

Pearson BTEC Level 2 Awards, Certificate, Extended Certificate and Diploma in WorkSkills (QCF)

Specification

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Issue 3

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This specification is Issue 3. 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

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

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Summary of WorkSkills Level 2 specification Issue 3 changes

Summary of changes between this Issue 3 and the previous Issue 2 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 (Entry 3 and Level 1 units can be found in full within the Entry 3 and Level 1 WorkSkills Specifications)	Rules of combination
Addition of information about forbidden unit combinations	
Addition of guidance on unit selection	
Addition of seven new unit titles, four at Entry 3 and three at Level 1: New Entry 3 units: <ul style="list-style-type: none"> • Introduction to Health and Safety at Work • Communication Skills for Work • Developing Personal Presentation Skills for the Workplace • Produce a CV New Level 1 units: <ul style="list-style-type: none"> • Health and Safety at Work • Personal Presentation for the Workplace • Using a CV and Covering Letter to Apply for a Job (Details of Entry 3 and Level 1 units can be found in the Entry 3 and Level 1 WorkSkills specifications.)	Units Section Entry 3 Specification Units Section Level 1 Specification

Please take some time to familiarise yourself with all sections in this Issue 3 specification as they contain updated information and/or guidance.

***Update from Pre-Publication Draft**

Please note – In this final specification, units have been updated to include links to new Entry 3 and/or Level 1 units where appropriate. These updates are sidelined within the '*Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications*' table in relevant units.

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 Level 2 Award in WorkSkills (QCF)	600/2292/9
Pearson BTEC Level 2 6-credit Award in WorkSkills (QCF)	601/0687/6
Pearson BTEC Level 2 9-credit Award in WorkSkills (QCF)	601/0686/4
Pearson BTEC Level 2 Certificate in WorkSkills (QCF)	600/2296/6
Pearson BTEC Level 2 Extended Certificate in WorkSkills (QCF)	600/2380/6
Pearson BTEC Level 2 Diploma in WorkSkills (QCF)	600/2383/1

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.

* Within the Level 2 WorkSkills suite, Pearson has accredited an 'Extended Certificate' of 18 credits.

Welcome to BTEC Level 2 qualifications in WorkSkills (QCF)

Welcome to Pearson's Level 2 WorkSkills qualifications. These qualifications are available in a range of sizes, including 3-credit, 6-credit and 9-credit Awards, a 13-credit Certificate and an 18-credit Extended Certificate and a 37-credit Diploma. 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 Level 2 Awards, Certificate, Extended Certificate and Diploma in WorkSkills (QCF)

The Pearson Level 2 Awards, Certificate, Extended Certificate and Diploma 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 have been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and useful for 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 learning takes place in a real or simulated employment environment.

On completion of one of these qualification, 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 Level 2 qualifications in WorkSkills

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

The **BTEC Level 2 Award in WorkSkills (QCF)** is a 3-credit and 25–30 guided learning hours qualification.

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

At least 2 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1, Level 2 or Level 3 WorkSkills units (see pages 5-9).

The **BTEC Level 2 Certificate in WorkSkills (QCF)** is a 13-credit and 90–130 guided learning hours qualification.

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

At least 8 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units (see pages 5-9).

The **BTEC Level 2 Extended Certificate in WorkSkills (QCF)** is an 18-credit and 125–180 guided learning hours qualification.

It consists of optional units that provide for a combined total of 18 credits.

At least 11 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units (see pages 5-9).

The **BTEC Level 2 Diploma in WorkSkills (QCF)** is a 37-credit and 280–370 guided learning hours qualification.

It consists of optional units that provide for a combined total of 37 credits.

At least 23 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units (see pages 5-9).

New qualifications from September 2013

The **BTEC Entry Level 2 6-credit Award in WorkSkills (QCF)** is a 6-credit and 40–60 guided learning hours qualification.

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

At least 4 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units (see pages 5-9).

The **BTEC Entry Level 2 9-credit Award in WorkSkills (QCF)** is a 9-credit and 65–90 guided learning hours qualification.

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

At least 6 credits must be at Level 2 or above.

Optional units can also be selected from Entry 3, Level 1 or Level 3 WorkSkills units (see pages 5-9).

Unit selection guidance

The qualification structure allows learners a wide choice of units across a number of levels to accommodate their 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

LEVEL 2

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

Unit 20: Investigating Rights and Responsibilities at Work (M/503/2879)

Unit 31: Understanding Employee Responsibilities and Rights (D/602/4769)

LEVEL 1

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

Unit 21 Investigating Rights and Responsibilities at Work (K/503/2847)

Unit 31 Understanding Employee Responsibilities and Rights – Level 2 (D/602/4769)

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

Unit 30: Safe Learning in the Workplace (L/503/2856)

Unit 36: Health and Safety at Work (F/505/6927)

ENTRY 3

Combination 4 – 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 5 – 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)

Combination 6 – a maximum of one unit from this combination may count towards the qualification:

Unit 14: Investigating Rights and Responsibilities at Work (H/503/2815)

Unit 31: Understanding Employee Responsibilities and Rights – Level 2 (D/602/4769)

Level 2 units

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

** Units 20 and 31 cannot be used towards 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
33	Producing a Product	1	1

Unit	Optional units at Level 1 continued	Credit	Level
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 21 cannot be used with Unit 31 (from level 2 units) for the same qualification.

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

Optional Entry 3 units– please see the Entry 3 WorkSkills specification for further details (available on our website www.edexcel.com)

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 14 cannot be used with Unit 31 (from level 2 units) for the same qualification.

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

Optional Level 3 units – please see the Level 3 WorkSkills Plus specification for further details (available on our website www.edexcel.com)

Unit	Optional Units at Level 3	Credit	Level
1	Career Development	2	3
2	Maximising Potential when Applying for a Job	1	3
3	Strategies to Improve Job Interview Skills	2	3
4	Preparing for Work Placement	1	3
5	Reflecting on Work Placement	1	3
6	Developing Confidence for Work	1	3
7	Organising and Chairing Meetings	1	3
8	Personal Skills for Leadership	1	3
9	Presentations for Work	1	3
10	Planning for Professional Development	2	3
11	Reviewing Professional Development	1	3
12	Negotiation Skills and Persuasion in the Workplace	2	3
13	Giving and Receiving Feedback	2	3
14	Coaching Skills for the Workplace	2	3
15	Mentoring Skills for the Workplace	2	3
16	Recognition and Resolution of Bullying in the Workplace	1	3
17	Managing a Work-life Balance	1	3
18	Project Management Skills	1	3
19	Skills for a Portfolio Career	1	3
20	Skills for Starting a Business	1	3
21	Critical Thinking	2	3
22	Academic Research Skills	2	3
23	Planning for Further Learning Development	2	3

Centre resource requirements

As part of the approval process, centres must make sure that the resources 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 considerations*. 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 Level 2 Awards, Certificate, Extended Certificate and Diploma 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, at 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 2 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.

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Unit 1: Alternatives to Paid Work

Unit code:	R/503/2860
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

The aim of this unit is for learners to understand the skills, qualities and knowledge gained from participating in alternatives to paid work and how to transfer these benefits to other areas of life.

Unit introduction

In this unit learners will develop their understanding of the different types of beneficial alternatives to paid work and how they could use the skills and qualities gained through participating in these different activities in other areas of their lives. They will also learn about the role of organisations associated with beneficial 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 Understand different alternatives to paid work	1.1 Describe different types of alternatives to paid work 1.2 Explain differences in types of alternatives to work 1.3 Explain the role of different organisations associated with alternatives to paid work
2 Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life	2.1 Describe different types of skills, qualities and knowledge that can be gained through participating in alternatives to paid work 2.2 Explain steps to take to use the skills, qualities or knowledge gained from alternatives to paid work in other areas of life

Unit content

1 Understand different alternatives to paid work

Different types of alternatives to paid work: voluntary activities, e.g. volunteering for local charity organisation or community organisation; family care responsibilities, e.g. caring for young child or family member with a disability; leisure activities, e.g. sports or other hobbies; study or training, e.g. via internet or at local college; compulsory activities, e.g. community service order, supervision order

Differences in alternatives to paid work: voluntary activities, e.g. may involve helping others, may be a charitable organisation, expenses may be paid; family care responsibilities, e.g. may have no choice, may be isolating, limits leisure time; leisure activities, e.g. freely chosen, takes place in own time; study or training activities, e.g. may not be free, may be full-time/part-time, may involve expenditure; compulsory supervision order/community service order, e.g. penalties if not completed

Role of different organisations: provide information on opportunities to become involved in beneficial alternatives to paid work and steps to take in order to become involved; provide information about any requirements or restrictions on being involved in an alternative to paid work, e.g. minimum time commitment, age restrictions, travel, skills/experience/qualifications required; provide support, advice and guidance for those involved in beneficial alternatives to paid work, e.g. legal, financial and ethical matters, advice and support on emotional or personal matters, access to practical help, support resources, networking with others involved in same or similar activities, advice on paid employment opportunities, training and education

2 Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life

Skills, qualities and knowledge: interpersonal skills, e.g. teamwork, communication, willingness to learn, ability to listen to others, ability to motivate or encourage others; technical or specialised skills, e.g. learn to cook, care for young children, operate piece of equipment or machinery; personal qualities, e.g. confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty, sense of responsibility, self-discipline; knowledge, e.g. gain experience and understanding in a particular area, achieve qualifications

Steps that might be needed to use the skills, qualities or knowledge gained in other areas of life: e.g. set personal goals to use the learning, qualities or skills gained from involvement in alternatives to paid work, investigate options for further study to build on new skills or gain paid employment, use a qualification to gain voluntary or paid work, request reference from voluntary employment activities for future employer, use new sense of self-confidence to enrol on course at the local college or join keep-fit classes, use skills from training course to help children with their homework, use skills as child carer to work as helper at a grandchild's school

Essential guidance for tutors

Delivery

This unit can be delivered in a variety of contexts. Delivery will depend on the particular circumstances of learners but may include learners already or previously involved in alternatives to paid work, as well as those with no current or previous involvement. Some of these contexts will emphasise identifying the skills acquired or needed and their transferability into other work contexts. The unit could therefore, be used by home makers for example, to show how the skills that they have developed could help them find employment. Other contexts may involve potential learners using skills gained from alternatives to paid work to help them in enrolling on an appropriate training course. Delivery could be centred on using the learner as a case study or a case study.

