team

Unit content

1 **Know about team working**

Team working rules: every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions

Individual team working skills: e.g. be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

2 **Know how to match their strengths and interests to a team task**

Matching individual strengths and interests to tasks: taking on a role to suit interest/ability e.g. ability to cook well could be matched to making biscuits for a coffee morning to raise funds for charity, good communication skills could be matched to giving presentation on the team's work

3 **Know their own role and responsibilities in relation to a team task**

What the team is working to achieve: working together to complete a task e.g. prepare a display for a workplace or college conference, give a presentation on wellbeing at work, run a pancake stall to raise funds for a local children's charity

Own role and responsibilities in relation to a team task: take on own role e.g. make two posters for the team's display by the end of next week, print off and bind 10 copies of the notes before the team presentation on Monday morning, buy a pint of full cream milk and six large eggs for the pancake sale and remember to bring them on Tuesday

4 **Be able to work positively as a member of a team**

Listen to ideas and suggestions of others: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if they are appropriate

Offer own ideas or suggestions: participation in a team e.g. respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest a better way of doing something

Offer to help other team members: support others in the team e.g. offer to show team member how to do something, offer to help another team member who has fallen behind in their task

Follow instructions: facilitate completing task through following instructions e.g. written, verbal

Complete own task: meet deadline/working to the required standard e.g. complete all aspects of the task, complete task on time, complete task to a satisfactory standard

5 **Know own performance as a member of a team**

Effective performance as team member: perform to the required standard e.g. tasks completed without help, tasks completed on time, tasks completed successfully, helped other team members, accepted help or guidance from other team members, effective communication

Areas for improvement: e.g. being patient with other team members, asking for help when needed, checking time allocated for the team task

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to participate in a team task.

Knowledge and understanding of team working for learning outcome 1 could be explored using practical group activities. An example could be for learners to put up a display within a specified timescale. In groups, learners could identify the team working skills needed to complete the task and then report back to the rest of the group. For learners with access to the workplace, opportunities to participate in team tasks might occur naturally as part of the job. Alternatively, the tutor or line manager could assign the learner to an appropriate team task for the purposes of assessing learning outcome 1.

A teamwork task needs to be identified for learning outcomes 2, 3, 4 and 5. Teams should be made up of three to five people who have the potential to complete the task set. Learners could be involved in selecting the task. However, learners at this level will need guidance in selecting a task which is manageable, achievable and matches the skills and interests of the team members.

For learning outcome 2, learners need to identify their own strengths and interests that match the task. They may need some encouragement and prompting to do this. Tutorials will provide an opportunity for tutors to offer guidance. Within the workplace, appraisals or one-to-one discussions with a line manager or supervisor could provide opportunities for identifying learners' strengths and interests.

For learning outcome 3, teams could work to design a poster, document or presentation which identifies what the team is working to achieve in the team task and the roles and responsibilities of each team member. The posters, document or presentation could be displayed in the class or working area and would act as a reminder for learners as they complete the team task for learning outcome 4.

Tutors/line managers will need to provide opportunities for learners to listen to the ideas and suggestions of other team members, give their own ideas and suggestions and offer help to other team members while they are participating in the team task for learning outcome 4.

Learners could work as a group to consider the performance of the team as a whole. They could discuss the task together, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 5.

Assessment

For 1.1 and 1.2, learners are required to identify at least two key rules for teamwork and identify at least two skills individuals need for teamwork. Evidence could be in the form of a leaflet or a discussion recorded by the tutor for verification purposes.

For 2.1 and 2.2, the tutor needs to complete a statement to verify that the learner has achieved the criteria. The statement could be completed after a tutorial during which the learner identified at least two aspects of the given team task that they thought they could do well, based on their strengths and interests.

Evidence for 3.1 and 3.2 could be a leaflet, a poster or a discussion between the learner and the tutor/line manager, supported by a statement from the tutor/line manager To meet the criteria, learners need to state clearly the aim of the team task and identify their specific role and responsibilities in the task.

Evidence for 4.1, 4.2, 4.3 and 4.4 is best provided in the form of a witness statement completed by the tutor. Alternative methods of evidencing learning may be used. For 4.1, 4.2, 4.3 and 4.4, learners must demonstrate at least two examples of each type of behaviour specified in the assessment criteria.

A chart which identifies two areas where the learner worked well as a team member and two areas where they could improve their ability to work as part of a team could provide the evidence required for 5.1 and 5.2. Alternative methods of evidencing learning may be used.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 16: Working in a Team
	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues

Essential resources

Learners will need the opportunity to participate in a team working task.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net/career

www.worksmart.org.uk/career

Unit 14: Investigating Rights and Responsibilities at Work

Unit code: H/503/2815

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to provide learners with knowledge of the rights and responsibilities of employees, of how to consider the rights of others, and where in the workplace to get advice and support if problems arise.

Unit introduction

All employees have rights and responsibilities. This unit will introduce learners to the concept of having rights at work and what their responsibilities are as employee. Learners will explore employee rights, for example to be safe at work, to be healthy at work, to have fair pay and to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

The unit goes on to explore the responsibilities that the learner has when they are employed or participating in work experience. Learning will focus around their responsibility to arrive on time, dress appropriately and complete tasks efficiently and effectively within agreed timelines.

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that available to them both.

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.

Learning outcomes		Assessment criteria	
1	Know rights of employees in the workplace	1.1	Identify aspects of working life where employees have rights
2	Know how to respect the rights of others in the workplace	2.1	Outline how the rights of others should be respected in the workplace
3	Know employee responsibilities in the workplace	3.1	Identify responsibilities of employees in the workplace

Learning outcomes	Assessment criteria
4 Know where to get help for problems with rights and responsibilities at work	4.1 Identify sources of help for problems with rights and responsibilities within the workplace

Unit content

1 **Know rights of employees in the workplace**

Workplace rights: own rights in the workplace e.g. salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)

2 **Know how to respect the rights of others in the workplace**

Respecting the rights of others: respecting others e.g. right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information

3 **Know employee responsibilities in the workplace**

Workplace responsibilities: health and safety; understand what the employee is expected to do at work; punctuality; reliability; honesty; complete tasks allocated; follow instructions

4 **Know where to get help for problems with rights and responsibilities at work**

Sources of help and advice: advisers e.g. line manager, human resources department, occupational health, health and safety adviser; documents e.g. policies, staff handbook, intranet, trade unions

Essential guidance for tutors

Delivery

The focus of this unit is on the rights and responsibilities of the individual as an employee in the workplace. Reference to corresponding employer rights and responsibilities is likely to be made in any discussion of the issues, although it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would helpful if they could relate the learning to an actual workplace, either through past experience, a current job or work placement. They should have the opportunity to talk to others who have direct experience of the workplace in order to relate the theory to a real situation. They could also use role play and other simulations to increase their understanding.

Learners should be able to identify a range of areas where they have rights at work (for example right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, not to be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). Knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights, e.g. Jobcentre Plus, Connexions, library, internet.

Learners will require an opportunity to demonstrate an understanding that their own behaviour has an effect on the rights of others. Either within a workplace setting (for example at work for those already employed or on work placement) or through simulation, learners could show that they are respecting the rights of others. This might be through speaking in a way that does not cause offence, not distracting others, respecting other people's property, not putting other people in danger, or not discriminating unfairly against people. Learners could be encouraged to find the rights and responsibilities policy for their own setting. Discussion could focus on the appropriateness of the document, for example whether it is clear, easy to read and contains appropriate images which show respect for the rights of others.

In addition to the behaviours identified above, learners will need to identify their responsibilities to an employer (for example to follow instructions, to work to the best of their ability, to be honest, to be punctual, not to waste the employer's time, to follow company or organisational procedures such as phoning when they are ill and unable to come in to work or to present themselves neatly and cleanly in the workplace). Learners with access to the workplace could supplement their evidence with a witness statement to the effect that they are behaving as a responsible employee. The statement should make clear what behaviours have been observed.

Learners only need to identify sources of support for rights and responsibilities within the workplace (for example their supervisor, the human resources department, a staff handbook). They do not need to raise actual issues or problems, only to know where they could turn should such issues arise. Speakers may be invited to share their experiences of seeking advice in the workplace.

Assessment

To achieve 1.1, learners must identify at least three different aspects of working life for which they have rights as an employee. Evidence could be presented in a range of formats, such as a poster or leaflet, a recorded discussion with the tutor or a list.

To achieve 2.1, learners must outline how the rights of others can be respected. In order to do this, learners could be provided with different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language. Learners could then explain how the situation could be changed to respect the rights of others.

For 3.1, learners need to identify at least three different responsibilities of employees in the workplace.

For 4.1, learners must identify three different sources of help if a problem arises with rights and responsibilities at work.

If any of the above evidence is provided as a result of discussions with the tutor, written evidence must be available for internal and external verification.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 15: Managing Your Health at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing For Work Placement	Unit 22: Managing Your Health at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 22: Safe Learning in the Workplace	Unit 28: Preparing For Work Placement	Unit 26: Preparing For Work Placement
	Unit 30: Safe Learning in the Workplace	

Essential resources

There are no special resources required for this unit.

Suggested resources

Websites

www.acas.org.uk

www.adviceguide.org.uk

www.direct.gov.uk/en/Employment/Employees/index.htm

www.direct.gov.uk/en/Governmentcitizensandrights/index.htm/

www.tuc.org.uk

www.worksmart.org.uk

Unit 15: Managing Your Health at Work

Unit code: K/503/2816

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to introduce learners to the importance of being healthy at work, how to keep well at work and to provide knowledge of ways to achieve this.

Unit introduction

Much of our time is spent at work. Our work and how we work can have a huge impact on our physical and mental wellbeing. During time spent at work, workers can suffer from everyday ailments and aches and pains including headaches, back problems and stress. It is important that people know how to look after themselves while they are at work so that they can stay healthy and work effectively.

Learners will explore different types of health issues that could arise in different working environments.

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.

Learning outcomes	Assessment criteria
1 Know why it is important to be healthy at work	1.1 Outline why it is important to be healthy at work
2 Know how to keep healthy at work	2.1 Identify ways of keeping healthy at work
	2.2 Identify possible health issues that may arise in different work environments

Unit content

1 **Know why it is important to be healthy at work**

Importance of being healthy at work: e.g. work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer someone is out of work the harder it is to get back

2 **Know how to keep healthy at work**

Keeping healthy: appropriate equipment e.g. suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep, dealing effectively with stress

Health issues to consider in different work environments: different needs for different environments e.g. working in hospital, office, outdoors; different types of illnesses and injuries e.g. repetitive strain injury, colds, flu and other illnesses; temperature in work environment e.g. summer heat, cold, air conditioning, heating

Essential guidance for tutors

Delivery

During the delivery of this unit, learners should be given as much practical experience as possible. Delivery methods could include learner-centred tasks such as group work and research tasks or learner-led presentations.

Group discussions could be used to identify the benefits of being healthy at work. Personal experience could be referred to (for example a learner may be able to share how they felt when they experienced unemployment due to ill health).

Speakers from different areas of work could be invited to talk to the group on the importance of keeping healthy at work. This may include reference to the benefits that a healthy workforce has for a company or organisation.

When discussing illnesses and injuries at work, it is important to make this as relevant as possible for learners. If they have already been in work, they will be able to refer to their own experiences. However, this will be difficult for learners who have not had any work experience. One way to overcome this would be to refer to their classroom experiences or work at home. Topics such as repetitive strain injury, posture, colds and flu could then be discussed in this context.

Websites are a good source of information. Learners could be encouraged to use the internet to research repetitive strain injury, for example sites such as www.patient.co.uk.

Learners could be asked to find out what causes RSI and how it could be prevented. Learners would not be expected to give detailed or lengthy information.

Learners should also be encouraged to think about how they can manage their health in different types of workplace environments, for example infection control is particularly important when working in a hospital, whilst wearing personal protective equipment (PPE) is essential when working on a building site. Learners could visit different work environments to find out about managing health in specific work areas or speakers could be invited to talk to the group.

Learners could ask friends or colleagues how they keep healthy. Learners could design a simple questionnaire and present the information gathered to the rest of the group. Alternatively, they could design posters on how to manage health at work and display them in the class or place of learning. This task could provide practice for functional skills if learners ensured that the information given was grammatically accurate and spelt correctly.

Assessment

In order to achieve 1.1, learners must outline why it is important to be healthy at work. They should give at least three reasons which benefit themselves and the employer. This could be assessed through a one-to-one discussion with the tutor, recorded by the tutor for verification purposes. Alternatively, learners could produce a poster or leaflet to display their ideas.

To achieve 2.1, learners identify three different ways of keeping healthy at work. Learners could produce a leaflet or poster showing different ways of keeping healthy at work. Alternatively, they may participate in a discussion of how to keep healthy at work.

For 2.2, learners must identify at least two different types of working environments and at least one associated health risk or issue for each type.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 20: Preparing For Work Placement	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 22: Safe Learning in the Workplace	Unit 30: Safe Learning in the Workplace	Unit 26: Preparing For Work Placement

Essential resources

Learners need access to appropriate information about how to keep healthy at work.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork

www.worksmart.org.uk/index.php

Unit 16: Setting and Meeting Targets at Work

Unit code: M/503/2817

QCF Entry Level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to the concept of personal target setting at work, and for learners to develop the skills to set and review a personal target.

Unit introduction

Personal targets are widely used at all levels in the workplace as a way of motivating employees and helping them understand their own performance. The aim of this unit is to help learners to understand why targets need to be set in the workplace and how they relate to job roles. With guidance and support, learners will also set a personal target and review their progress against this target.

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.

Learning outcomes	Assessment criteria
1 Know why personal targets are needed in the workplace	1.1 Outline reasons for setting personal targets in the workplace
	1.2 Identify aspects of job roles which may require setting and meeting targets
2 Be able to set a personal target	2.1 Identify a personal target agreed with an appropriate person
	2.2 Record the personal target
	2.3 Identify activities needed to achieve the personal target
3 Be able to review a personal target	3.1 Carry out a review of own personal progress in meeting a target
	3.2 Identify next steps required towards meeting a personal target

Unit content

1 **Know why personal targets are needed in the workplace**

Reasons for personal targets in the workplace: provide sense of purpose; motivating; help learners understand own performance; improve performance; help employer identify training and support needs

Aspects of a job role which may require target setting: performance targets e.g. sales targets, customer satisfaction targets, meeting deadlines; personal conduct targets e.g. cooperation with others in a team, punctuality, communication; personal development targets e.g. learning a new skill, attending a training course, work shadowing

2 **Be able to set a personal target**

Personal target: the target should be appropriate e.g. realistic, achievable, relevant to individual's interests, circumstances and plans

Recording the personal target: appropriateness of means of recording the target e.g. does the method of recording make the target clear, motivating, relevant?; different ways of recording targets e.g. written, electronic, graphics and diagrams, visual reminders

Activities to achieve personal target: small steps appropriate to target e.g. arriving punctually for a week, meeting a deadline, demonstrating working with a team on a task

3 **Be able to review a personal target**

Reviewing progress and achievement: confirming whether the target has been achieved or which part of the target has been achieved e.g. whole target has been achieved or steps been taken towards achieving it; knowing how to identify if target has been achieved or what part of the target has been achieved e.g. reviewing past and present performance, getting feedback from others, thinking about what has changed

Next steps: appropriate to achieving target e.g. more practice, applying skills to different situations, completing training course

Essential guidance for tutors

Delivery

In introducing learners to the concept of how to set targets in the workplace, tutors/line managers may wish to discuss the general importance of targets in a workplace and the reasons for target setting. Learners might already have some understanding of setting personal targets outside the workplace, which they could draw on for learning outcome 1, for example learning targets at school or college, giving up smoking, learning a new skill.

For learning outcomes 2 and 3, tutors or line managers may wish to show learners some straightforward examples of the procedures for setting and reviewing targets, for example paperwork and forms used by different workplaces or departments. Tutors could explain some of the basic information about personal development plans such as what they are for, what they look like and how they are used. Alternatively, a guest speaker, experienced in helping others set and review targets, could be invited to speak to the group and participate in a question and answer session.

If tutors provide simulated job descriptions from which learners identify where target-setting is required, these should be job roles which learners at this level could reasonably be expected to perform and ideally job roles in which the learners have expressed an interest.

For learning outcome 3, tutors should encourage learners to record the target in an accessible way so that it is easy to review when the time comes. Tutors may find it easier to support learners in breaking down a larger target (for example a target stretching over a longer period of time or a target with a number of steps) into something smaller and more manageable for the learner to review. This would be the case if the review point falls within the time period for the target's completion. This will help learners to focus on particular activities in their review.

Assessment

For 1.1, learners need to provide two reasons why personal targets are important in the workplace.

To achieve 1.2, learners may receive support in thinking about and discussing some of the key aspects of job roles in which they might be expected to set targets. However, they must independently identify at least two key aspects for target setting. 1.1 and 1.2 could be considered in relation to their own job if learners are in the workplace, or a set of simulated job descriptions/activities provided by the tutor in a school or college context. Personal learning and development targets are acceptable examples of targets for 1.2.

For 2.1, learners must agree an appropriate personal target with their tutor, line manager or appropriate work colleague. Whilst the learner may need support in terms of prompting and questioning, they must independently identify the target. The target may be directly work-related or it may relate to personal learning, training or development.

Learners do not need to record their personal target in any specific format for 2.2. However, if they are carrying out this activity in the workplace, it may be helpful for them to use the relevant organisational forms and procedures, providing these are appropriate for learners at this level. Whatever the method used, the learner needs to record the target in such a way that it is easy to access and review for 3.1.

For 2.3, learners need to identify the activities required to enable them to achieve the personal target

For 3.1, learners will carry out a review, in which they discuss their progress against the identified target either with their tutor, line manager or appropriate work colleague to identify one aspect which has been achieved so far. It is not necessary for the learner to have completed all the steps to achieve the target but they should be making progress towards it. This might be in the form of a small step of achievement (for example completing one activity within a larger project) but the learner must show that they are aware that it is a step towards the target. The review should take place after an appropriate period of time specified by the tutor, line manager, reviewer or appropriate work colleague and agreed with the learner at the time of setting the target. This review does not have to be part of the formal appraisal or review process if the learner is in the workplace, but it may be helpful to do it formally, if and where this occurs naturally.

To achieve 3.2, learners must identify what activity they need to do next towards achieving their personal target.

Evidence for 3.1 and 3.2 does not need to be recorded on formal workplace documentation unless it is appropriate and useful to do so. Appropriate alternative methods may be used, for example a poster or written evidence provided by the learner, with supporting notes from the tutor or line manager, evidence from tutorials or taped discussions verified by the tutor or line manager.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 10: Self-assessment	Unit 23: Setting and Meeting Targets at Work	Unit 22: Setting and Meeting Targets at Work
Unit 11: Career Progression	Unit 10: Self-assessment	Unit 9: Self-assessment
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners need examples of appropriate job roles and examples of how to set targets that are in keeping with certain job roles.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/smart.html

www.worksmart.org.uk/career

Unit 17: Solving Work-related Problems

Unit code:	**T/503/2818**
QCF Entry Level:	**Entry 3**
Credit value:	**2**
Guided learning hours:	**20**

Unit aim

This unit aims to introduce learners to problems that may arise in the workplace and provide them with knowledge of how to find possible solutions.

Unit introduction

The aim of this unit is to help learners to develop problem-solving skills for use in the workplace. The problem-solving skills developed within the context of learners' work may also be useful in other areas of life. Learners will find out how to identify workplace problems and seek sources of help and support. They will consider ways to solve a workplace problem or issue and learn how to apply problem-solving skills to a workplace problem. This includes identifying a simple set of steps aimed at solving a problem at work.

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.

Learning outcomes	Assessment criteria	
1 Be able to recognise workplace problems or issues which require problem-solving skills	1.1	Identify some common types of workplace problems or issues that require problem-solving skills
2 Know sources of help for solving work-related problems	2.1	Identify sources of help, support and guidance for work-related problems
	2.2	Identify how listening to the suggestions of others helps when solving problems in the workplace
3 Know how to select solutions to a workplace problem or issue	3.1	Identify possible solutions to a problem, using given sources of help, support and guidance
	3.2	Identify how own experiences of problem-solving can help to find solutions to a problem

Learning outcomes	Assessment criteria
4 Know how to solve a workplace problem or issue	4.1 Identify a solution appropriate to a workplace problem or issue
	4.2 Identify steps to take to solve a workplace problem or issue

Unit content

1 **Be able to recognise workplace problems or issues which require problem-solving skills**

Workplace problems or issues which require problem-solving skills: insufficient resources e.g. not enough paint to finish decorating job; equipment breakdown/ failure e.g. photocopier jam*;* not understanding instructions e.g. verbal instructions for new task; new equipment introduced to the workplace e.g. new till in shop, new franking machine in mailroom; customer asks for service or item not encountered before; disagreement or difficulty with colleagues e.g. disagreement over rota or new office seating plan

2 **Know sources of help for solving work-related problems**

Sources of help for work-related problems: supervisors or managers*;* human resources department, other colleagues; training manuals and instruction manuals; leaflets and posters, internet

Consider suggestions of others: others may have encountered same problem before; others may have experience in solving this kind of problem; others may know what works best; others may understand any problems/difficulties that could occur

3 **Know how to select solutions to a workplace problem or issue**

Ways to solve workplace problems: use all sources of help available to solve problems e.g. advice of others, user guides, policy documents, training manuals

Use own experience of problem-solving: situations where help was sought from others; consider solutions previously used to solve similar problems e.g. remembering what steps you took last time photocopier jammed, finding name of person in HR who previously advised about sick leave

4 **Know how to solve a workplace problem or issue**

Selecting solutions: identify a range of workable options; consider which option would be most appropriate or effective

Set of steps to solve problem or issue: clear, stepped process set out logically; agree steps with supervisor, line manager, team leader or other appropriate person(s)

Essential guidance for tutors

Delivery

The content of this unit could relate to a single problem but is more likely to arise from dealing with a range of different workplace situations. The problems or issues should be those which a learner working at this level might commonly encounter in the workplace and for which it would be reasonable to expect the learner to help resolve. Problems are likely to centre on the learner rather than to be issues for the company as a whole (for example 'What happens when the photocopier breaks down?' rather than 'How do we reach new markets?'). Problems or issues could be naturally occurring or simulated.

For learning outcome 1, learners could work as a group to recall situations from previous or current jobs, including Saturday jobs and work placements. Learners could discuss possible workplace scenarios if they have not yet had experience of the workplace. In this case, the tutor might find it helpful to set out a range of situations for the learners to discuss. It may be useful for learners to watch a video depicting workplace scenarios. Learners could work in groups to answer questions on a worksheet. Photographs showing a range of situations could be used as the basis for group discussion and could be displayed on posters in the class.

Learning outcome 2 provides an opportunity for learners to have practical experience by using sources of help provided by the tutor, employer, supervisor, line manager (or other suitable person) to help solve different problems.

Speakers from different areas of work could be invited to talk to the group about ways they have solved problems in their workplace. Learners could be presented with scenarios in which workplace problems or issues are resolved. Work-related problems that learners have encountered could also be used as examples. Learners could be asked to make a list or poster to record the ways problems were solved in the situations.

For learning outcome 3, tutors or line managers could provide learners with a description of a range of workplace problems and a range of possible solutions. Learners could select a solution and it to the rest of the group. Group discussion about which solutions are workable and any difficulties arising from options could give learners an understanding of how to make appropriate choices. Solutions could be collated on a board, flipchart or PowerPoint slides.

Where learners are required to work towards planning the steps required to solve a workplace problem or issue, tutors or line managers could use a group activity that requires learners to put problem-solving steps in the correct order. This would help learners gain a basic understanding of the concept of planning an effective solution to a problem.

Assessment

Criteria 1.1 requires learners to identify at least three common types of workplace problems or issues that require problem-solving skills.

For 2.1, learners need to identify at least two different sources of general help, support or guidance for workplace problems. The sources identified can be straightforward, but should be different types (for example people resources such as a union representative or another colleague, written resources such as a training manual, instruction booklet or the internet).

To achieve 2.2, learners need to identify how listening to the suggestions of others could help them solve problems. The evidence may be in response to the problems identified in 1.1.

For 3.1, learners must identify at least two possible ways to solve a problem. They may use sources of help given to them by the tutor. For 3.2, learners must include ideas on how they would use their own past experiences in solving the identified problem.

For 4.1, learners must select one appropriate way to solve the problem from the possibilities given in 3.1.