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 delivering this unit have the opportunity to use a wide range of resources including presentations, seminars, practical workshops, interviews (e.g. face-to-face, phone interviews), projects, assignments, external trips and guest speakers. Additional learning resources could include journals, videos, DVDs, case studies, learner presentations and group work.

Learners could visit different organisations which offer alternatives to paid work. On return to class, they could write up their notes and use the information to report back to the rest of the group.

Guest speakers, DVDs and case studies could give learners an understanding of the differences and similarities between different types of alternatives to paid work for learning outcome 1.

Learners should have opportunities to find out relevant information about the services provided by organisations associated with appropriate alternatives to paid work. Learners could carry out an internet search, or visit, write or telephone appropriate organisations to gain an understanding of the role these organisations play.

Tutors/line managers could give learners case studies to analyse in order to determine the skills, qualities and knowledge gained from alternatives to paid work and how they can be transferred to other areas of life. A question and answer session could help learners to develop a knowledge and understanding of this concept for learning outcome 2.

Case studies could also be used to determine transferability of skills. Alternatively, tutors could give learners the opportunity to participate in a group discussion, or question and answer session with a visiting speaker, about how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life. Learners could record the ideas gathered individually or in groups.

Assessment

Criterion 1.1, learners should describe at least three different types of alternatives to paid work, and give an example for each type.

For 1.2, the learner needs to explain the similarities and differences between three different alternatives to paid work. This information could be evidenced in a number of different ways, for example presented as a table, as PowerPoint slides, in a leaflet or as guidance notes for other learners.

For 1.3, the learner should be able to describe two different types of organisations and, for each, explain two different types of services or roles the organisation performs. Learners will need to identify the sources of their information. Evidence for 1.3 could be combined in a presentation with evidence for 1.2.

Criterion 2.1, the learner should describe the skills, knowledge and qualities that can be gained through participating in alternatives to paid work. Descriptions do not need to be lengthy, but must clearly demonstrate the nature and value of the skill, knowledge or quality gained. In achieving 2.1, the learner may draw on one or more examples of alternatives to paid work. In total, they should describe at least three skills, qualities or types of knowledge gained and the three examples should be sufficiently varied. This may be evidenced in a chart, table, poster or other appropriate method.

For 2.2, the learner must explain what steps to take to use gained skills, qualities or knowledge in other areas of life. At least one suggested step is required for each of three skills, qualities or aspects of knowledge. Responses may be in reference to the skills, knowledge and qualities described in 2.1. For 2.2, the learner must show a clear understanding of an action to take to apply the knowledge, skill or quality to another area of life.

Links to National Occupational Standards, 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 2: Working as a Volunteer
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	

Essential resources

Learners will need access to appropriate sources of information on alternatives to paid work such as websites, community notice boards, magazines, newspapers, representatives from appropriate organisations and societies.

Suggested resources

Websites

www.carersuk.org

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

www.gapyear.com

www.learndirect.co.uk

www.princes-trust.org.uk

www.theaward.org

www.yearoutgroup.org

Unit 2: Working as a Volunteer

Unit code: Y/503/2861

QCF Level: Level 2

Credit: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to provide learners with the opportunity to apply for and undertake voluntary work to develop understanding of the benefits of skills used in voluntary work.

Unit introduction

The skills developed during voluntary work may benefit the personal and career plans of the volunteer. Learners will find out about how to become a volunteer and apply for voluntary work that suits their skills and interests. They will consider the expectations of the volunteer in relation to the voluntary work they applied for, including the nature of the work and the required behaviours and attitudes.

Learners will complete a voluntary work task which interests them and matches their skills. This unit will also help the learner to understand how skills developed during work as a volunteer may benefit them in the future.

An essential element of this unit is participation in voluntary work. A specified time for voluntary work is not given, however it must be sufficient to allow learners 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 Be able to find voluntary work that matches own skills and interests	1.1 Identify ways to become a volunteer 1.2 Apply for voluntary work matching own skills and interests 1.3 Describe the nature of the work to be undertaken 1.4 Describe behaviours and attitudes needed to undertake the work
2 Be able to undertake voluntary work	2.1 Complete a voluntary work task which matches own skills and interests

Learning outcomes	Assessment criteria
<p>3 Understand benefits to the individual from taking part in voluntary work</p>	<p>3.1 Describe skills developed during voluntary work</p> <p>3.2 Explain how the skills used during the time as a volunteer may be useful for career planning</p>

Unit content

1 Be able to find voluntary work that matches own skills and interests

Sources of information about voluntary work: e.g. internet, reference library, magazines, newspapers, charities, local council, faith-based organisations, places of worship, Connexions, teachers/tutors, family, friends, colleagues

Applying for suitable voluntary work: awareness of own skills and interests; application methods e.g. letter, application form, email, telephone call, visit

Nature of the work: tasks specific to the voluntary work, e.g. sorting the bags of clothes that are donated to the charity shop to identify those suitable for sale

Behaviours and attitudes: generic behaviours and attitudes, e.g. punctuality, reliability, confidentiality, flexibility, non-judgemental attitude, kindness, patience; behaviours and attitudes specific to the voluntary work, e.g. prepared to undertake less pleasant aspects of the work such as cleaning kennels at an animal shelter

2 Be able to undertake voluntary work

Voluntary work: suitable work which matches skills and interests, e.g. painting a fence for the pre-school groups outdoor area or clearing an overgrown churchyard would suit a learner who enjoys being outdoors, helping at a stall for a community carnival would suit a learner interested in a career in events coordination

3 Understand benefits to the individual from taking part in voluntary work

Skills: communication skills; teamwork skills; interpersonal skills; willingness to learn; skills specific to the voluntary work, e.g. learn how to communicate with a hearing-impaired person

Benefits to career plans: new skills may change career plans; improve employability prospects; provide a reference; open up greater range of careers; demonstrate social responsibility; improve confidence and people skills; encourage further study

Essential guidance for tutors

Delivery

The emphasis in this unit is enabling learners to find out about voluntary work that matches their skills and interests, and to apply for and undertake suitable voluntary work. Learners also need to work towards reviewing how the voluntary work experience contributes to their personal and career plans.

In learning outcome 1, learners need to appreciate their own skills, strengths and interests in order to find suitable voluntary work. Tutorials will give tutors the opportunity to discuss the interests and skills of individual learners so they can identify suitable voluntary work. Practical scenarios may also be used to help learners identify which type of voluntary work would be appropriate for them. If possible, guest speakers from charities or the local authority voluntary bureau could be invited.

Learners could be grouped together with those seeking similar types of voluntary work to find out about possible voluntary work experience from a range of sources. A mixture of tutor-led input and individual research is required. This research could include details of the nature of the work to be undertaken. In groups, learners can discuss appropriate behaviours and attitudes. Learners will need to apply to their chosen organisation for voluntary work experience.

Learners need to undertake a voluntary work task for learning outcome 2. The task should relate to personal skills and interests which learners have identified. Tutors should give learners a brief for the voluntary work task, including the timescale in which to complete the task and any supervision arrangements. At this level, learners should not require extensive supervision in completing the voluntary task.

On returning to the school, college or place of learning, learners could write up their notes, prepare a presentation or complete a log about their voluntary work experience and use the information to consider how the skills used during their time as a volunteer might be useful in their future or career plans. Learners would benefit from sharing their experiences of voluntary work with the group and analysing how the voluntary work may benefit them in the future.

Assessment

Criterion 1.1, the learner must list the sources they used to find their voluntary work. Sufficient information needs to be provided to allow another learner to use the same sources, therefore a fact sheet or 'guidance note' could be an appropriate means to evidence this.

A copy of the letter, application form, email or record of the telephone conversation could provide evidence for 1.2. The information needs to demonstrate how the voluntary work applied for matches the learner's skills and interests.

Learners could produce a logbook or presentation which explains the nature of the work to be undertaken and the behaviours and attitudes appropriate when undertaking the work, to achieve 1.3 and 1.4.

For 2.1, the learner needs to complete a voluntary work task according to a given brief. The brief should detail the length of time the learner should spend participating in the voluntary task, what they hope to achieve and how they are going to achieve it. The learner could use a logbook or presentation to record their experiences, which will need to be verified by the tutor. Alternative methods of evidencing the voluntary work may be used, for example a reference from the supervisor or line manager, or a certificate of attendance.