For 4.2, learners need to list the steps to be taken to solve the workplace problem. The steps listed do not need to be sophisticated, but, with the appropriate support, learners should be able to show that they understand that common sense, logic and order are needed when taking steps to solve a problem in the workplace.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Level 1	Level 2
Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
Unit 24: Solving Work-related Problems	Unit 23: Solving Work-related Problems

Essential resources

Learners need access to appropriate sources of examples of workplace problems and how their solutions.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Employees/index.htm

www.lifecoachexpert.co.uk

www.worksmart.org.uk

Unit 18: Presenting Accurate Documents

Unit code:	**A/503/2819**
QCF Entry Level:	**Entry 3**
Credit value:	**1**
Guided learning hours:	**10**

Unit aim

The aim of this unit is to help learners understand the importance of presenting accurate documents, how to achieve this accuracy and to produce documents to an acceptable standard.

Unit introduction

The aim of this unit is to help learners to produce common workplace documents such as letters, emails and notes that are accurate in terms of spelling, punctuation and grammar, and easy to read in terms of legibility and presentation.

Learners will also discuss the importance of presenting documents to a high standard and the impact that it can have on them and/or the workplace if work is not carried out to an appropriate standard.

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.

Learning outcomes	Assessment criteria	
1 Know why it is important to record information accurately	1.1	List reasons why it is important to present accurate documents
2 Know the appropriate use of different types of workplace documents	2.1	Identify different situations where different types of documents are appropriate
3 Be able to produce documents suitable for the workplace	3.1	Check a work document to correct grammar, punctuation and spelling of common words including those key to a specific workplace
	3.2	Use appropriate formats to produce work documents

Unit content

1 **Know why it is important to record information accurately**

Accurate information: convey correct message; positive impression of workplace; positive impression of own working standards; prevent misunderstandings and problems arising from inaccurate communications

2 **Know the appropriate use of different types of workplace documents**

Appropriate use of different documents: e.g. email for sending information or documents quickly and cheaply to a large number of people, reports for formal meetings, investigations or important events, notices and posters for communal areas or specific office workspaces, letters to inform someone of something or thank them for something

3 **Be able to produce documents suitable for the workplace**

Documents: different types of documents e.g. emails, letters, forms, reports, messages, notices, leaflets, posters; handwritten; electronic

Grammar, spelling, punctuation: basic grammar e.g. appropriate verb tense, subject/verb agreement; accurate spelling of common words; capital letters, full stops, question marks

Formatting: e.g. font, letter size, spacing, bullets, placement of information, margins, bold, underline

Essential guidance for tutors

Delivery

Throughout this unit, learners will benefit from the experience of producing a range of different types of documents, for example notes, emails, letters, short reports, memos, forms and pro forma where they are inputting or adding text. If learners have access to a specific workplace, the documents could be those that they are actually producing as part of their job or placement. Learners should be encouraged to check each document they are working on to ensure that it is of a high standard.

To help learners understand the importance of accuracy, they may be given a range of documents of varying standards. They could then discuss the impression that the documents give of the person who has completed the work and the company or organisation. For example, a poorly-written letter suggests a sloppy approach in general. It also suggests to both customers and colleagues that the individual does not pay attention to detail in their job as a whole. Conversely, well-written, well-presented documents suggest a general competence in both the individual and the company or organisation.

Learners may find it helpful to compile a simple dictionary of common words and/or words they have difficulty spelling. This could then be used to help them check for accuracy.

Learners should be encouraged to use a dictionary and/or spellcheck software. Learners could also produce a checklist of 'things to look for' when checking accuracy of a document. The list could include reminders, for example, capital letters should be used at the beginning of each sentence.

It is appropriate for tutors/line managers to encourage learners to ask others to look over their work. Learners should understand that this is standard practice in the workplace. Colleagues or senior members of staff may be asked to check the content and accuracy of a presentation, particularly if the document is of high importance.

The level of accuracy required throughout this unit should be consistent with the English functional skills standards for learners working at Entry level 3.

Assessment

Evidence of competence could be gathered throughout delivery of this unit. Learners could work on different types of documents and keep their completed work in a file. This file could then be presented for assessment purposes. The tutor may want to assess each piece of work that has been completed.

For 1.1, learners must give at least two reasons why it is important to produce accurate information. This may be written or through a one-to-one discussion with the tutor.

For 2.1, learners should be given different types of documents and asked in which situation the document could be used. A minimum of two different types of documents would be needed as learners are required to identify at least two different situations where different types of documents are appropriate.

When evidencing 3.1, learners need to show how they have checked the completed work for accuracy. Dictionaries and/or appropriate software may be used to achieve this assessment criterion. Learners may provide an original document and a revised document which highlights the changes. Alternatively, learners could be given a document and asked to correct the errors. Learners must show that they can check for accuracy of spelling, grammar and punctuation.

For 3.2, learners must demonstrate their ability to use different types of formatting when creating work documents, for example bullets, bold, italics, different font types. Learners must produce at least two different types of work-related documents (for example email, letter, form, report, message, notice, poster) using at least two different types of formatting in each document.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Level 1	Level 2
Unit 25: Taking Notes at Meetings	Unit 24: Summarising Documents
Unit 26: Summarising Documents	Unit 25: Contributing to Meetings
Unit 27: Contributing to Meetings	

Essential resources

Learners must have access to different forms of documents, such as emails, letters and forms.

Suggested resources

Websites

www.bbc.co.uk/skillswise/e3

www.tellmehowto.net/education

Unit 19: Speaking Confidently at Work

Unit code: M/503/2820

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to speak confidently in a variety of workplace situations. The unit covers ways to contribute to discussions, when to use different types of language, and the importance of speaking confidently in the workplace.

Unit introduction

This unit will help learners develop the communication skills needed to build their confidence with the different people they encounter in the workplace. Learners will find out the difference between formal and informal situations and the types of language to use in each. Throughout delivery of this unit, the learner will experience practical situations which will build their confidence in spoken language, including answering questions and making relevant comments and suggestions when speaking to others.

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.

Learning outcomes	Assessment criteria
1 Be able to contribute to workplace discussions and conversations	1.1 Make relevant comments and suggestions 1.2 Ask and answer straightforward questions 1.3 Volunteer constructive ideas and opinions
2 Know about different types of language	2.1 List different situations for using formal and informal language
3 Be able to use language which is appropriate for the work situation	3.1 Speak formally or informally as appropriate to the situation 3.2 Show politeness when speaking to others in the workplace
4 Know why it is important to speak confidently at work	4.1 List benefits of speaking confidently in the workplace

Unit content

1   Be able to contribute to workplace discussions and conversations

Discussions and conversations: small group discussions; one-to-one discussions or conversations; importance of clarity when communicating; strategies to help follow discussions e.g. listen carefully to what others are saying, ask questions; strategies to join in discussions e.g. listen for pause in conversation, interruptions

Make relevant comments and suggestions: make comments and suggestions in an appropriate way e.g. non-offensive, relevant to the topic being discussed

Ask and answer straightforward questions: being polite when asking and answering questions; giving a relevant and appropriate answer to the question; asking relevant and appropriate questions of others; open and closed questions

Volunteer constructive ideas and opinions: give own viewpoint in an appropriate way e.g. non-offensive, relevant to the topic being discussed

2   Know about different types of language

Formal and informal language: formal language suited to formal, 'official' or ceremonial situations e.g. meetings, presentations, ceremonies; informal language suited to informal, relaxed or casual situations e.g. workplace discussion with colleagues, training course, staff socials, chatting with workmates

3   Be able to use language which is appropriate for the work situation

Speak formally or informally as appropriate: appropriate use of language for different situations e.g. senior managers, customers, friends, workmates

Show politeness: e.g. not using inappropriate or offensive language, using appropriate tone of voice and volume

Appropriate language: understand common technical terms; being polite or courteous when speaking to others e.g. not using inappropriate or offensive language, using an appropriate volume and tone of voice

4   Know why it is important to speak confidently at work

Importance of speech: learning tool; communication; social development

Importance of speaking confidently: e.g. share ideas and opinions effectively, raise self-esteem, raise awareness of others to own contribution, build good working relationships with colleagues, convey positive impression of self to other people

Essential guidance for tutors

Delivery

Learners should have the opportunity to take part in a wide range of different exchanges, from chatting with colleagues during breaks to taking part in a formal meeting. Meetings would be for a range of purposes (for example team updates, training sessions, one-to-one with a manager) with different people attending, although they would largely be people with whom the learner is familiar and on subjects which they generally understand.

Some learners might be shy, anxious or hesitant about the prospect of speaking confidently at work or contributing to discussions in the workplace. Giving learners the opportunity to discuss feelings of shyness or anxiety could be beneficial in addressing their concerns. Group discussions or role play could enable learners to build skills and confidence in speaking to others in unfamiliar situations.

Learners could be given scenarios which encourage one-to-one discussions. Initially this should be on familiar topics in order to build up their confidence e.g. where they prefer to shop and why, and move on to less familiar or more complex topics as their confidence grows.

Employers could be invited to discuss the importance of speaking confidently in the work context. These could include representatives such as call centre operatives, office receptionists and sales people, from different vocational sectors where the importance of confident speaking varies. During the discussions and exchanges, it may be appropriate to encourage informal peer group assessment.

Learners should adopt an appropriate register, using suitable language and tone as well as body language in verbal exchanges. They need to be aware that register should be appropriate both to the situation and to the people involved. Learners could also be encouraged to think about how they can show courtesy or politeness when speaking to others in the workplace, as this is an important aspect of good communication that is sometimes overlooked. This will help raise awareness that the workplace generally calls for more formal register but that exchanges with employers, managers and customers tend to be more formal than those with peers or colleagues. Formal register would, however, be required in a formal meeting even if a comment is addressed to a close colleague.

Learners may find it helpful to watch clips from videos or popular television programmes to help them understand the use of different language registers.

The sophistication of learners' contributions should be consistent with the English functional skills standard for learners working at this level.

Assessment

Wherever possible, learners should be assessed in the workplace in real-life situations with employers, colleagues or work-placement supervisors providing witness statements. However, simulated conversations and discussions are acceptable where they deal with topics that are relevant to a workplace of direct interest to the learner.

It is unlikely that individual tasks will be set for each assessment criterion. However, the tutor/line manager may choose this assessment model if it meets the individual learner's needs. Alternative assessment models could include witness statements or checklists, which are authenticated by the tutor/line manager and completed during delivery of the unit, or observation records. If an ongoing assessment is used, the learner must be informed that an assessment is taking place. Evidence must be available for internal and external verification.

Criteria 1.1, 1.2 and 1.3 require learners to demonstrate confident speaking in both discussions and conversations. Discussions may be in small groups of two or three people. Conversations would normally be with one other person. A witness statement or assessment checklist may be used to record competence. Learners make comments and suggestions, ask and answer questions and volunteer constructive ideas and opinions.

For 2.1, learners must show that they understand the difference between informal and formal language. They need to provide at least one example of when it would be appropriate to use formal language and one example of when it would be appropriate to use informal language.

Separate conversations and discussions are not required for 3.1. Learners could be assessed from the conversations and discussions used in 1.1–1.3. The learner may describe the importance of speaking confidently through one-to-one discussions, small group discussions or by providing evidence of their knowledge and understanding.

For 3.2, learners must identify at least two different ways in which they could show politeness or courtesy when speaking to someone in the workplace.

For 4.1, learners need to list the benefits of speaking confidently in the workplace. Benefits could include the impact on the way they are perceived by other people associated with the workplace, both external (for example customers) and internal (for example managers and workmates). Another benefit could be the development of their self-esteem.

The sophistication of learners' contributions should be consistent with the English functional skills standards for learners working at Entry Level 3.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 7: Interview Skills
Unit 12: Conduct at Work	Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues
	Unit 20: Building Working Relationships with Customers	Unit 19: Building Working Relationships with Customers
	Unit 27: Contributing to Meetings	Unit 25: Contributing to Meetings

Essential resources

Learners will need the opportunity to take part in a wide range of different exchanges where verbal skills can be assessed.

Suggested resources

Websites

www.bbc.co.uk/skillswise/e3

www.bbc.co.uk/skillswise/words/vocabulary

www.lifecoachexpert.co.uk

Unit 20: Preparing for Work Placement

Unit code: T/503/2821

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to prepare learners for work placement by discussing the practical aspects as well as giving opportunities to discuss any fears and anxieties they may have and offer solutions.