Criterion 3.1, the learner must describe the skills they developed during the voluntary work task. For 3.2, the learner needs to explain how the skills developed could be useful in future work or personal plans. Reference needs to be made to the voluntary work experience completed for 2.1.

Links to National Occupational Standards, 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 will need 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#what

Unit 3: Managing Your Own Money

Unit code:	D/503/2862
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is for learners to develop knowledge and understanding of how to budget to manage their personal finances. In this unit, ways to use credit responsibly are explored.

Unit introduction

Being able to manage your own finances is an essential life skill for anyone and is a key factor in avoiding stress and difficulties caused by money matters. In this unit learners will develop the skills and knowledge to produce a budget successfully, so that their planned outgoings do not exceed their income. They will consider buying on credit and the responsibilities and potential problems associated with using credit and loans.

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 produce a personal budget	1.1 Carry out calculations of expenditure and income for an individual for a month 1.2 Calculate balance at the end of the month 1.3 Identify ways to ensure expenditure does not exceed income
2 Understand the use of credit to borrow money	2.1 Identify different sources of credit 2.2 Explain how to use credit responsibly for expenditure and investing 2.3 Describe the potential problems of using credit

Unit content

1 Be able to produce a personal budget

Expenditure: e.g. gas/electricity, mortgage/rent, mobile/landline phone, council tax, income tax and national insurance, water rates, pension scheme payments, groceries, clothing, entertainment, transport, childcare costs, credit card repayment

Sources of income: salary or wages; inheritance, gifts; pocket money; selling items; benefits; loans and credit agreements; interest on savings

Suitable calculations: daily/weekly/monthly expenditure of essential and non-essential outgoings; weekly/monthly income

Planning expenditure and income: knowing how much money you have available each week/month after taxes; knowing how much you can afford to spend on various items, goods or services

Ways to ensure expenditure does not exceed income: make savings, e.g. special offers on food, buy clothing in sales, walk/cycle instead of using public transport, make own sandwiches; save for larger items, e.g. holidays, birthday presents; not buying on impulse

2 Understand the use of credit to borrow money

Identify different sources of credit: loans, credit cards, store cards, in-store finance deals

Using credit responsibly: state your personal financial details accurately and honestly when applying for credit or increased level of credit, know how much money you can afford to borrow, don't take out more credit than you can afford to repay, check the interest rate (APR) before signing a credit agreement e.g. for a loan, credit card, store card, minimum repayments to the lender must be made on time, check the details of credit statements and check with the lender if any of the details are unclear or incorrect, inform the lender if you get into difficulty with your repayments

Potential problems of using credit: interest rates could cause total repayment amount to greatly exceed the amount of money borrowed, penalty fees could apply if the borrowed amount is repaid in full before end of credit agreement, levels of debt could become unmanageable, inappropriate levels of debt could have negative consequences, e.g. legal action, emotional stress, goods repossessed

Essential guidance for tutors

Delivery

Learners may find that information may be gained from their own experiences, the internet, banks, building societies and other appropriate sources. Learners need to be introduced to the basic terminology needed to prepare a budget, and to use credit and to the factors associated with preparing a budget and using credit, for example outgoings, expenditure, income, repayments, interest, debt.

As a way of introducing the unit, small group discussions could identify different sources of income and common types of weekly or monthly outgoings. Learners would then progress to planning their expenditure and income in the form of a basic budget plan.

For learning outcome 1, learners must demonstrate a range of basic calculation techniques. The level of calculations should reflect the functional skills mathematics standards for learners at this level. The learner should be able to keep a record of income and expenditure for a week/month, and using those records to plan the weekly/monthly expenditure according to the income. If learners choose to use their own financial situation as a basis for planning income and outgoings, confidentiality must be respected throughout.

A number of websites provide budget planners which the learner could complete, for example www.moneymadeclear.fsa.gov.uk. Initially, learners could carry out an internet search to find the most appropriate budget planner to meet their needs. Some budget planners will carry out all the calculations. However, for assessment purposes, the learner must do the calculations themselves, with or without a calculator.

Alternatively, small group discussions could be used to work out potential outgoings and a rough estimate of what each outgoing costs per week/month. Where small group discussions are used to work out income and expenditure for a budget, it is advisable, in the interests of learner confidentiality, to use simulated examples of a family or individual situation as far as possible.

Learning outcome 2 is based on identifying different sources of credit. Learners should be encouraged to use the internet or visit local banks, building societies and shops to gather information about different forms of credit. The information gathered, by individual learners or small groups could be presented to the whole group. Alternatively, representatives from banks or building societies could be invited to speak about the various credit services their organisations offer.

Credit and loans are important as areas that are important to know about and understand in today's society. It is especially important for learners to gain an appropriate understanding of the requirements and responsibilities associated with buying on credit and taking out loans.

Debt is on the increase in the UK and helping learners to understand the consequences of getting into debt, and other potential problems associated with credit, is an important element of this unit. Younger learners may feel that they cannot experience some of the problems associated with using credit or getting into debt, as they cannot apply for credit cards, overdrafts, personal loans or hire purchase schemes. However, discussions could centre on the consequences of getting into debt by other means, such as incurring debts with family and friends. Adult learners may have already experienced some of the problems associated with using credit. This subject area could be particularly sensitive and should be handled with care.

Assessment

To meet 1.1, the learner must draw up a simple budget in the form of expenditure against income for a month. The learner can be given simulated information on which to base their calculations or may base their calculations on their own circumstances. Income information should also be provided which could be based on the national minimum wage. Where the calculations are based on the learner's own circumstances, confidentiality must be respected throughout. The level of calculations required should reflect the appropriate functional skills mathematics standards for learners working at this level.

For 1.2, the learner must calculate the correct balance for the month.

To meet 1.3, the learner needs to explain three different ways to keep a budget in balance. Reference may be made to the budget given in 1.1 or responses may be generic.

For 2.1, the learner must identify at least two different examples of sources of credit.

For 2.2, the learner must describe at least three different responsibilities that the borrower has when using credit for outgoing expenses or investment purposes. They must provide appropriate details for each of the responsibilities; it is not enough for the learner just to identify them. As evidence, the learner may take on the role of a lender who provides guidance on what the borrower's responsibilities are. Alternatively, the learner may gather information on the topic and present this to the group.

For 2.3, the learner must describe at least two potential problems of using credit. The information could be presented as a poster, table or leaflet. The learner must identify the potential problem and, in each case, give a straightforward reason or explanation of why it is a potential problem.

Links to National Occupational Standards, 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 need access to information relating to banks, building societies and other financial institutions.

Suggested resources

Websites

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

www.cccs.co.uk

www.direct.gov.uk/en/YoungPeople/Money/index.htm

www.moneymadeclear.fsa.gov.uk/tools/budget_calculator.html

www.need2know.co.uk/money

Unit 4: Searching for a Job

Unit code:	H/503/2863
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to develop learners' knowledge, understanding and skills to enable them to undertake a search for job vacancies relevant to their skills, interests and achievements.

Unit introduction

In this unit learners will develop an understanding of a wide range of potential sources of information about employment, so that they can find out which types of employment best suit their individual needs. Learners will develop the skills needed to link their own skills, interests and achievements to appropriate job sources and roles. They will also gain experience of communicating with an employer, or the employer's representative, to gain further information about a suitable job vacancy.

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 Understand how to use sources of information about jobs	1.1 Explain the roles of different sources of information about jobs 1.2 Select appropriate sources of information about job vacancies for own purposes 1.3 Identify potential job roles from sources of information about jobs
2 Understand how to relate own skills, interests and achievements to potential job roles	2.1 Explain how own skills relate to potential job roles 2.2 Explain own interests in relation to potential job roles 2.3 Explain how own achievements are relevant to potential job roles

Learning outcomes	Assessment criteria
3 Be able to investigate job vacancies	3.1 Carry out investigations to identify potential job vacancies 3.2 Provide evidence of communication with employers or the employer's representative to obtain further information about job vacancies

Unit content

1 Understand how to use sources of information about jobs

Sources of information about jobs: sources that provide a personalised service to job seekers or employers, e.g. employment agencies, Job centres; sources that provide basic information about job opportunities, e.g. magazines, newspapers, public notice boards, journals and other publications; other sources, e.g. word of mouth; different types of employment, e.g. private sector, voluntary sector, public sector, self-employment

Appropriateness of job vacancy sources: the choice of source could limit or widen the type and number of job vacancies searched for, e.g. using the internet versus using a local job notice board; some sources of employment are specialised or specific to particular job types, e.g. industry publications, trade journals, specialised recruitment agencies; differences between employment conditions in different sectors, e.g. working conditions, salary and benefits, terms of employment, ethics and values of the organisation

2 Understand how to relate own skills, interests and achievements to potential job roles

Relating skills, interests and achievements to potential job roles: understanding how own skills, interests and achievements could be used in specific jobs; evaluating the specific 'hard skills' and 'soft skills' requirements of certain job roles against own skills, interests and achievements; knowing why some job roles might be unsuitable; the job role might be an appropriate match even though not all skills and interests are reflected in the job role; some skills or qualifications which the learner does not currently have, could be acquired via the potential job role

3 Be able to investigate job vacancies

Searching for job vacancies: identifying the most appropriate sources to search for employment based on own skills, interests and achievements; using specific job-searching tools, e.g. searching employment websites on the internet, contacting employers directly, registering with a Job centre, reading local community notice boards; using contact details or instructions in the job advert to apply for the job or find out further information about the job

Communicating with employers or the employer's representative: finding out more information about a job from the employer or the person who placed the advertisement (e.g. Job centre, employment agency); identifying the appropriate questions to ask to find out the desired information; using appropriate means of communication to find out more information, e.g. fax, phone, email; knowing how to respond to the information received from the employer/employer's representative

Essential guidance for tutors

Delivery

The emphasis in this unit is enabling learners to develop the skills needed to search for a job which links to their own skills, interests and achievements. Learners will undertake independent research for most of the unit supported by one-to-one tutorials.

Learners should be encouraged to complete a log of their research to help them to meet the requirements of the assessment criteria.

For learning outcome 1, learners could work in small groups to research different sources of information for jobs available to them and report their findings to the whole group. The value of each source could be discussed as a group. These sources may include job agencies such as Job centres, employment agencies or newspapers, the internet or trade journals. Learners may also choose to investigate non-advertised jobs through talking to colleagues, relatives or friends.

For learning outcome 2, learners could undertake a personal audit to identify their skills, interests and achievements to help them identify a range of potential job roles which they think would be suitable for them. At this level, learners may have already gained qualifications or work experience which will be relevant to their job search. They should be encouraged to review this along with their other skills and interests.

Learners at this level would be expected to show independence when investigating a range of job roles for learning outcome 3. However, tutors could support learners by discussing the process with them and providing information when asked. In searching for jobs, learners should be advised to look for jobs which they will apply for or that they have a genuine interest in.

Once learners have identified potential job roles, the suitability of the identified job roles should be discussed and agreed by the tutor.

Learners should be encouraged to find out as much information as possible about their chosen job vacancies. Any communication with employers can be discussed and agreed by the tutor, for example a draft email or relevant questions to ask on the phone. In simulated exercises, learners could draft a suitable email and discuss their questions with someone who isn't their tutor.

Assessment

Evidence for this unit may be presented in the form of a log recording the learner's research and including evidence of class discussions, one-to-one tutorials, and communication with employers. Alternative methods of evidencing can be used.

For 1.1, the learner needs to explain the roles of three different sources of information about employment and, for each source, explain how they support potential jobseekers.

The learner will need to identify two appropriate sources of information for their own purposes for 1.2.

From the sources identified for 1.2, the learner will need to state two potential job roles for 1.3.

For 2.1, the learner must explain how their own skills are relevant to the two potential job roles identified in 1.3.

For 2.2, the learner needs to explain how their interests are relevant for the identified job roles.

To meet 2.3, the learner will need to explain how their achievements are appropriate for the two potential job roles identified in 1.3.

To meet 3.1, the learner must narrow down their search for job vacancies, based on the information they have collected about themselves and their personal requirements. They need to include evidence of their search for potential job vacancies. This could printouts of web-based research, copies of job advertisements, evidence of interviews with employment agencies, Connexions, a careers adviser or Job centre.

For 3.2, the learner needs to include evidence of contact, they have made with employers (either by telephone, letter or email) to request further information about job vacancies, for example requesting an application pack or form, or, in cases where a relevant contact is given, to have an informal conversation about the job role. If contact is made with the employer via the telephone, evidence of this should be recorded by the tutor (or by the learner with verifying notes from the tutor).

Links to National Occupational Standards, 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 5: Applying for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 6: Preparing for an Interview
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 7: Interview Skills
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	
Unit 31: Produce a CV	Unit 38: Using a CV and Covering Letter to Apply for a Job	

Essential resources

Learners will need access to sources of information about potential employment (such as magazines, newspapers, the internet, other people, Job centres) as well as access to specific information about how to contact employers to request further information about a job vacancy.

Suggested resources

Websites

www.direct.gov.uk/en/Employment

www.jobcentreplus.gov.uk

www.jobsite.co.uk/articles

www.learndirect.co.uk

www.monster.co.uk

www.support4learning.org.uk/careers/career_planning_information.cfm

Unit 5: Applying for a Job

Unit code:	K/503/2864
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

This unit aims to develop learners' skills to enable them to complete job application processes independently.

Unit introduction

In a competitive job market, it is vital that learners understand the job application process and how to prepare an application that meets the requirements of a prospective employer. In this unit learners will develop the skills needed to access and respond to different types of job application opportunities independently. Learners will gain an understanding of how to present a job application in an appropriate way, including collating relevant information and using suitable conventions and formatting. They will also evaluate the suitability of information included in a job application and the method of presentation.

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 Understand different methods of applying for a job	1.1 Describe different methods of applying for a job 1.2 Explain how to obtain job application information
2 Be able to prepare a job application	2.1 Collate the information appropriate for a job application 2.2 Complete a comprehensive and accurate job application 2.3 Carry out checks of a job application for accuracy 2.4 Review a job application for fitness for purpose

Unit content

1 Understand different methods of applying for a job

Different methods of applying: methods e.g. application forms, CVs, covering letters, online applications, telephone enquiries, applying in person

How to obtain job application information: how and where to find job application information, e.g. from human resources departments, company/organisation websites, job search websites, local and national media, employment agencies

2 Be able to prepare a job application

Information for a job application: references, certificates, club or group memberships, relevant information e.g. include reference from voluntary work at an animal shelter to support application for work at a veterinary clinic, refer to achievements at local sports club in covering letter for work at a gym

Comprehensive and accurate job application: paying attention to all details of the job application so that nothing relevant is left out; ordering different types of information in a logical manner in the application document, checking whether or not to include supporting documents, e.g. work permits, certificates, personal identification; using personal statements to create positive impression of skills and interests; use appropriate conventions, formats and styles, e.g. accurate and neat presentation, using tools that aid accurate and appropriate presentation, e.g. Curriculum Vitae (CV) templates, covering letter templates, spellchecker, jobseeker advice websites or magazines, understanding and using the appropriate level of language for a CV, personal statement or covering letter

Checking methods: e.g. use of IT (spell check), comparing application with other applications, seeking feedback from others regarding the accuracy and appropriateness of the content and format of the job application

Fitness for purpose: e.g. suitability of the application for intended audience, matches own knowledge and skills to the requirements of the job, evaluating the CV for clarity and relevance of content, checking whether the application provides all the information the employer requires, checking the CV for accurate language, checking the language used in the application is clear, concise and at a level appropriate for a job application

Essential guidance for tutors

Delivery

Aspects of this unit include learners investigating and completing a job application with only general guidance from the tutor, so it becomes a more practically based unit.

For learning outcome 1, learners could work in groups to investigate different methods of applying for jobs, which types of employers use which types of application method and what employers might be looking for in a job application. Learners could create a handout, with examples, as a fact sheet or guidance notes for other learners to follow.

Learning outcome 2 requires a mixture of tutor- led input and individual learner research. Learners could conduct research into a suitable job vacancy and complete the application form required for that job or use a simulated application which reflects the learner's interests and relevant experience. The importance of including relevant information in a job application could be explored in tutor-led discussions.

Learners could analyse in groups examples of CVs, covering letters and job applications that have been completed incorrectly and point out errors or areas needing improvement. Learners could discuss the importance of accurate and neat presentation, including relevant information and its effect on a successful outcome to the job application. Guest speakers from the world of work or employment agencies could be invited to speak about the importance of presenting information clearly and correctly on applications forms, CVs and covering letters appropriately and following specific instructions.

Learners could develop a 'best practice' guidance sheet to present job applications. Key points could be collated on a board or flipchart. The tutor could provide CV templates and covering letter templates for learners' use.

Learners should also reflect on the appropriateness of their job application for learning outcome 2. Learners could undertake peer assessment of completed job applications to consider the appropriateness of the application for its intended audience.

Assessment

To meet 1.1, the learner must describe four different methods of applying for a job, including details about when and why each method may be appropriate.

For 1.2, the learner needs to explain how and where job application information may be accessed. Examples may be given to support their explanation

For 2.1, the learner needs to collate appropriate evidence for an application. Evidence will be a portfolio of documents or a printout of a file list. The documents/sources must all be appropriate to support a job application for example certificates, membership of clubs, references.

For 2.2, the learner must prepare an appropriate job application (this could be real or simulated) for a potential job role. They must include the correct information into a CV or job application form and show they can draft an appropriate personal statement or covering letter. The covering letter or personal statement does not have to be lengthy. The completed job application needs to demonstrate the learner has used appropriate conventions, styles and formats and must be presented in a way that suits its intended audience: the employer. Learners must show that they can write to an unknown person in a formal situation and convey Evidence for 2.3 may be provided by highlighting changes made after the learner has checked their job application.

As part of 2.4, the learner needs to provide a basic analysis of the effectiveness of their job application in matching their skills and knowledge to the job and meeting its intended audience and suggest ways to improve it. The review needs to include letters of application, personal statement and CV (if used in 2.2). Tutors could use a person unfamiliar to the learner to review the job application with the learner if this is a simulated situation.