Unit introduction

Learners undertaking work placement have the opportunity to learn and develop the skills they need for the world of work. They need to be enthusiastic, hardworking and highly motivated. It is, therefore, essential that before undertaking any form of work placement, learners are well prepared. This unit introduces learners to the importance of knowing what will be expected of them during their work placement and what they can hope to achieve as a result of this experience.

Starting a work placement, particularly if it is a learner's first experience of the workplace, should be an exciting time for a learner. It could, however, also be an anxious time. The unit helps learners to identify possible factors that may cause anxiety or uncertainty and where to go for support.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner may be preparing.

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.

Learning outcomes	Assessment criteria
1 Know where to plan to do work placement	1.1 Identify key information about where to plan to do work placement
2 Know what is expected during the work placement	2.1 Identify different tasks likely to perform as part of the work placement
	2.2 Identify appropriate behaviours and attitudes for the work placement

Learning outcomes	Assessment criteria
3 Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.1 Identify factors which may cause anxiety or uncertainty during a work placement 3.2 Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement
4 Be able to set goals for the work placement	4.1 Set appropriate goals for the work placement

Unit content

1 **Know where to plan to do work placement**

Key information about work placement: name of company or organisation; type of business or service; location; details of relevant contact person at company or organisation

2 **Know what is expected during the work placement**

Work placement tasks: tasks e.g. administrative, customer service, logistics

Appropriate behaviours: behaviours e.g. being punctual, being reliable in carrying out tasks, showing tolerance and respect for others

Appropriate attitudes: attitudes e.g. motivated, enthusiastic, willing to learn, flexible, accommodating, cheerful

3 **Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement**

Factors: personal e.g. transport arrangements, financial issues, childcare arrangements; work-related e.g. strained relationships with colleagues, asked to complete inappropriate or confusing tasks, unclear instructions given

Appropriate sources of support in situations of anxiety or uncertainty: e.g. work placement supervisor or personal mentor assigned for the work placement, team leader, work placement coordinator, work placement notes, training guide, instruction manual

4 **Be able to set goals for the work placement**

Appropriate goals: personal targets e.g. arrive on time, attend each day, dress appropriately; work-related targets e.g. learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear

Essential guidance for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Learners need to find out information about where they are planning to do their work placement. Where possible, learners should be encouraged to do this on their own, although they may need tutor support. Documents provided by the company or organisation, their website or arranging for a representative from the organisation to speak with the learner could all be valuable sources of information. The information gathered by the learner should be relevant and straightforward for example: What is the name of the company or organisation? What does the company or organisation do? Who will I be reporting to? What is the physical location of the work placement?

To help learners understand the types of tasks they may be involved in, it may be useful to invite learners who have already completed a work placement with the same company or organisation (or with a similar type of company or organisation) to speak to the current group of learners. Alternatively, a past or present employee may be able to provide appropriate information. If neither of these sources are available, the tutor could provide simple job descriptions for similar positions to help learners identify the types of tasks they may undertake.

Learners need to be aware that their dress and body language during a work placement can communicate positive and negative attitudes. This could be illustrated through role-play situations. Appropriate attitudes and behaviours for the workplace could be discussed in small groups. Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions.

Tutors could also provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the work placement and employers could be invited as guest speakers to discuss expectations. Learners should be given the opportunity to discuss these attitudes and behaviours so that they can identify a range of possible goals to aim for in order to get the most out of their time on work placement.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to carry out what they are asked to do. It would therefore be beneficial for learners to discuss possible causes of concern and to know the appropriate sources of support to help them deal with any feelings of stress or confusion during the work placement. For example, learners could watch a TV or film clip that depicts a stressful scene in the workplace, identify the possible problem, discuss what caused the problem and who the people in the clip could approach for help or what other sources of help might be available. Alternatively, learners could discuss their own experiences, such as during previous work placements, part-time work roles or voluntary work. The discussion could include how the situation was resolved.

Learners might perceive setting goals as a complex task so it could be useful to introduce this topic by providing practical, familiar examples, such as making a list of what they want to do today. They could then return to their list the following day and find out if they managed to achieve it and, if not, why not. This could be used as an introduction to setting realistic, appropriate goals for their work placement.

Learners may wish to discuss possible work placement goals in group situations and/or individually with tutors or careers advisers.

Assessment

To achieve 1.1, learners must identify basic information about the work placement to which they are going. The source of the information may be, for example, from documents provided by the tutor, from an informal interview with the work placement provider or from leaflets supplied by the work placement provider. Information identified by the learner should include the name of the organisation, what the organisation does, its location and who the learner's point of contact will be.

To achieve 2.1, learners must identify at least two different tasks that they may be expected to carry out when they are on work placement. They should be given information about the work placement from which they can identify the relevant tasks.

For 2.2, learners must identify at least two different behaviours and at least two different attitudes that would be expected for the work placement. A video clip or DVD of people in a work environment could be used as a source of evidence to allow learners to identify appropriate behaviours and attitudes. Alternatively, learners could produce a leaflet or poster to describe the behaviours and attitudes.

For 3.1, learners need to identify at least two different factors that may cause anxiety or uncertainty during the work placement. The factors identified could then be used as the starting point for 3.2, where learners have to identify a source of help for each factor. Alternatively, for 3.2, learners could identify at least two appropriate sources of help or support they could use if they found themselves in a situation of stress, uncertainty or difficulty during the work placement.

Criterion 4.1 requires learners to set at least one personal goal and one work-related goal. The goals must be appropriate and in keeping with the overall aims of the work placement. If this is carried out as part of a tutorial, evidence must be available for internal and external verification.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 14: Investigating Rights and Responsibilities at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 15: Managing Your Health at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 21: Learning from Work Placement	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work

Entry Level	Level 1	Level 2
Unit 22: Safe Learning in the Workplace	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
	Unit 29: Learning from Work Placement	Unit 27: Learning from Work Placement
	Unit 30: Safe Learning in the Workplace	

Essential resources

To make this unit relevant, the learner must be preparing to go on a suitable work placement. Employers must also be prepared for the upcoming work placement and support the learner in gathering relevant information.

Suggested resources

Websites

www.projectsmart.co.uk/smart-goals.html

www.work-experience.org

Unit 21: Learning from Work Placement

Unit code:	**A/503/2822**
QCF Entry Level:	**Entry 3**
Credit value:	**2**
Guided learning hours:	**10**

Unit aim

This unit has been designed to help learners reflect on the experience they have gained in the work placement and identify what they have learned.

Unit introduction

Spending time in a work placement can be an extremely valuable experience. Learners have the opportunity to observe others at work, experience different job roles first hand, develop personal and work-related skills and gain an understanding of their own strengths and weaknesses. They will be encouraged to make basic judgements about their own performance and relate it to the goals that they will set for their future.

Before starting this unit, learners must have experienced a work placement and know that the information gathered from that experience will be used as a basis for this unit.

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.

Learning outcomes	Assessment criteria
1 Be able to reflect on the experience of the work placement	1.1 List what went well during the work placement and why it went well 1.2 List what they could have done better during the work placement and how it could have been done better
2 Know what has been learned from the work placement	2.1 Identify what was learned about the job role and the work placement 2.2 Identify what they learned about themselves during the work placement
3 Be able to use learning from the work placement to set goals	3.1 With guidance, set realistic goals which build on learning from the work placement

Unit content

1 **Be able to reflect on the experience of the work placement**

   Reflect: sources of feedback e.g. tutor, supervisor or line manager, colleagues; gathering information e.g. listing tasks undertaken, checklist of skills needed to do tasks

2 **Know what has been learned from the work placement**

   Job role: specific tasks; working with others

   The work placement: purpose; size of company or organisation; organisational structure; their own role during the work placement

   Personal learning: self-management e.g. flexibility, time keeping, enthusiasm, punctuality; effectiveness in working with other people; skills to do a particular task; interests or talents e.g. good at working with animals, interest in working with computers, enjoys talking to people on the telephone

3 **Be able to use learning from the work placement to set goals**

   Goals: short-term; achievable; measurable; career plans; qualifications or study plans

Essential guidance for tutors

Delivery

In order to achieve this unit, learners must have had experience in a work placement. The length of time spent in the work placement is not defined. However, sufficient time must be given to allow learners to achieve the assessment criteria.

It may be beneficial for this unit to be delivered alongside a tutorial programme. This would ensure that, prior to experiencing a work placement, learners would know and understand what evidence they should gather. Ongoing one-to-one discussions throughout the work placement will also help learners understand the learning process and the importance of feedback. Learners may find it helpful to discuss their expectations of their work placement prior to attending. They could then use this information to discuss what they learned or perhaps did not learn.

As most of the evidence gained for this unit will be via a work placement and one-to-one discussions with tutors and/or line managers, it is unlikely that much time will be spent in a formal teaching situation. Learners should however be given guidance on how to gather information needed for the work placement evidence and on how to reflect on their work placement experience. Initially this could be done using familiar situations, such as reflecting on how easily they got their child ready for bed, how successful a shopping trip was. Simple questions could be asked for example: Was it successful? What went well? How do you know? What would you do differently next time? Why did it not go so well? Developing a simple checklist may also be a useful tool. Learners then assess their own abilities as they complete tasks.

Throughout their work experience, learners could be encouraged to gather information about their job role and their work placement. Evidence could include their induction pack, job descriptions, marketing leaflets about the work placement and descriptions of organisational structures. It is very important that learners understand the concept of confidentiality and ensure that any information used is approved by their supervisor or line manager.

Assessment

In order to achieve this unit, learners must take part in work experience to gather the relevant information and demonstrate that they have achieved all the assessment criteria. Learners may demonstrate their competence by collating a portfolio of evidence for each assessment criterion. Learners could keep a record of activities at the placement which will help them in the review process with a tutor or careers adviser when they return to school or college. The record of activities could take the form of short answers to straightforward questions about the placement.

At a review meeting with a tutor after the work placement, learners should be able to identify what aspects of the work placement they did well and what they could have done better, giving examples. They may need some encouragement and prompting. This would provide evidence for 1.1 and 1.2. Learners need to list at least two activities that went well and at least two activities that were not so successful and give a reason for one of the successes and one of the activities that were not so successful.

For 2.1 and 2.2, learners must identify what they have learned about themselves, the company or organisation and the role they undertook at the placement, giving at least one example in each case. This could include identifying a talent, personal quality or interest recognised as a result of the placement, knowledge gained about the function of the company or organisation, learning a new skill by doing a task successfully or learning to use a particular tool or machine.

To achieve 3.1, learners must discuss with a tutor or careers adviser possible options in respect of future career plans following their learning experience at the placement and, with support, set realistic goals in areas such as courses, training programmes and further experience. Evidence of learners' goals may take the form of a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing For Work Placement	Unit 26: Preparing For Work Placement
	Unit 29: Learning from Work Placement	Unit 27: Learning from Work Placement

Essential resources

Learners must attend a work placement prior to undertaking this unit.

Suggested resources

Websites

www.direct.gov.uk/en/EducationAndLearning

Unit 22: Safe Learning in the Workplace

Unit code: F/503/2823

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to raise learners' awareness of the importance of safety in the learning place. Learners will look at risks and hazards and how their actions can affect their safety and the safety of others as well as how to deal with low risk hazards.

Unit introduction

Health and safety is a very important aspect of work experience. This unit will help learners to understand some of the risks and hazards in the workplace. Learners will develop an awareness of their own responsibilities and actions in reducing the risk of harm to self and others. This includes knowing how to follow instructions concerning hazards in the workplace environment and knowing what could cause harm or risk to self or others.

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.