Links to National Occupational Standards, 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 6: Preparing for an Interview
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 7: Interview Skills
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 10: Career Progression
Unit 31: Produce a CV	Unit 11: Career Progression	
	Unit 38: Using a CV and Covering Letter to Apply for a Job	

Essential resources

Learners need access to sources of information about different ways to apply for a job, including information about job application documents such as CVs, personal statements and covering letters.

Suggested resources

Websites

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

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

www.hull.ac.uk/careers/students-and-graduates

www.open.ac.uk/careers/applying-for-jobs.php

www.worksmart.org.uk/career/job_advertisements

Unit 6: Preparing for an Interview

Unit code:	M/503/2865
QCF Level:	Level 2
Credit value:	1
Guided learning hours:	10

Unit aim

The aim of this unit is for learners to develop the knowledge and skills to prepare for an interview.

Unit introduction

In this unit learners will develop the skills needed to plan for a successful interview. The interview could be for a job, a placement or a course. The unit focuses on the learner's role in correctly anticipating and preparing key information, questions and answers for a potential interview. Learners will use application information, identify areas where they want to know more, and turn these into questions to ask an interviewer. They will anticipate interview questions and plan their responses.

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 information required in preparing for an interview	1.1 Describe the key information about the interviewing organisation which are relevant to the job/placement/course 1.2 Describe key aspects of the job/placement/course drawing on application information 1.3 Identify gaps in own information about the organisation 1.4 Identify gaps in own information about the job/placement/course 1.5 Devise questions to ask the interviewer at interview to find answers to gaps in knowledge

Learning outcomes	Assessment criteria
2 Be able to prepare answers to interview questions	2.1 Devise questions that may be asked at an interview 2.2 Select questions most likely to be asked at an interview specific to the course/job/placement 2.3 Prepare responses to questions that may be asked at interview

Unit content

1 Know information required in preparing for an interview

Key information about interviewing organisation: main functions, what business the company carries out, the goals of the organisation

Key aspects of the application information: e.g. entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required

Identify questions: identifying information about the job/placement/course which they could not find in advance of the interview and could request from the interviewer, e.g. course materials needed, promotion and training opportunities offered by the organisation, working hours for the placement

2 Be able to prepare answers to interview questions

Key questions: different types of interview questions, e.g. questions about the learner's experience, goals, skills, qualities, suitability for the job/placement/course, why the learner is interested in the course/job/placement, about something specific in the learner's CV, about the learner's knowledge of the course/placement/job for which they are being interviewed

Anticipated interview questions: deciding which questions are most likely to be asked by the interviewer based on an understanding of the course/placement/job being applied for, e.g. interview for job at a call centre is likely to include questions about people skills and telephone manner, interview for an ITC course likely to include questions about qualifications or experience in ICT, maths or technical areas; understanding that not all questions can be predicted

Prepare relevant answers: formulating answers and reviewing the content for accuracy; relevance and appropriateness for the anticipated questions; appropriateness of language used

Essential guidance for tutors

Delivery

During 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, research tasks and learner-led presentations.

Tutors/line managers should be able to cover all the learning outcomes through practical activities. The tutor could begin by discussing the purpose of interviews and the importance of having relevant information about the employer/organisation/course when preparing for an interview. Similarly, a line manager could discuss the purpose of interviews. Learners could work in groups or individually to research key information about different employers, organisations or courses related to a specific interview situation, using websites, libraries, magazines or other publications to help them identify gaps in their knowledge and prepare questions to ask the interviewer.

An understanding of key interview questions could be explored through the use of case studies which provide 'real' interview situations. Learners could work in small groups to explore questions and answers and report back to the rest of the group. Learners should be encouraged to use the job description and person specification as a starting point, where appropriate.

Guest speakers can speak about questions they ask in different interview situations and the answers they expect. Having learned the basics, learners should have the opportunity to practise their skills with one other, using role-play. They can then analyse the role-play activities and agree good practice for interviews.

Learners could prepare questions to ask the interviewer and create a fact sheet for other learners.

The interview learners are preparing 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.

Assessment

For 1.1 and 1.2, the learner needs to describe key information related to a stated interview, for example what the company or organisation does (1.1) and what the job role comprises or for a course the length of the course, details of any accreditation and any entry requirements. To meet 1.2, the learner must also give a brief but clear description about why the information they have found is relevant for their interview preparation or how it will assist them in the interview situation itself.

For 1.3 and 1.4, the learner needs to suggest four relevant questions that they could ask the interviewer about the job, placement or course. The four questions should relate to information that the learner has not already obtained in advance of the interview, for example information about working hours, pay, benefits, training and promotion opportunities, travel requirements or required course materials. The learner should suggest two questions regarding the organisation and two questions about the role or course.

For 1.5, the learner needs to devise at least three different types of key questions they could ask at interview. The tutor may support the learner in thinking about and discussing different types of interview questions, but the types of questions should be selected by the learner independently.

For 2.1, the learner needs to identify four questions likely to come up at an interview. These should be questions which they could be asked by the interviewer, for example, questions about their past experience and skills, questions about why they are interested in the placement or training opportunity, questions about why they want the job and questions about future plans, career goals, hobbies or interests. The tutor may support the learner in thinking about and discussing different types of interview questions, but the types of questions should be selected independently by the learner.

For 2.2, the learner needs to select two questions most likely to be asked be relevant to the stated purpose of the interview, and explain why they chose that question. For 2.3, the learner must give a clear example of an appropriate answer to each of the questions given in 2.1 and 2.2.

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 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 7: Interview Skills
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	

Essential resources

In order to prepare for an interview, learners will need to be given a brief for an appropriate job, placement or place on a training course. They will also need access to sources of additional information about the proposed employer/educational organisation.

Suggested resources

Websites

- www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork
- www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob
- www.jobcentreplus.gov.uk
- www.open.ac.uk/careers/preparing-for-an-interview.php

Unit 7: Interview Skills

Unit code:	T/503/2866
QCF Level:	Level 2
Credit value:	1
Guided learning hours:	10

Unit aim

This unit aims to develop learners' communication and presentation skills for successful interviews. Learners review their own skill development and consider how to improve for future interviews.

Unit introduction

In this unit learners develop the skills needed to undertake an interview, covering the obvious and less obvious factors needed to achieve a successful interview. The focus is on the learners developing a thorough approach to their conduct and interaction with the interviewer, irrespective of the specific interview context. Learners will also develop skills needed to review their performance after an interview, understanding how to use the experience of one interview to prepare constructively for another.

The interview could be real or simulated, and could be for a course, placement or job.

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 demonstrate readiness for an interview	1.1 Present an appearance and dress code that conforms to interview requirements 1.2 Demonstrate punctuality for the interview 1.3 Introduce self at the interview location 1.4 Give the name or job role/title of the interviewer during introductions

Learning outcomes	Assessment criteria
2 Be able to respond to questions in an interview	2.1 Give responses to clarify an interviewer's questions if they are unclear 2.2 Give responses which provide answers to the questions asked by the interviewer 2.3 Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course
3 Know how to review own performance in an interview	3.1 Describe what went well in the interview 3.2 Describe what did not go well in the interview 3.3 Suggest ways of improving own performance in a future interview

Unit content

1 Be able to demonstrate readiness for an interview

Presentation and dress code: clean and smart presentation, dress code to meet interview requirements, e.g. suit; work specific clothing if appropriate

Arrive punctually: the importance of time keeping in creating the correct impression at an interview; arrive early enough, e.g. to collect themselves, to find entrance to building/office, to appear calm and in control

Polite, appropriate way to introduce yourself in an interview situation: use appropriate language and facial expressions, be aware of potential cultural differences around introductions

Information about interviewer: basic but accurate details about the name/job role/title of the interviewer

2 Be able to respond to questions in an interview

Clarifying an interviewer's questions if they are unclear: asking politely for unclear questions to be repeated or politely querying unclear questions, e.g. 'I'm not sure what you mean', 'I don't understand'

Full responses which provide answers to interviewer's questions: thinking about whether the answer is relevant to the question before giving the answer; not including irrelevant information in the answer; giving a full answer by providing all the information asked for, understanding that some questions need more detailed responses than others

Appropriate non-verbal communication: the importance of body language, facial expressions and volume/tone of voice in creating the correct impression at an interview; showing that you are interested in what is being said by the interviewer

3 Know how to review own performance in an interview

What went well and what did not: what went well, e.g. paid attention to all interview questions, was able to answer all questions; what did not go so well, e.g. forgot to ask about materials required for the training course, included irrelevant information in some of the answers

Suggest ways of improving performance in future interviews: learning from a past interview experience to improve performance at a future interview, e.g. arrive at interview a bit earlier in future to eliminate feelings of being rushed and anxious

Essential guidance for tutors

Delivery

A wide range of delivery methods can 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.

For the learning outcomes for this unit, it would be helpful for learners to gain an understanding of the different types and purposes of interviews. A question and answer session could determine this. Learners could also offer examples of their own interview experiences.

In order for learners to understand the importance of verbal and non-verbal communication in an interview situation, it would be useful for them to watch a video of an interview situation. In groups, learners could discuss and analyse the importance of communication skills and then report back to the rest of the group.

Learners should also have the opportunity to explore cultural differences in non-verbal communication which would be relevant in an interview. Where different cultures and nationalities are represented in the group or learners have experience of other cultures, learners could contribute ideas based on their own experience. 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 group to prepare interview questions for different interview situations and then take part in role-play to practise their skills on each other.

For learning outcome 3, learners could work in groups to devise a checklist to use to help them to analyse their performance in an interview. Tutors/line managers could support learners in discussing why some things went well in the interview and why others did not go so well, the role of feedback and the importance of applying it, and dealing with emotions such as stress and nervousness during an interview.

The interview can be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable.

Learners need opportunities to practice their interview skills frequently before the assessment takes place.

Assessment

For 1.1, learners must be appropriately dressed for the interview and be well presented. Ideally, this will be in a suit or other suitable formal work clothing, but on occasions the interview may be in a vocational context requiring some demonstration of skills, and clothing should be appropriate. For 1.2, the learner must have identified in advance where the interview will be held and what route and means of transport they will need to take to arrive in time to collect themselves before the interview. For 1.3, the learner needs to introduce themselves to the interviewer, either initiating the introductions or in response to the interviewer introducing themselves first. For 1.4, they must use the correct name or job title/role of the person who will be interviewing them, either at the reception of the interview location or after the interview when they evaluate their performance.

For 2.1, 2.2 and 2.3, the interviewer should ask questions clearly, introducing some fairly complex ideas or situations for the learner to consider, such as asking the learner how they would respond to a particular scenario. The interview should last around 15 minutes and be conducted by an adult who (if in a college or school context) is not the learner's usual tutor. It would be helpful, though not a requirement, if the interviewer was unfamiliar to the learner.

During the interview, the learner must listen carefully so that they can answer the questions they are asked (rather than those they would have liked to have been asked or have prepared answers for).

For 2.1, the learner must demonstrate the ability to clarify the interviewer's questions by querying or asking for a question to be repeated during the interview. Alternatively, if no unclear questions arise during the interview, the learner must explain how they could clarify interview questions during their post-interview reflection, describing what language they would use.

For 2.2, the learner needs to communicate clearly and give relevant answers of reasonable length, avoiding single word answers and rambling. They should try to create a positive picture of themselves through their answers.

For 2.3, appropriate body language can include positive facial expressions, shaking hands (if appropriate), sitting once invited to do so, sitting up straight and listening actively. The tutor/line manager should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

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

For 3.1, the learner must identify at least two aspects of their performance that went well (for example arriving promptly, wearing the right clothes, being confident enough to ask for a question to be repeated) and one that did not go so well (for example talking too much during the interview, forgetting the interviewer's name, slouching). They must also pick out which questions were answered well and which were not. They can reflect on the interview by watching it back on video or listening to it on a recording, discussing it with the interviewer or other observers. Following these reflections, the learner must record their self-evaluation independently. This could either be written, for example written statements from the learner reviewing their performance and/or supporting witness statements from the tutor, line manager or other person involved in a post-interview discussion and review, or through video or taped discussion.

For 3.2, the learner needs the opportunity to discuss, with a line manager, tutor or other appropriate person, how they might handle some aspects of the interview differently in future. They can seek the advice of others, but need to identify and record any areas and strategies for improvement independently. The learner must suggest at least one way they could improve their performance at a future interview.

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 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	

Essential resources

Learners need to participate in a real-life or simulated interview.

Suggested resources

Websites

- www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork
- www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181
- www.jobcentreplus.gov.uk/jcp/Customers/outofworkhelplookingforwork/Getting_job_ready/Interviews
- www.open.ac.uk/careers/interviews.php
- www.worksmart.org.uk/career/interviews

Unit 8: Self-management Skills

Unit code:	A/503/2867
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is for learners to develop an understanding of the importance of self-management for employees and others in the workplace and to develop self-management skills for work.

Unit introduction

A proactive approach to self-management is a vital aspect of employability. Employees need to be able to manage themselves appropriately in order to stay safe, healthy and to make a constructive contribution to the workplace.

In this unit, learners will develop an understanding of why self-management in the workplace is important and how effective self-management benefits themselves, their colleagues and their employer. Learners will demonstrate a range of self-management skills throughout the working day and evaluate their performance, suggesting any areas for improvement.

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 Understand the importance of self-management for work	1.1 Explain why it is important for individuals to self-manage in the workplace 1.2 Explain how to self-manage in the workplace 1.3 Explain benefits to others in the workplace when individuals self-manage effectively
2 Be able to self-manage for work	2.1 Produce a plan of activities and breaks for a working day 2.2 Carry out activities prioritising to achieve daily objectives
3 Be able to review own self-management skills for work	3.1 Assess own self-management skills for work 3.2 Identify aspects of self-management for improvement

Unit content

1 Understand the importance of self-management for work

Importance of managing themselves: contribute to own health and wellbeing, builds self-esteem and confidence, builds better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily

How to manage themselves effectively in the workplace: e.g. taking care of personal wellbeing, e.g. select healthy meal options in canteen at lunchtime to boost physical health, talk to supervisor or human resources representative if feeling anxious about learning new tasks; follow health and safety guidelines, e.g. take regular breaks from looking at the computer screen, use correct method for lifting heavy objects; manage time effectively, e.g. check daily tasks lists every morning for any urgent tasks

Benefits of effective self-management to others: for immediate colleagues, other colleagues, the employer, e.g. makes workplace safer, avoids problems related to inappropriate workloads, boosts morale and a positive atmosphere in the workplace, lower rates of absence from work, higher rates of productivity if staff are happy and healthy in their workplace

2 Be able to self-manage for work

Effective self-management skills: plan for a working day including anticipated tasks, time needed for completion, prioritising, break times; range of skills needed, e.g. time management, understanding of health and safety, keeping themselves and others safe and healthy

3 Be able to review own self-management skills for work

Assessment of performance: analysis of plan and performance, e.g. was plan carried out, was there a need to change the plan during the working day, did learner feel safe and comfortable in the workplace

Areas for improvement: discussion of what went well and what did not go so well; suggest areas for improvement, e.g. will ask for help in future if unable to complete a task within the required deadline

Essential guidance for tutors

Delivery

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

Tutors/line managers could use copies of 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 the workplace, copies of procedures for that workplace). Relevant training or developmental courses or 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 discussion between the learner, their line manager, supervisor or another appropriate person familiar to the learner. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners explain how and why it is important to manage themselves in the workplace. Learners should discuss why it is beneficial, for themselves and to others that they look after themselves in the workplace. Learners could create a poster or leaflet.

Tutors/line managers can wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities employees have to their health and wellbeing, and also how the workplace can support employees in this.

In preparing a plan for a working day, tutors/line managers could discuss and agree the format of the plan with learners in advance. Tutors/line managers can provide learners with a template for a plan to fill in, allowing them to record all the essential information.

Learning outcome 2 may 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, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario which enables them to demonstrate self-management skills within the workplace. However, learners would need an opportunity to demonstrate that they can carry out a range of activities. Tutors/line managers could 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 by pointing out, for example, health and safety issues that they may have missed. They can also discuss and agree the activities which learners will demonstrate, in advance of the demonstration. 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 or line manager and the learner. Learners and tutors would discuss how the learner fared in their demonstration and learners would have the opportunity to analyse their performance. Tutors/line managers could include this analysis as part of any formal reporting (for example appraisal or review sessions during the year).

Assessment

For 1.1, the learner must explain why it is important that they manage themselves in the workplace.

For 1.2, the learner needs to provide at least two examples of how to self-manage in the workplace.

For 1.3, the learner must explain at least three benefits of effective self-management to others in the workplace, for example benefits to other colleagues and the employer. Evidence to support 1.1, 1.2 and 1.3 can be either in a written format, for example records of group or individual discussion (written by the tutor/line manager or by the learner with sign-off from the tutor) or a video or via audio recording.

For 2.1, the learner should produce a plan for their working day in advance of their demonstration. The plan can be discussed and agreed by the tutor/line manager and prepared to a set template, but the information contained within the plan must be from the learner and must include anticipated tasks for that day. To show the learner's understanding of their daily objectives, the plan will show prioritise the tasks and estimate the time the learner will need to take to complete these. The plan will also allow for break times appropriate to the workplace situation, for example the learner is likely to be spending long periods of time at a computer and will need to schedule time when they can move away from the computer and rest their eyes.

For 2.2, the learner should demonstrate self-management skills within the workplace. They must show that they can structure appropriate breaks during their working day. In achieving 2.2, the learner will need to prioritise tasks and activities appropriately to meet their daily objectives, although they could discuss them with their tutor or line manager in advance. The tasks and activities should be agreed before the learner undertakes their work. The learner must show that they can use these skills and understand what they are carrying out, although tutors and others can support and prompt them.

The demonstration needs to be observed by the tutor or another person designated to assess the learner (this could be a line manager or supervisor for example). The observation needs to form the basis of a discussion with the learner after the demonstration. This observation could be a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary from the tutor or line manager.

For 3.1 and 3.2, the learner needs to carry out an analysis of their performance representing their own views on their performance and recording them. It is appropriate for the tutor, line manager or colleague to offer constructive criticism and for the learner to include this feedback in their performance review if they wish to do so. However, the learner's self-evaluation should represent their own views on their performance and be recorded independently. The learner needs to discuss what they felt went well, (for example being able to do some extra work due to rescheduling tasks and activities) and what they felt did not go so well (such as being late for a meeting or missing a phone call). The learner should be able to discuss with their tutor or line manager what they felt they could improve on.