Learning outcomes	Assessment criteria	
1 Know about risks and hazards in the workplace	1.1	List hazards in the workplace
	1.2	List risks in the workplace
2 Know what responsibilities people have for safety in the workplace	2.1	Name the person responsible for health and safety in the workplace environment
	2.2	Identify own responsibility in relation to reporting hazards in the workplace
3 Know how to reduce risk of harm to self or others	3.1	List ways that make the workplace environment safe for self and others
	3.2	List ways that own behaviour could cause risk of harm to self or others
4 Know how to deal with low risk hazards in the workplace environment	4.1	Inform correct person of low risk hazard
	4.2	Follow instructions, either verbal or written, to deal with low risk hazard

Unit content

1 Know about risks and hazards in the workplace

Definition of terms: hazard; risk (according to the Health and Safety Executive)

Hazards and risks in the workplace: low risk hazards and risks relating to e.g. electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; personal protective equipment and clothing; working at height, working with animals, working with computers, vehicles and transport

2 Know what responsibilities people have for safety in the workplace

Knowing own responsibilities in relation to reporting risks: being aware of the person to whom risks and health and safety matters should be reported; legal responsibilities e.g. awareness of own duties for health and safety; knowing own limitations in dealing with a risk

3 Know how to reduce risk of harm to self or others

Possible examples of risk or harm to self or others in workplace environment: e.g. environmental issues, personal safety issues, stress, substance misuse in the workplace, work-related violence, bullying and harassment, lone working, mobile working and length of working time

Own behaviour for safe practice in the workplace: knowing relevant workplace policies, procedures and safe working practice aimed at controlling risks to health and safety; remaining alert to the presence of risk in the workplace environment; own conduct in minimising risk in key areas such as housekeeping e.g. spillages, obstructions under desks and in walkways; personal hygiene e.g. washing hands or disposing of used tissues and handkerchiefs; accidents e.g. falls or trips; emergencies e.g. fire, recognition of signage and emergency alarms, following given instructions; knowing own limitations and when to get help

4 Know how to deal with low risk hazards in the workplace environment

Following instructions to deal with low risk hazards: e.g. instructions in clearing a minor non-toxic spillage, instructions for removing minor obstruction in a walkway or emergency exit area

Essential guidance for tutors

Delivery

The unit has been designed to be as practical as possible.

Tutors delivering this unit have the opportunity to use a wide range of methods including group work, presentations, seminars, practical workshops, external visitors, DVDs, simulations and internet-based research. It is important to emphasise personal responsibility in relation to health and safety throughout the teaching of this unit.

An understanding of safe working practices could be covered by the use of different case studies or DVDs and learners could summarise key points on factsheets, posters or leaflets. Learners may also be able to visit different workplace environments to observe health and safety practices and the safety equipment used. Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Role-play exercises or group simulations could also be used for some situations, such as a fire drill.

The Essentials of Health and Safety At Work, published by The Health and Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

Assessment

The criteria for this unit may be combined in one assignment task, as a series of health and safety factsheets or posters. This could involve internet research, images collected from magazines and brief explanations.

To meet the requirements for 1.1 and 1.2, learners need to identify at least two hazards and at least two risks in a workplace environment. The examples identified must show that the learner understands the definition of a hazard and the definition of a risk (according to the Health and Safety Executive definitions).

For 2.1, learners need to identify the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible for health and safety, learners need only identify one person.

To meet 2.2, learners must identify their own responsibilities in relation to reporting hazards in a workplace (either real or simulated). The real or simulated workplace will need at least one clear reporting responsibility for the learner to identify.

Criteria 3.1 and 3.2 could be combined on one factsheet, leaflet or other appropriate form of evidence. 3.1 requires at least two specific, straightforward examples from a workplace setting which could cause harm, accidents, incidents or injuries. 3.2 requires learners to identify at least two examples of their own behaviour which could minimise risk in the workplace.

Criteria 4.1 requires learners to alert the correct person of a low risk hazard and then, for 4.2, learners need to carry out instructions to deal with at least one low risk hazard. The instruction may be verbal or written.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications:

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22 Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
	Unit 30: Safe Learning in the Workplace	

Essential resources

The Essentials of Health and Safety at Work published by the Health and Safety Executive (2006)

Suggested resources

Websites

www.hse.gov.uk

Unit 23: Planning an Enterprise Activity

Unit code:	**J/503/2824**
QCF Entry Level:	**Entry 3**
Credit value:	**1**
Guided learning hours:	**10**

Unit aim

This unit looks at how to plan an enterprise activity. Learners will select the activity, cost and promote their enterprise product or service.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The aim of this unit is to introduce learners to the main aspects and skills needed in selecting and setting up an enterprise activity. Learners will consider the potential customers for their enterprise activity and ways of promoting it. They will also investigate the costs involved in producing the product or service.

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.

Learning outcomes	Assessment criteria	
1 Know the key requirements of an enterprise activity	1.1	List suggestions of products or services to sell
	1.2	Give reasons for choice of one product or service
	1.3	List customers who might buy the product or service
2 Know the costs of producing the chosen product or service	2.1	List the costs involved in producing the product or service
	2.2	List the start-up costs for producing product or service
3 Know how to promote and sell the chosen product or service	3.1	List ways of promoting a product or service
	3.2	Identify skills needed to sell the product or service

Learning outcomes	Assessment criteria
4 Be able to promote and sell the chosen product or service	4.1 Use one basic promotional method to advertise the product or service

Unit content

1 **Know the key requirements of an enterprise activity**

Possible products or services: products and services e.g. greetings cards, handmade jewellery, dog-walking service, carpet cleaning service

Potential customers: customers e.g. friends, colleagues, neighbours, local shopkeepers, dog owners, tenants, landlords or homeowners

2 **Know the costs of producing the chosen product or service**

Production costs: costs e.g. ingredients, materials, components, equipment, facilities, advertising, paying for skills or training

3 **Know how to promote and sell the chosen product or service**

Promotional methods: choosing the relevant promotional method for the chosen product or service e.g. poster, leaflet, flyer; knowing what information to include on promotional material e.g. logo, branding, price, location, availability, contact details, information on how to purchase or order

4 **Be able to promote and sell the chosen product or service**

Skills needed to sell the product or service: knowledge of product or service; understanding customer needs; presentation skills; questioning skills, face-to-face communication

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of an enterprise activity in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can either be producing a product for example greeting cards or gift wrap, or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding possible products or services. It is important to emphasise that the activity must be possible within the learner's current skills. Ideas could be explored individually or through group activity.

A question and answer session could determine suggestions of products and services to sell and who might want to buy the product or service.

In order to understand selling skills, it would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers, magazines and the internet. Point of sale advertising could be a useful resource. Skills can be gained from a range of services including books, internet, media articles or television documentaries.

It is important that learners understand the link between promoting and selling a product or service. Learners could be encouraged to develop selling skills through role play or through viewing market traders and other sales people.

To complete this unit, learners could, with support, research costs on their selected idea and produce promotional material.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, 1.2 and 1.3, the learner should be given the opportunity to discuss possible ideas for an enterprise activity. This could be part of a group discussion with a tutor or as an individual activity. The learner needs to choose the idea to pursue further in this unit. The learner needs to list at least two types of customer who is likely to buy their product or service.

To achieve 2.1 and 2.2, the learner needs to identify at least two costs involved in setting up their activity and producing the item or product and at least two start-up costs. This could be presented as a brief poster presentation.

To achieve 3.1, the learner must identify at least two general ways of promoting products or services. They do not need to compare methods

For 3.2, tutor observation of the learner in a role play, which demonstrates selling skills, could be used as evidence. Alternatively, the learner would need to identify key sales skills in discussion with the tutor or via a poster or other appropriate document.

For 4.1, the learner must produce some basic promotional material for their product or service, such as a flyer or promotional poster, which contains key information.

This information should include the name of the product or service, price, availability and/or contact information.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 24: Running an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 25: Producing a Product	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

No essential resources are needed for this unit.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseuk.org/

www.stridingout.co.uk

Unit 24: Running an Enterprise Activity

Unit code:	**L/503/2825**
QCF Entry Level:	**Entry 3**
Credit value:	**1**
Guided learning hours:	**10**

Unit aim

The aim of this unit is to give learners the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. Learner will keep accurate records, recording the profit or loss of the enterprise activity.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The unit will help learners to put their ideas into action as they demonstrate selling a product or service and gain an understanding of the importance of keeping accurate, but basic, financial records pertaining to sales, costs, profit and loss.

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.

Learning outcomes	Assessment criteria
1 Know the reasons that would make an enterprise activity successful	1.1 List ideas or methods that will lead to the success of an enterprise activity
2 Be able to carry out an enterprise activity	2.1 Choose a product or service for selling
	2.2 Choose an appropriate price
	2.3 Choose an appropriate venue for carrying out the enterprise
	2.4 Demonstrate sales skills when selling a product or service
3 Know how to keep accurate records to identify profit and loss	3.1 List the number of sales and costs
	3.2 List the profit or loss made

Unit content

1 **Know the reasons that would make an enterprise activity successful**

Ideas or methods that lead to success: e.g. identify customers, plan tasks and timescales, allocate tasks and roles to the appropriate people, use personal and practical skills appropriately

2 **Be able to carry out an enterprise activity**

Selling a product or service: suitable products or services prepared and ready for sale; necessary components obtained; promotion materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; appropriate sales skills used

3 **Know how to keep accurate records to identify profit and loss**

Records: have appropriate record keeping system; indicate cost in producing service or product; show numbers sold; show calculation of profits/losses

Essential guidance for tutors

Delivery Guidance

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product for example greeting cards, baking biscuits, making sweets, jewellery or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 23: Planning an Enterprise Activity* and *Unit 25: Producing a Product*.

Learner activities should require them to carry out some simple multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate basic planning and preparation skills. Additionally, the learner will need the opportunity to show basic competency in organisational skills, and basic skills in reviewing the financial success of the enterprise activity. The level of financial calculations required should reflect the functional skills mathematics standards for learners at this level.

Learners will need support in carrying out and reviewing their enterprise activity. The tutor might wish to provide the learner with a form or standard record sheet to record the sales, costs and profit/loss information required for this unit.

Regular feedback from tutors (and peers where appropriate) will promote steady progress in the learner's development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order for tutors or line managers to identify knowledge and skills that have been developed.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

Assessment Guidance

Assessment of this unit centres on the undertaking of an enterprise activity.

In order to achieve 1.1, the learner must identify at least two key ideas or methods that will help an enterprise activity to be successful. This could be provided, for example in a written report, a brief poster presentation, video evidence or completion of a log or record sheet.

To achieve 2.1-2.4 the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been adequately prepared, the price and nature of the product or service made clear, and adequate sales skills demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence could be used as well as a tutor witness statement.

For 3.1, some simple records should be provided showing costs and sales with a calculation of the profit or loss made. Record sheets provided by the tutor may be used for this purpose.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 25: Producing a Product	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

No essential resources are required for this unit.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseuk.org/

www.stridingout.co.uk

Unit 25:   Producing a Product

Unit code: R/503/2826

QCF Entry Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit looks at how to make a product or item, safely. Learners will assess the skills needed to complete the product as well as assessing the finished product.

Unit introduction

Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale. In this unit, learners will learn to understand simple production processes, work safely, describe practical skills in the use of tools and equipment and evaluate their product or item.

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.

Learning outcomes	Assessment criteria
1 Know how to make a product or item	1.1 List the steps needed to make the product or item
2 Be able to identify the skills required to make the product or item	2.1 Identify the skills required to make the product or item
3 Be able to produce the product or item safely	3.1 Demonstrate appropriate levels of safety when making the product or item
4 Know how to examine the finished product or item	4.1 List qualities and any faults of the finished product or item

Unit content

1 **Know how to make a product or item**

Steps needed to make the product or item: choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment e.g. tools, measuring instruments, appliances, containers; plan for safe use of equipment

2 **Be able to identify the skills required to make the product or item**

Skills required: operate piece of machinery, know certain techniques e.g. painting, baking, welding, creative skills, problem-solving skills

3 **Be able to produce the product or item safely**

Appropriate levels of safety in making product or item: use correct materials and equipment as required; use any equipment safely and correctly; use appropriate safety clothing and protection if required e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe product or item

4 **Know how to examine the product or item**

Qualities and faults of the product or item: quality of the item or product; quality of materials used

Essential guidance for tutors

Delivery Guidance

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. Whilst producing their product or item, learners will need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if the learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving the learners an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the steps needed to make a product or item. Learners should be asked to list the steps needed to make a product or item with which that they are familiar; such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement

At this level, learner activities should require them to sequence their assessment evidence using basic reading, writing and other communication skills appropriate for learners working at Entry Level 3. The unit focuses on developing the skills needed to make a product or item under supervision.

Delivery of this unit could be carried out in conjunction with *Unit 23: Planning an Enterprise Activity* and *Unit 24: Running an Enterprise Activity*.

Assessment

This unit can be assessed through a series of structured tasks or activities. Photographs and video or audio recordings could be used to record the evidence.

For 1.1, it is permissible for the learner to receive support from the tutor for example using a simple planning template supplied by the tutor, but the learner must make their own decision about which steps to put into the template. Alternatively, the tutor could record a discussion with an individual as a witness statement, or a brief presentation witnessed by the tutor could be used.

For 2.1, the learner must be able to identify at least two skills needed to make the product or item. A question and answer session could be used as evidence for this purpose. Alternatively, appropriate forms of evidence such as written notes or recordings of discussions with the learner, may be used.

To achieve 3.1, observation by the tutor of the learner making the product or item safely, or an aspect of the product or item safely, needs to be recorded. It must be clear from the observation that the learner has demonstrated appropriate levels of safety in making the product or item.

For 4.1, a description of the qualities and faults of the final product or item may be written by the learner, or the assessor could record a discussion with the learner. A question and answer session with a witness statement could also be used. At least two observations about the product or item (positive qualities, faults or a combination of both) must be made by the learner.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

Learners will need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, soft-cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first aid supplies and support need to be known.

Where photographs and recordings or audio and video are to be used as evidence, appropriate equipment will be needed.

Suggested resources

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseuk.org/

www.stridingout.co.uk

Unit 26: Literacy for the Workplace

Unit code:	**J/504/4083**
QCF Entry Level:	**Entry 3**
Credit value:	**1**
Guided learning hours:	**10**

Unit aim

This unit helps learners to read and write straightforward structured text using workplace-related language and to check their work for sense and accuracy. The unit will also enable learners to develop listening and speaking skills for the workplace.

Unit introduction

Everyone needs the essential skills of reading, writing, speaking and listening so that they can be confident, effective and independent in life and at work. All age groups need literacy skills so that they are able to participate and progress in education, training and employment.

This unit begins to build confidence in learners, so that they understand short, straightforward, work-related text. They will learn to write text using the correct language and checking it for accuracy. This unit will also enable learners to communicate effectively using listening, speaking and conversation skills for the workplace. This will prepare learners for further learning, for example in Functional Skills English and/or GCSE English.

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.

Learning outcomes	Assessment criteria	
1 Be able to understand straightforward work-related text	1.1	Identify different purposes of work-related text
	1.2	Summarise continuous work-related text to show understanding
	1.3	Follow written instructions in given work-related text
2 Be able to write text about work-related issues using correct language	2.1	Using complete sentences write text to give information about work-related issues
	2.2	Check writing for accuracy

Learning outcomes	Assessment criteria
3 Be able to communicate effectively for the workplace	3.1 Respond to verbal instructions to demonstrate understanding
	3.2 Speak to communicate information on work-related topics
	3.3 Actively participate in a discussion on work-related topics

Unit content

1 Be able to understand straightforward work-related text

Purposes of work-related text: e.g. induction information, instructions, job descriptions, policies, procedures, directions, information, newsletter articles, work blogs, descriptions, warning signs, guidance

Summarise work-related text: summarising points made in text, e.g. instructions, newsletter articles, work blogs, paragraphs in policies, warning signs

Correct punctuation: punctuation, e.g. capital letters, full stops, question marks, exclamation marks, commas

Follow written instructions: follow instructions, e.g. task instructions, instructions on how to use equipment, e.g. photocopier, laminating machine, evacuation procedures, procedures for signing into work

2 Be able to write text about work-related issues using correct language

Complete sentences: e.g. containing a capital letter, a full stop; needs to make complete sense, a subject, a verb, variation of sentence length as appropriate

Correct grammar: basic grammatical structures, e.g. appropriate verb tense, subject-verb agreement

Correct punctuation: punctuation, e.g. capital letters, full stops, question marks, exclamation marks, commas in lists

Strategies to help check punctuation: e.g. reading aloud (or to yourself)

Check writing: e.g. sense, clarity of information

Correcting errors: e.g. removing grammatical mistakes, making sure sentence structure is correct, correcting spelling mistakes

Strategies to use for checking work: e.g. reading aloud, asking for advice, checking against given instructions and information

3 Be able to communicate effectively for the workplace

Responding to demonstrate understanding: e.g. verbal acknowledgement, part-repetition of instructions, questioning to seek increased understanding

Speaking to communicate information: e.g. use clear voice and diction, introduce context of information, present information in easy-to-understand sentences, ensure logical sequence of information being communicated, provide opportunity for questions or clarification

Participate in a discussion: involve at least two people e.g. clear points made, comments made that build on previous points made in the discussion, clarification sought, polite, disagreement supported by evidence

Active participation: e.g. eye contact, positive body language, look interested, ask questions, make complementary points, be constructive

Essential guidance for tutors

Delivery

To support the learner in developing skills in sequencing, paragraphing and placing key events in logical order, the tutor can give examples of a range of workplace texts such as brochures, job descriptions, memos, draft reports, newsletters, letters, emails, instructional text, requests for information and summaries of work-related tasks. The tutor could provide a breakdown of a piece of text to support the learner in recognising the language devices in the text to convey information, for example passive/active voice, imperatives, rhetorical writing, instructional, and recognise the audience that may read the text and respond to it. Learners will be supported in finding 'hidden meanings' in the text such as 'urgent response required' or instructions for 'next steps' within the text and the origins of the text.

The tutor can support learners by giving them examples and guidance on how to summarise a text. The skills of skimming and scanning from learning outcome 1 will be useful. The learner can find key words in the text that denote required action, for example the use of the imperative, 'By Thursday...' 'Employees will...', 'It is necessary to...', 'Please be aware...'.

The tutor could also introduce learners to the language devices required for instructional text by providing examples from a workplace setting; for example, fire evacuation instructions, timetables, warning signs and health and safety instructions. Learners could be given poorly-sequenced instructions, for example on fire safety, on how to use the vending machine, where to go for lunch that they can reorganise to make it more logical.

As well as written instructions and text, the tutor can use visual material, such as posters and spoken communication, for example, telephone instructions, and ask learners to create instructions for another learner to follow. They could then use group discussion to evaluate the clarity of the instructions.

The tutor could introduce learning outcome 2 by gathering evidence from learners about their prior learning, knowledge of writing skills and the basic language tools needed for writing in the workplace. To facilitate this, the tutor could familiarise learners with the formal structure of workplace communication through discussion of their own expectations of writing from different workplaces. Learners respond to questions such as 'What kind of a letter would you expect from... (Doctor, head teacher, employer, bank etc?' the tutor could present learners with text that is wholly unsuitable and draw from them the reasons why it is unsuitable.

The tutor could give learners examples of writing from a variety of workplaces, such as press releases, emails, memos, letters and reports, PowerPoint presentations, messages, workplace logs, as well as examples of less formal settings such as diaries, texts, memos from friends. With support from the tutor, learners could list or highlight, compare and contrast formal workplace writing with more informal examples of writing such as Facebook, text messages, diaries and personal recollections.

The tutor could give learners examples from workplace text and give them guidance on accurate sentence construction, the correct use of nouns, verbs, adjectives and pronouns and clauses and subordinate clauses. To do this, the tutor could use a teacher-led, modelling exercise to talk learners through deliberate errors in the text to guide them in distinguishing the differences between the texts more accurately in terms of variety of sentence construction, syntax, passive and active voice, the use of the imperative, use of gender and politically correct

content, spelling and use of connectives and recognising visual clues such as use of paragraphs, clauses, lists, date, time etc.

The tutor could also develop learners understanding of the tone of some texts, for example angry, assertive, emphatic, informative, and emotive, and how they may sound to an audience. This may lead to reading out loud to a group or 'sending' a fictional memo to other learners and asking for feedback on the 'effect' or responses to the text. Learners could benefit from drama or role play, for example, the use of 'shouting emails'.

To help stress the importance of accuracy in the use of language for communication, the tutor can use film/video/TV/YouTube footage or drama/role play to highlight how poor use of language can impact on communication in a workplace situation.

Alongside establishing baseline skills in terms of spelling, grammar and punctuation, the tutor could provide skimming and scanning exercises. Learners could be asked to search for key words or to highlight and locate sentences to find meanings in a text. They could find inaccurate misspelling of certain words, missing punctuation. This exercise develops skills in checking text for inaccuracies and reading for meaning skills.

The tutor should discuss learners' learning in terms of communication in a work-related or social setting, for example 'tannoy' announcements, shop floor communication and train announcements, and the serious consequences for the workplace of inappropriate verbal and physical communication.

The tutor can use a range of enjoyable activities, for example practising different body language movements, facial expressions, inappropriate oral responses or physical spacing role plays which the tutor can facilitate. For example, a receptionist who ignores the client, is on the phone to a friend, chewing gum, making inappropriate gestures etc. Another example may be the train or workplace tannoy announcement that is incoherent, confusing or inaccurate and the workplace colleague who talks but does not listen.

The tutor could discuss with learners the importance of verbal communication in customer relations. There are many examples on the internet and in film or TV. The tutor could use some light-hearted examples, to engage the learner whilst at the same time, emphasising the different situations in a workplace setting where tone of voice can have a serious impact on the 'client' and on the workplace when communication is poor or confrontational. They could use examples of 'rude' receptionists, pushy call centre staff, 'cold callers', aggressive service technicians etc. Using a range of visual media, the tutor can give learners visual examples of appropriate and inappropriate body language, for example slouching, folding arms, wagging fingers, threatening postures, bored appearance etc. The tutor could provide a pre-prepared, logically-sequenced script containing key instructions or information such as echoing, and asking for clarification on key points or eliciting information by questioning, for example, 'Is this correct?' 'Have you thought about...?' 'Did you say you were...?' 'Can I just check...?' 'So, you...' 'Would I be right in saying...?' are integral. The tutor could provide role play exercises in using different tones of voice to encourage learners to develop emotional intelligence skills.

Assessment

For assessment criteria 1.1, 1.2 and 1.3, the learners can summarise the key points made in at least two pieces of work-related texts. The tutor can provide the text. Evidence can include a written, verbal or audio recording. Learners should be given at least one set of written work-related instructions. They should be able to follow these instructions successfully.

For 2.1 and 2.2, learners should provide at least one example of work-related text that they have written themselves. The text can be on any topic within the workplace. However, it would be valuable for the learner to choose a topic that is of interest to them. The piece of written work could be a letter or an email about an application for a job. If learners use IT in the form of a Word document to write their text, they must authenticate their work as their own. At least one piece of work-related writing should be given that contains a number of errors related to grammar, punctuation, spelling and sense. They should be able to identify and correct the errors accurately.

For 3.1, 3.2 and 3.3, learners should demonstrate their understanding of instructions given in a work-related conversation, through verbal acknowledgement, asking questions, part-repetition of the instructions or summarising what they will do to achieve what has been asked.

Learners should talk about a work-related topic to another person. It could be in response to questions or they could talk about a work topic as a more formal presentation to one person or a small group. Learners should explain clearly what they are talking about and include logically-presented information in an understandable manner.

Learners should participate in a discussion displaying listening, speaking and questioning skills during the discussion.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1
Unit 19: Speaking Confidently at Work	Unit 15: Communicating Solutions to Others

Essential resources

To make this unit as useful as possible for learners they must have at least a basic knowledge of spelling, punctuation and grammar.

Suggested resources

Websites

www.excellencegateway.org.uk

www.sabes.org/curriculum

www.teachit.co.uk

Unit 27: Numeracy for the Workplace

Unit code:	**L/504/4196**
QCF Entry Level:	**Entry 3**
Credit value:	**1**
Guided learning hours:	**10**

Unit aim

This unit will encourage learners to build their confidence when using whole numbers up to 100 for work-related problems. Learners will be able to measure and weigh accurately, using different units of measurement. Learners will also be able to interpret charts to solve work-related problems.

Unit introduction

Everyone needs to be able to use numbers confidently in the work-place. We must be able to add and subtract and read information from different types of chart. In some work situations, employees will need to be able to weigh and measure accurately to carry out their job successfully. This unit will give learners the opportunity to practise these skills, gain confidence and then demonstrate their skills through practical, work-related numerical problems.

This will prepare learners for further learning, for example in Functional Skills mathematics and/or GCSE mathematics.

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.