Evidence to support 3.1 and 3.2 can be written, for example 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.

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

Links to National Occupational Standards, 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 15: Effectiveness at Work
Unit 12: Conduct At Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace	Unit 30: Safe Learning in the Workplace	
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	
Unit 28: Introduction to Health and Safety at Work	Unit 36: Health and Safety at Work	

Essential resources

There are no essential resources for this unit.

Suggested resources

Websites

www.connexions-direct.com
www.direct.gov.uk/en/Employment
www.lifecoachexpert.co.uk
www.monster.co.uk
www.worksmart.org.uk/career

Unit 9: Self-assessment

Unit code: F/503/2868

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop the skills to assess their own strengths, weaknesses, skills and qualities to inform personal goal setting and to review personal achievements over time.

Unit introduction

In this unit, learners assess their own strengths, weaknesses, skills and qualities so that they can use this understanding of themselves to progress in their work and personal lives. Additionally, the learner will use this information to set their own personal goals. They will gain an understanding of the importance of self-assessment and find out how to set their own long-term and short-term personal goals and review personal achievements over time.

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 Understand self-assessment	1.1 Explain why it is important to assess personal strengths and weaknesses 1.2 Explain why it is important to assess personal skills and qualities
2 Be able to reflect on personal strengths and weaknesses	2.1 Describe own personal strengths and weaknesses 2.2 Explain why it is important to continue to develop own strengths 2.3 Explain why it is important to improve on own areas of weakness
3 Be able to reflect on own skills and qualities	3.1 Describe own skills and qualities 3.2 Explain why skills and qualities identified are important for own career and personal life

Learning outcomes	Assessment criteria
4 Be able to set personal goals	4.1 Identify sources of information for learning and progression 4.2 Identify personal long-term goals 4.3 Describe short-term goals required for meeting long-term goals 4.4 Describe ways in which goals may be tracked over time 4.5 Devise a plan for learning, showing responsibility for own learning 4.6 Implement own plan for learning, showing responsibility for own learning
5 Be able to review personal achievements	5.1 Identify achievements over a given period 5.2 Give reasons for success in achievements 5.3 Explain why goals may not be reached within a set period of time

Unit content

1 Understand self-assessment

Importance of self-assessment of personal strengths and weaknesses: to identify personal strengths; to identify personal weaknesses; to plan future; to set achievable goals; to plan to develop strengths and weaknesses

Importance of personal skills and qualities: to recognise personal skills; to recognise personal qualities making realistic career choices and plans; setting achievable long-and short-term goals; successful relationships at work and in personal life

2 Be able to reflect on personal strengths and weaknesses

Describe strengths and weaknesses: self-assessment; use of tools; feedback from others

Importance of developing strengths: may benefit career, may benefit personal life, may improve self-esteem, career plans may be changed, enhanced or confirmed as a result, understanding your strengths helps in setting personal goals

Importance of improving on areas of weaknesses: helps in setting realistic goals, may benefit personal life, can improve employment or career prospects

3 Be able to reflect on own skills and qualities

Describe own skills and qualities: use strengths and weaknesses analysis tool, reflect on past performances and achievements, consider talents and interests, receive feedback from appropriate people

Why skills and qualities identified are important for own work and personal life: in relation to own career choices, career plans and career goals; in relation to goals for personal life

4 Be able to set personal goals

Sources for learning and progression: e.g. job advertisements, college prospectuses and websites, company websites, libraries, careers advice services

Goal setting process for short-term goals and long-term goals: using a stepped process, assess strengths and weaknesses, assess skills and qualities; goal needs to be important to the individual; goal to be achievable; importance of defining the goal clearly; use SMART targets, short-term goals must link logically and progressively to long-term goal

Tracking goals over time: periodically check plan of action to be taken; have short-term targets; measure achievement by comparing current and intended performance

Devise plan: to include goals, skills required, and timeframe

Implement plan: recording achievements against goals

5 Be able to review personal achievements

Review personal achievements: successful achievements and why something was successful, e.g. successful work placement as supervisor was supportive and learner was consistently punctual; less successful achievements and why something was less successful, e.g. coursework not fully completed as learner did not ask for necessary help, unrealistic goals

Essential guidance for tutors

Delivery

The emphasis of this unit is to enable the learner to analyse their own strengths, weaknesses, skills and attributes and to set their own long-term and short-term goals. For much of this unit, learners will need to focus on their own personal attributes in order to develop a personal plan to achieve their goals; a mixture of tutor/line manager-led input and individual learner reflection is required.

Learners at this level will be working towards developing some autonomy in setting goals.

Learners could record their self-analysis, goal setting and evaluations using logbooks (or similar method). Learners are encouraged to use a variety of methods of recording information in the log, wherever possible or appropriate.

The tutor/line manager could start delivering this unit by inviting guest speakers to talk about their experiences of self-assessment. Learners would find it useful to prepare questions to ask speakers about how self-assessment benefited them in their careers and personal lives. Learners in the workplace might find it useful to ask other colleagues questions regarding self-assessment or use the internet to find information about the experiences of other people.

For learning outcome 2, the strengths and weaknesses of individual learners could be explored through tutorials or one-to-one discussions. Learners could then work on their own to consider why it is important to improve areas of weakness. They could conduct personal research using the internet or other appropriate resources for information on ways of improving areas of weakness. If appropriate, recognised personality profiling and self-assessment tools can be used in a strengths and weakness analysis. The results of the research could be shared with the group or line manager. Recognising and investigating areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of sensitivity and respect, with emphasis on the fact that everyone has strengths and weaknesses and that it is important to continue developing and accentuating the positive whilst finding ways to address weaknesses and improvement in the desired areas.

The importance of skills and qualities for all areas of life could be explored through different case studies for learning outcome 3. A question and answer session could be a useful way of determining the key points.

For learners to understand the concept of goal setting for learning outcome 4, it would be useful to develop a mind map or similar learning tool with learners, using prompts and question and answer sessions for each of the factors involved until a picture is complete. Learners will need to develop and implement their own plan for learning, drawing together their learning from previous learning outcomes.

The importance of reviewing personal achievements could be explored through group discussion including the value of reflecting on failures as well as successes.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. The logbook could include a variety of methods of recording the appropriate information, depending on the needs of individual learners. Alternative types of evidence could be used. Evidence from tutorials or taped discussions verified by the tutor/line manager can be included in the log.

For 1.1, the learner needs to give two reasons why it is important to assess personal strengths and weaknesses. For 1.2, the learner needs to give two reasons why it is important to assess personal skills and qualities. The responses for 1.1 and 1.2 can be generic or refer to the importance of self-assessment for their own career and personal life.

For 2.1, the learner needs to give clear details about both their strengths and weaknesses. They need to refer to at least two areas of strength and two areas of weakness.

Criterion 2.2 requires the learner to give at least two reasons why it is important to continue developing the strengths identified in 2.1.

For 2.3, the learner needs to give two reasons why it is important to improve the areas of weakness described in 2.1.

The learner needs to give details about their skills and qualities for 3.1.

For 3.2, the learner needs to explain why two skills or qualities identified in 3.1 are important to their work or personal life.

Criterion 4.1 requires learners to identify the sources that inform their goal setting. For 4.2 and 4.3 the learner needs to identify two specific, measurable, attainable, realistic long-term goals and the short-term goals associated with each long-term goal. The evidence for this can be a plan included in the logbook or similar recording tool.

Details of how the success of the goals will be tracked need to be included for 4.4. In 4.5, learners should develop a learning log that incorporates their goals, skills needed and a timeframe for achievement. They should implement this and record achievements over a short period of time sufficient for them to collect evidence to meet 4.6.

For 5.1, the learner should identify their achievements over a stated period of time.

5.2, the learner should give two reasons why they were able to accomplish the achievements identified in 5.1.

For 5.3, the learner needs to explain why goals may not be reached within a set period of time. Examples can be given to support the explanation, which can be generic or in relation to the learner's own experiences.

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 10: Self-assessment	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	Unit 22: Setting and Meeting Targets at Work
Unit 16: Setting and Meeting Targets at Work	Unit 23: Setting and Meeting Targets at Work	

Essential resources

There are no essential resources for this unit.

Suggested resources

Websites

www.career-advice.monster.com

www.careersserviceni.com/Cultures/en-GB/CareerService

www.lifecoachexpert.co.uk

www.mindtools.com

www.reed.co.uk/CareerTools/SelfAssessments.aspx

Unit 10: Career Progression

Unit code:	J/503/2869
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is for learners to develop the understanding and skills to develop a plan to progress their career based on assessment of their own qualities, skills and experience.

Unit introduction

In this unit, learners will develop understanding of the connection between their own skills, experience and aspirations and possible career opportunities, so that they are able to take a proactive approach to career progression. Learners will locate potential opportunities, information and resources and evaluating them in terms of relevance to their career progression. They will explore the ongoing nature of career development and also develop a career progression plan.