Learning outcomes	Assessment criteria	
1 Be able to solve work-related problems using whole numbers up to 100	1.1	Identify operations to solve work-related problems using whole numbers up to 100
	1.2	Solve given work-related numeracy problems using addition with whole numbers up to 100
	1.3	Solve given work-related numeracy problems using subtraction with whole numbers up to 100

Learning outcomes	Assessment criteria
2　Be able to use units of measure to solve work-related numeracy problems	2.1　Use scales to weigh accurately using: • grams • kilograms 2.2　Measure lengths accurately using: • mm • cm • m
3　Be able to interpret charts to solve work-related problems	3.1　Interpret work-related bar charts to gather accurate information 3.2　Interpret work-related line charts to gather accurate information

Unit content

1 **Be able to solve work-related problems using whole numbers up to 100**

   Work-related: actual or scenarios of work-related problems relevant to the learner

   Add whole numbers up to 100: e.g. stock-taking, adding up daily absence figures, adding up total customer numbers for the week

   Subtract whole numbers up to 100: e.g. working out the amount left in a simple budget, working out number of items needed to retain stock levels

2 **Be able to use units of measure to solve work-related numeracy problems**

   Kilograms and grams: e.g. find the weight of a parcel in grams then convert to kilograms

   Metres, centimetres and millimetres: e.g. measure the length of a room in centimetres then convert to metres

3 **Be able to interpret charts to solve work-related problems**

   Work-related bar charts: e.g. simple bar chart showing holiday temperatures; pictogram showing number of hours of sunshine

   Work-related line charts: e.g. cost of an item in a resource catalogue; cost of an item in a resource brochure or on an order form; interest rates for different accounts; time-sheet; weekly or cumulative attendance results

Essential guidance for tutors

Delivery

This unit requires learners to practise arithmetic. Before tackling work-related problems, learners will need to be confident in carrying out the arithmetic operations of addition and subtraction with whole numbers up to 100.

Learners may need to be reminded how to carry out these arithmetical operations. Worksheets could be used to ensure that learners have sufficient practice to gain confidence in working with whole numbers.

Once learners are confident at carrying out these arithmetic operations then the same types of calculations must be presented within simple work-based contexts. Learners could be asked to write simple problems of their own for others to work on.

This unit requires learners to be actively involved in measuring a range of objects. This should encompass both the measurement of length and weight using appropriate tools.

Before learners carry out any measuring, it would be useful to hold a discussion with them to talk about the different units of measurement. A list could be produced showing all the units they know that can be used for measuring length and weight. Once a list has been compiled, the discussion could move to decide what could be measured appropriately using each unit in the list. For example, use metres to measure the length of a room.

When a ruler, tape measures and scales are introduced, attention should be paid to ensuring that learners can read the different scales on the items, particularly weighing scales that weigh to differing levels of accuracy. Some worksheets requiring learners to just read measurements from a variety of scales would be beneficial.

Learners could start by measuring lines and small objects with a ruler and progress to measuring larger objects. When measuring length, as well as measuring physical objects for example desks and kitchen units, learners should measure spaces such as the gap between two kitchen units, the width of an alcove, the length and width of a room. Measurements could take place in the outdoors environment. Before measuring, learners should be asked to consider and then justify their chosen unit of measurement. A range of different tools should be used for the measurement of length including rulers, metre rules and tape measures of various lengths. Similarly, when weighing objects, a variety of different types of scales should be used. When dealing with weight, as well as when weighing an object, learners should practise weighing out a particular amount of an ingredient for example flour.

When learners are confident in measuring they should then be given the opportunity to practise converting between units. It is essential that learners are aware of the basic facts that 1 metre = 100 centimetres; 1 centimetre = 10 millimetres; 1 kilogram = 1000 grams etc. These are facts that should be learned. Before converting between units, practice could be given in just multiplying and dividing by 100 and 1000. Then, practice using plenty of examples would help learners to gain confidence in converting between metres and centimetres, kilograms and grams.

Learners could then be asked to carry out some measurements and give their length first in metres, then in centimetres. Likewise, some objects could be weighed and their weights given in both kilograms and grams.

Assessment

All evidence must be provided in a work-related context.

For assessment criteria 1.1, 1.2 and 1.3 learners must provide at least two correctly worked examples of:

- adding whole numbers up to 100
- subtracting whole numbers up to 100

For 2.1 and 2.2, learners must provide at least two correctly worked examples of:

- using different, but appropriate tools to measure different lengths
- giving the length using the appropriate unit
- using different, but appropriate tools to measure different weights
- giving the weight using the appropriate unit
- recording the length in metres, centimetres and millimetres
- recording the weight in grams and kilograms.

For 3.1 and 3.2, learners must provide at least two correct examples taken from different source material of information required from charts.

Evidence could be provided through centre-devised tests that cover all the assessment criteria or a portfolio of evidence that shows evidence for each assessment criterion.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1
Unit 3: Managing Your Own Money	Unit 3: Managing Your Own Money
Unit 4: Being Responsible for Other People's Money	Unit 4: Handling Other People's Money

Essential resources

Learners will need access to plenty of practice examples both in and out of context. Examples should give practice across all three areas. Examples within context should cover as many different situations as possible.

Suggested resources

Website

www.bbc.co.uk/skillswise/topic-group/calculation

Unit 28: Introduction to Health and Safety at Work

Unit code: L/505/6929

QCF level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to their personal responsibilities for health and safety at work. Learners will explore types of workplace hazard and emergency and how to keep healthy for work.

Unit introduction

This unit will help learners to prepare for a work placement.

Health and safety is a very important aspect in the workplace and all employees have responsibilities relating to it. It is important that people know how to look after themselves in the workplace so that they can stay healthy and work effectively.

This unit will help learners to understand some of the hazards and emergencies that can occur in the workplace. Learners will develop an awareness of their own responsibilities and actions in relation to reducing the risk of harm to self and others. This includes knowing how to follow instructions concerning hazards in the workplace environment and where to report any problems.

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.

Learning outcomes	Assessment criteria
1 Know about health and safety for the workplace	1.1 Identify own responsibilities for keeping self and others safe in the workplace
	1.2 Identify who to go to in the workplace for health and safety help and support
	1.3 Outline why it is important to keep self healthy for work
	1.4 Identify ways to stay healthy for work

Learning outcomes	Assessment criteria	
2 Know potential workplace hazards	2.1	Identify common workplace hazards
	2.2	Identify common hazard safety signs
3 Know about workplace emergencies	3.1	List the types of emergency that can occur in the workplace
	3.2	Identify own responsibility if an emergency situation occurs in the workplace

Unit content

1 **Know about health and safety for the workplace**

Own health and safety responsibilities: understand what an employee is expected to do at work; to take care of own health and safety and of others who may be affected by own actions; follow instructions; be aware of the person to whom health and safety matters should be reported; know own limitations in dealing with a risk; not to interfere with, or misuse, anything provided for own or others' health, safety or welfare; use work items provided by the employer correctly in accordance with training and instructions; own behaviour for safe practice in the workplace, e.g. remaining alert to the presence of risk in the workplace environment; own conduct in minimising risk

Sources of support: advisers, e.g. line manager/supervisor, human resources department, occupational health, health and safety adviser

Importance of keeping healthy for work: work more efficiently; increased self-esteem; increased enjoyment of work; quality of work could suffer if worker is unhealthy; regular attendance

Ways to stay healthy for work: appropriate equipment, e.g. suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep; dealing effectively with stress; different needs for different environments, e.g. office, outdoors, working in a hospital; different types of illness and injury, e.g. repetitive strain injury, colds, flu and other illnesses

2 **Know potential workplace hazards**

Common workplace hazards: definition of terms; hazards, e.g. faulty wiring, trailing flexes, torn carpet, broken glass, dangerous chemicals, visual display unit (VDU) screens, faulty equipment, poor posture when using computer, wet floors; manual handling; personal protective equipment and clothing; working at height; working with animals; working with computers; vehicles and transport

Common safety hazard signs: e.g. fire exit, fire extinguisher, fire door keep shut, no smoking, electrical safety, first aid; accident report book; posters, e.g. health and safety legislation poster

3 **Know about workplace emergencies**

Types of emergency: e.g. accidents, severe illness, fire, flood, power outages, chemical spills, terrorism, bomb threats

Own responsibility in emergency situations: know the appropriate way to report an emergency promptly; raise the alarm; follow instructions of emergency personnel, e.g. first aider, fire warden; stay calm

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentations, and group work.

The Health and Safety Toolbox, published by The Health and Safety Executive (2013), is a key reference guide providing authoritative information on health and safety practice in the workplace with case studies and 'dos and don'ts' for key hazards.

Speakers from different areas of work could be invited to talk to the group on the importance of keeping healthy at work. This may include reference to the benefits that a healthy workforce has for a company or organisation. When discussing illnesses and injuries at work, it is important to make this as relevant as possible for learners. If they have already been in work, they will be able to refer to their own experiences. However, this will be difficult for learners who have not had any work experience. One way to overcome this would be to refer to their classroom experiences or work at home. Topics such as repetitive strain injury, posture, colds and flu could then be discussed in this context.

Learners may be able to visit different workplace environments to observe health and safety practices and signs and could create a checklist, leaflet, poster or presentation giving information about health and safety in the workplace for other learners to follow.

Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments. Video clips and case studies may be useful in helping learners understand the importance of health and safety in the workplace. In groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the rest of the group. Simulation activities could be used for some procedures, for example a fire drill.

Assessment

The evidence for this unit may be combined in one assignment task such as producing a series of health and safety factsheets or posters. This could involve supported internet research, images collected from magazines and brief explanations. Alternatively, the learner may participate in group discussions or one-to one tutorials, recorded by the tutor for verification purposes

For 1.1, learners must identify their own responsibilities in relation to keeping self and others safe in a workplace (either real or simulated). The real or simulated workplace will need at least one clear responsibility for the learner to identify.

For 1.2, learners need to identify who to go to for workplace health and safety help and support. This could be the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible for health and safety, learners need only identify one person.

For 1.3, learners need to outline two reasons why it is important for individuals to keep themselves healthy for work.

For 1.4, learners need to identify two different ways to stay health for work.

To meet the requirements for 2.1, learners need to identify two common hazards in a workplace environment. The examples identified must show that the learner understands the definition of a hazard (according to Health and Safety Executive definitions).

For 2.2, learners need to correctly identify three common workplace hazard signs.

3.1 and 3.2 could be combined in one factsheet, leaflet or other appropriate form of evidence. For 3.1, learners need to list at least two specific examples of emergencies which could occur in a workplace setting. For 3.2, learners need to identify own responsibility in the event of a workplace emergency situation.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 10: Self-assessment	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace	Unit 30 Safe Learning in the Workplace	

Essential resources

The Health and Safety Toolbox, published by The Health & Safety Executive (2013) is a reference guide providing authoritative information on health and safety practice in the workplace with case studies and 'dos and don'ts' for key hazards.

Suggested resources

Website

www.hse.gov.uk

Unit 29: Communication Skills for Work

Unit code: T/505/6925

QCF level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to the communication skills required in the workplace and for learners to develop the skills to communicate appropriately in the workplace.

Unit introduction

This unit will help learners to prepare for a work placement.

This unit will help learners to develop the skills needed to communicate appropriately with the different people they encounter in the workplace. Learners will examine the importance of communication in the workplace and the different types most commonly used, including written, verbal and non-verbal. Learners will explore the differences between formal and informal situations and the types of language to use in each.

Throughout this unit, learners will have the opportunity to be involved in practical situations which will build their confidence in spoken language, including answering questions and making relevant comments and suggestions when speaking to others. They will practise and develop the skills of verbal and non-verbal communication in different work contexts.

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.

Learning outcomes	Assessment criteria
1 Know about communication for the workplace	1.1 Outline why communication is important in the workplace
	1.2 Outline different types of communication commonly used in the workplace
	1.3 Identify communication methods appropriate for different purposes in the workplace

Learning outcomes	Assessment criteria
2 Be able to communicate for the workplace	2.1 Communicate information appropriately for different purposes in the workplace

Unit content

1 Know about communication for the workplace

Importance for workplace: to build good relationships with colleagues; to exchange information accurately; to share ideas; to increase productivity; give positive impression of workplace

Types of communication: verbal, e.g. a formal or informal meeting with other people, presentation, telephone call; written, e.g. email, memo, letter, forms, notice, agenda, report; non-verbal, e.g. body language, gestures, posture, facial expressions

Different purposes: appropriate communication for different situations, e.g. senior managers, customers, friends, colleagues; to inform others, find out information, convey messages

2 Be able to communicate for the workplace

Communicate information appropriately for different purposes in the workplace: verbal, e.g. workplace discussions both one-to-one and small groups, listening carefully, asking questions, tone of voice; non-verbal, e.g. body language, gestures, posture, facial expressions; using appropriate language, e.g. formal or informal according to situation; written, e.g. electronic or handwritten documents, using correct grammar, spelling and punctuation; different workplace situations, e.g. where formal communication would be used as opposed to informal communication

Essential guidance for tutors

Delivery

This unit will help learners develop the skills and knowledge needed to communicate effectively with others in the workplace. Learners will find out why communication is important in the workplace and the purpose of the different communication methods used.

Throughout delivery of this unit, learners will experience practical situations which will build their confidence in spoken language and written communications. This will involve answering questions and making relevant comments and suggestions when speaking to others. Tutors could show video clips on body language and the impact that this has, for example when working with colleagues or dealing with customers. Role-play activities could be recorded to provide clear feedback to learners on their performance and they should be encouraged to assess their own communication skills such as answering questions. Learners at this level may need considerable support from the tutor/line manager in evaluating their own performance.

Learners will also have the opportunity to produce a range of different types of written communication used in the workplace, for example notes, emails, letters, short reports, memos, forms and pro forma where they are inputting or adding text. Where learners have access to a specific workplace, the documents could be those that they are actually producing as part of their job or placement. Learners should be encouraged to check each document they are working on to ensure that it is of a high standard.

Tutors can provide a range of documents of varying standards for learners to discuss the impressions given by comparing a poorly-written letter with a well-written, well-presented document and how this reflects on the individual and the organisation.

The level of accuracy required throughout this unit should be consistent with the English Functional Skills standards for learners working at Entry Level 3.

Assessment

For 1.1, learners must outline two reasons why communication is important for the workplace. This may be written or through a one-to-one discussion with the tutor.

For 1.2, learners need to outline two different types of written communication, and two different types of verbal communication used in the workplace.

For 1.3, learners need to identify three communication methods appropriate for different purposes in workplace situations. Learners could be given scenarios of different situations in the workplace to identify both verbal and written communication methods.

For 2.1, learners must demonstrate two examples of accurately communicating workplace information for two different purposes, one in writing and one verbally. This could be achieved using role play. Evidence to support this could include written evidence and video or audio recording with a witness statement completed by the tutor.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 13: Working in a Team	Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
Unit 18: Presenting Accurate Documents	Unit 17: Working in a Team	Unit 25: Contributing to Meetings
Unit 19: Speaking Confidently at Work	Unit 19: Building Working Relationships with Colleagues	
	Unit 27: Contributing to Meetings	

Essential resources

Learners must be able to participate in activities that involve communicating with others, whether in a real workplace or simulated environment. The will need to have access to different forms of document, such as emails, letters and forms.

Suggested resources

Websites

www.wikihow.com/Develop-Good-Communication-Skills

www.youtube.com

Unit 30: Developing Personal Presentation Skills for the Workplace

Unit code: A/505/6926

QCF level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This aim of this unit is to introduce learners to the basic requirements for personal presentation in the workplace, and the importance of these skills for work. Learners will also develop the practical skills required to present themselves in line with workplace requirements for dress, hygiene and cleanliness.

Unit introduction

This unit will help learners to prepare for a work placement.

Personal presentation in the workplace is important as it gives a first impression of self to others. Learners will explore the importance of personal presentation skills and how the way they are presented may affect others in the workplace.

In this unit, learners will investigate the personal presentation requirements for the workplace and what can be inappropriate. They will also show how to present themselves appropriately for the workplace.

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.

Learning outcomes	Assessment criteria
1 Know about personal presentation for the workplace	1.1 State why personal presentation is important at work
	1.2 Identify appropriate personal presentation for an area of work
	1.3 Identify inappropriate personal presentation for an area of work
2 Be able to present self appropriately for the workplace	2.1 Adhere to dress codes in line with workplace requirements
	2.2 Follow workplace requirements for own hygiene and cleanliness

Unit content

1 **Know about personal presentation for the workplace**

Importance of personal presentation at work: make a good impression; demonstrate care reflected in approach to work; importance for all jobs, e.g. in care, hospitality, retail, customer service; meeting organisational requirements; social acceptance; benefits to self and others

Appropriate personal presentation: dress codes for the workplace, including appropriate safety equipment, uniform; personal appearance, e.g. wearing minimal jewellery; personal hygiene, e.g. hair, nails, clean clothes, teeth

Inappropriate personal presentation: not wearing correctly maintained uniform; relevant to job role, e.g. inappropriate shoes, hair not tied back for food service roles, poor hygiene, e.g. body odour, untidy appearance

2 **Be able to present self appropriately for the workplace**

Dress codes: complying with organisational policies and requirements; deciding which clothes to wear; meeting health and safety requirements; to be able to do the job properly

Hygiene and cleanliness: complying with organisational policies and requirements; being clean and tidy, e.g. hair tied back, clean nails; cover cuts or wounds; report personal illness to appropriate person

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. Where learners have undertaken work experience it is likely they will be familiar with the personal presentation skills listed in the unit as these are the expected workplace standard.

For learning outcome 1, learners can be reminded of the need to establish a good first impression and how it can be achieved through personal presentation. This could be delivered through group discussion or through discussion between the learner and their line manager/tutor or another appropriate person familiar to the learner. Tutors or line managers could give the group or individual learner prompts and facilitate the discussion to help learners develop an awareness of their responsibilities to themselves and others in the workplace, for example, responsibility for personal hygiene.

Learning outcome 2 could be delivered in a variety of ways with learners presenting themselves appropriately for the workplace in line with workplace requirements. If they are in a work situation, learners could carry out their normal daily activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario that enables them to demonstrate personal presentation skills in the workplace.

Assessment

For 1.1, learners need to state two reasons why personal presentation is important in the workplace. Evidence can be written or through one-to-one discussion with the tutor/line manager.

For 1.2, learners can be assessed through a question and answer session. They need to identify the appropriate personal presentation requirements for an area of work.

For 1.3, learners need to identify inappropriate personal presentation for different areas of work; this can be for the area of work in 1.2.

For 2.1 and 2.2, learners need to present themselves in line with workplace requirements. This could be achieved in a simulation of a given job role, evidenced by a witness statement completed by the tutor. Regardless of the workplace setting, learners should have paid attention to the dress code for the workplace, and their personal hygiene and cleanliness. Their choice of clothing can be based on the advice or guidance of others. Evidence will be presented through witness testimony or tutor observation record.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct At Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement

Essential resources

There are no essential resources required for this unit.

Suggested resources

Websites

www.worketiquette.co.uk/

Unit 31: Produce a CV

Unit code: F/505/6930

QCF level: Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to introduce learners to the kind of information needed to produce a CV and for learners to develop the skills to be able to produce a CV appropriate for a job application.

Unit introduction

A CV is often the first impression a prospective employer will have of a job applicant and therefore it is important that it is well presented with no spelling mistakes or errors. In this unit, learners will understand the purpose of a CV and the types of information that should be included. They will examine the purpose of references and, using a template, produce a CV relevant to a specific job application ensuring that it is accurate and clear.

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.

Learning outcomes	Assessment criteria	
1 Know the purpose of a CV	1.1	Outline why a CV might be used when applying for a job
2 Know information required in a CV	2.1	Identify core information needed to complete a CV
3 Know the purpose of a reference in a CV	3.1	Outline why a reference is needed in a CV
	3.2	Identify suitable referees for a CV
4 Be able to produce a CV	4.1	Produce a CV appropriate for a job application using a template

Unit content

1 Know the purpose of a CV

Purpose of CV: to get an interview; to record facts about a person's skills, qualifications and experience; demonstrate suitability to a potential employer for a particular job; act as a memory jogger when completing application forms; record up-to-date and relevant information

2 Know information required in a CV

Core information needed to complete a CV: personal details, e.g. name, address, phone number, email address; career history with dates, starting with most recent job first; personal profile to present self and qualities; relevant achievements from previous jobs; qualifications and training from previous jobs; interests and any skills or teamwork relevant for the job; extra information, e.g. reasons for a career change or reasons for gaps in career history, e.g. caring duties; references; information to leave out of a CV

3 Know the purpose of a reference in a CV

Purpose of a reference: to confirm facts stated in the CV; part of the job selection process; getting prior approval to use referees

Suitable referees: people who can comment positively on skills/qualities in relation to the job, e.g. teachers/tutors, previous employers

Unsuitable referees: people who may not be best placed to vouch for your skills/qualities in relation to the job, e.g. family members, friends, someone who does not know you

4 Be able to produce a CV

Produce a CV: tailored to meet job being applied for; use ICT to produce a neat, accurate and professional looking CV; use of template; no more than two sides of a sheet of A4 paper; be positive and emphasise achievements, strengths and successes to make a good impression

Essential guidance for tutors

Delivery

Tutors could start delivery of this unit by discussing with learners what a CV is and why it is used when applying for a job. Tutors could provide examples of real CVs for learners to familiarise themselves with. Learners and tutors could discuss the format of these examples and the types of information required to complete a CV.

To encourage learner engagement it is important that the learner and tutor/line manager agree that the job application, whether simulated or real, is suitable in terms of the learner's interests, personal career situation, and abilities. Any associated job application information should reflect the level of the learner. Learners should be encouraged to spend some time thinking carefully through the details they want to include in the CV and can start by jotting down notes about previous jobs, skills, qualities, experience and interests. They can then decide which points are most important and keep sentences short or use bullet points under the template headings.

Tutors must stress the importance of being accurate and honest with the information provided in a CV, and ensure learners understand the consequences of giving false or exaggerated information. Discussions on how references are used to confirm abilities and suitability for a job could be followed by learners identifying examples of suitable people they could use for a reference. Learners should also be aware that it is good etiquette to ask for people's permission to act as a referee before including their details on a CV.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. Learners also need to recognise the importance of spelling and grammar (and the need for legible handwriting, where it is used).

Assessment

For 1.1, learners must outline two reasons why a CV might be used when applying for a job. Evidence could be presented in written format or through discussion with the tutor.

For 2.1, learners must identify core information needed to complete a CV. Learners may be guided in identifying relevant core information through group discussions, discussions with a tutor or from given information.

For 3.1, learners need to outline at least one reason why a reference is needed in a CV.

For 3.2, learners will need to identify two suitable referees for a CV.

For 4.1, learners need to produce a CV, with accurate information, appropriate for a job application. A template should be used to present the information, which needs to be clear and legible. Learners are not expected to prepare a CV without support and guidance from their tutor and may require support to understand what is and what is not relevant to include in their CV. The final CV must be prepared by learners themselves, although they will have practised this in advance and discussed and agreed the information with their tutor.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 11: Career Progression	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

There are no essential resources required for this unit.

Suggested resources

Websites

www.alec.co.uk

www.nationalcareersservice.direct.gov.uk

Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.edexcel.com/btec/Pages/Contactus**
- Pearson Work Based Learning and Colleges:
  www.edexcel.com/about.wbl/Pages/Contact-us
- books, software and online resources for UK schools and colleges:
  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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

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 at:
www.edexcel.com/resources/publications/Pages

Professional development and training

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: www.edexcel.com/resources/Training.

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 at: www.edexcel.com/resources/Training. 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: www.edexcel.com/contactus

Annexe A

The BTEC qualification framework for WorkSkills

Progression opportunities within the framework.

Level	Qualifications
3	Pearson BTEC Level 3 Award and Certificate in WorkSkills (QCF)
	Pearson BTEC Level 3 Award, Extended Award and Certificate in WorkSkills for Effective Learning and Employment (QCF)
2	Pearson BTEC Level 2 Award in WorkSkills (QCF)
	Pearson BTEC Level 2 6-credit Award in WorkSkills (QCF)
	Pearson BTEC Level 2 9-credit Award in WorkSkills (QCF)
	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in WorkSkills (QCF)
	Pearson BTEC Level 2 Award and Certificate in Employability Skills (QCF)
	Pearson BTEC Level 2 Certificate in Leadership Skills (QCF)
	Pearson BTEC Level 2 Award, Extended Award and Certificate in WorkSkills for Effective Learning and Employment (QCF)
1	Pearson BTEC Level 1 Award in WorkSkills (QCF)
	Pearson BTEC Level 1 6-credit Award in WorkSkills (QCF)
	Pearson BTEC Level 1 9-credit Award in WorkSkills (QCF)
	Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in WorkSkills (QCF)
	Pearson BTEC Level 1 Certificate in Leadership Skills (QCF)
Entry	Pearson BTEC Entry 3 Award in WorkSkills (QCF)
	Pearson BTEC Entry 3 6-credit Award in WorkSkills (QCF)
	Pearson BTEC Entry 3 9-credit Award in WorkSkills (QCF)
	Pearson BTEC Entry 3 Certificate in WorkSkills (QCF)

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Pearson BTEC Entry Level Awards and Certificate in WorkSkills (Entry 3) (QCF)
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