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 Understand career progression	1.1 Explain the career benefits of work or study opportunities 1.2 Explain how one job role or stage of career development may lead to another
2 Be able to review skills, qualities and experience for career progression	2.1 Describe own skills, qualities and experience 2.2 Explain how own personal qualities, skills and experience apply to areas of work or learning 2.3 Identify area of work or learning for own career progression

Learning outcomes	Assessment criteria
<p>3 Be able to plan career progression</p>	<p>3.1 Identify information for own career progression from different sources</p> <p>3.2 Explain how information for career progression relates to own skills, qualities, experience and career aspirations</p> <p>3.3 Produce a career progression plan, including information that relates to own skills, experience and career aspirations</p> <p>3.4 Explain the timeline for the career plan</p> <p>3.5 Identify resources needed to support the career progression plan</p> <p>3.6 Explain how the career progression plan will be reviewed</p>

Unit content

1 Understand career progression

Benefits of different work or study opportunities: various forms of work and study opportunities, e.g. part-time studies or courses, courses or studies subsidised or paid for by an employer, full-time studies/course, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects; benefits of work or study opportunities, e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects

Stages in career development: ongoing nature of career progression, building skills and knowledge as an ongoing process, moving up through organisational structure, increasing understanding of a task or skill from basic to more advanced level, learning new skill could lead to new job role, taking on new responsibilities voluntarily could lead to paid promotion

2 Be able to review skills, qualities and experience for career progression

Personal skills, qualities and experience: interests, work, study and other experience, personal strengths, learned and natural talents, skills and personality

Suitability of qualities, skills and experience to areas of work or learning: e.g. preference for learning in a group situation would suit enrolling on course at college rather than doing an online course from home, physical fitness and strength could suit work on a construction site rather than a desk-based job, experience in caring for a child with disabilities would suit role as a helper at school for children with disabilities rather than working at a call centre

3 Be able to plan career progression

Information and guidance related to career progression: e.g. college, school or community-based careers services, career advisers, Job Centres, Learndirect, libraries, Careers and Jobs sections in local newspapers and magazines, personal development and career development magazines and websites, industry magazines, websites or publications, employment and careers websites, HR professionals, work placement; using relevant source depending on type of information sought, e.g. Learndirect useful for learners wanting to undertake online courses, local newspapers useful for finding jobs in local area; deciding whether job information or course information is relevant, e.g. part-time course in business enterprise for employed person intending to set up their own business, job-share role for parent wishing to combine a job with childcare responsibilities, voluntary work at local charity shop for a person planning to progress to paid work in the retail sector

Relating information to skills, qualities, experience and career aspirations: comparing qualities required to self-assessment; level of experience required; skills required, e.g. qualifications, practical skills; identifying next steps for career planning

Career progression plan: different ways of recording career plans, e.g. electronic, handwritten, charts, diagrams, templates or forms provided by workplace or place of learning; types of goals (short-term, medium-term, long-term); setting goals in plan over appropriate timeframes; using feedback and guidance from appropriate sources in planning career progress, e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends; timeline, e.g. targets set in weeks, months, years for achieving goals

Timeline and resources: realistic time-lines, e.g. relevant to personal circumstances, learning style; resources e.g. money to pay for training course, support from family or friends in looking after child so parent can take on part-time work, develop new skills or knowledge needed to qualify for promotion at work

Reviewing career progression plan: deciding appropriate time(s) to review career progression plan; revising original career progression plan if necessary; using feedback and guidance from appropriate sources in reviewing career progression plan, e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends

Essential guidance for tutors

Delivery

Tutorial sessions would be a useful method to deliver this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

It would help to focus delivery of the unit on the learner exploring their own skills, qualities and experience, and how they link to career progression. Tutors could discuss the importance of having aspirations and goals and the role played by factors such as a positive self-image and attitude, adaptability and the ability to cope with change.

The opportunity to draw on real-life scenarios is inherent in each learning outcome.

Learners could undertake investigation of their skills and qualities through the use of paper or electronic self-assessment tools. It would be helpful to use a range of exercises or activities which enable learners to analyse their strengths, weaknesses, attitudes, qualities, for example worksheets, team activities and basic personality profile tools. In group discussions, learners could consider the importance of personal skills and qualities that enable career progression could be considered, for example motivation, determination, flexibility and the desire/ability to learn new skills.

Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

The use of presentations, interviews, case studies, visiting speakers and online careers resources that promote a positive approach to career progression are recommended. Learners could consult a wide variety of resources such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

Assessment

For 1.1, the learner needs to explain how two different work or study opportunities benefit career progression. Evidence for this could be based on career progression using examples from real organisations or individuals; alternatively, the learner could explain career progression using an imagined career profile.

To meet 1.2, the learner will need to outline how one stated job role or career stage can help progression to the next stage of a career.

For 2.1, the learner needs to analyse their previous work or learning in terms of their personal skills and qualities. This can be achieved through the use of paper or electronic self-assessment tools.

For 2.2, the learner needs to give three reasons why their own qualities, experience and skills, analysed in 2.1, are suited to two areas of work or learning. The learner can be given guidance by the tutor/line manager in selecting the areas of work or learning to discuss but must show independence in putting forward the three reasons required for 2.2.

For 2.3, the learner needs to identify an area of work or learning for their own career progression.

For 3.1, the learner must include information from relevant to career progression in a stated area of work or learning three different sources. This can include leaflets, downloads from websites, articles from publications or evidence from interviews with career advisers.

Criterion 3.2 requires the learner to consider how they will use the information gathered for 3.1 for planning their own career progression, linking the information to personal skills, qualities, experience and ambitions. The learner will need to understand the skills and qualifications needed for their preferred career path.

For the career progression plan in 3.3, the tutor/line manager could suggest a number of possible models for the learner to consider. The learner must, however, be able to select independently a method of presenting their career progression plan. The learner should produce a career progression plan in a format which reflects their preferred style of learning, as the emphasis is on producing a career progression plan that can be applied practically in the learner's own situation. Where the learner is in employment, it may be appropriate to use relevant career-planning documents from their workplace. Where the learner does not have access to the workplace, appropriate examples of documents from the college, school or place of learning could be used. The career progression plan should include information collected for 3.2, in order to demonstrate how the plan relates to the learners own skills, qualities, experience and career aspirations.

To meet 3.4, the learner will need to explain how the timeline in the career plan is realistic and for 3.5 include information about resources they need to support their career progression plan for example 'I need to complete the course part-time over two years as I will need to have a job during the course'.

For 3.6, the learner will need to include information about two ways in which they could review their career progression plan.

The goals and timeline in the career progression plan should be confirmed by a tutor, line manager or other appropriate person. The plan should include basic suggestions on how the progress and appropriateness of the plan could be reviewed on an ongoing basis.

Links to National Occupational Standards, 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 11: Career Progression	
Unit 31: Produce a CV	Unit 38: Using a CV and Covering Letter to Apply for a Job	

Essential resources

The learner will need access to a range of career-related resources such as websites, publications, tutors and careers advisers.

Suggested resources

Websites

www.connexions.gov.uk

www.direct.gov.uk/en/EducationAndLearning

www.learndirect-advice.co.uk/helpandadvice

www.learndirect-advice.co.uk/helpwithyourcareer

www.learndirect-advice.co.uk/helpwithyourcareer/jobprofiles

www.monster.co.uk

www.support4learning.org.uk/careers

Unit 11: Developing Personal Skills for Leadership

Unit code: A/503/2870

QCF Level: Level 2

Credit: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the opportunity to develop their personal leadership skills. The unit covers the main features of leadership and practical leadership.

Unit introduction

The ability to understand and use effective personal leadership skills is often a desirable aspect of employability. Whether using these skills formally as a team leader or supervisor, or informally to lead a small group of people or convey instructions to others, it is important that learners develop and reflect upon the their personal leadership abilities. In this unit, learners will develop an understanding of the main features of leadership and how to prepare to demonstrate their leadership skills in an appropriate leadership activity.

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 main features of leadership	1.1 Describe the main features of leadership 1.2 Describe how own skills and qualities relate to the main features of leadership
2 Know how to demonstrate own leadership skills	2.1 Describe the range of skills that can be used to lead others 2.2 Describe how own leadership skills can be put into practice in order to lead others
3 Be able to prepare for a leadership activity	3.1 Select a suitable activity to demonstrate leadership skills 3.2 Explain how the selected activity will enable demonstration of an appropriate range of skills

Unit content

1 Know the main features of leadership

Main features of leadership: responsibility for others, e.g. making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance, e.g. helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions, e.g. allocating work to the team; giving and receiving feedback, e.g. telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions, e.g. deciding on what a group of people need to do, who needs to do which activity, solving problems

Own skills and qualities: review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

2 Know how to demonstrate own leadership skills

Putting a range of skills into practice: supporting others, e.g. by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings;

Leadership skills: allocating tasks and activities, e.g. by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback e.g. by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on task performance; making decisions, e.g. making a decision to solve a problem, deciding on the best way of doing something

3 Be able to prepare for a leadership activity

Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately

Why the activity was selected: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/ or a skill they wish to improve on

Essential guidance for tutors

Delivery

When introducing this unit, tutors/line managers could help learners consider what leadership means in a broad context. This could be through a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example, what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees, learners or to other people, about their safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors might wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team captain at football or rugby or been a leader in a social context, for example in guides or scouts). They could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels.

To help learners to plan for learning outcome 2, tutors could give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed by their line manager/ tutor in advance and be included in their plan as appropriate.

In preparing for a leadership activity (for learning outcome 3), if learners are in the workplace, they might wish to select naturally occurring opportunities at work that would demonstrate specific leadership skills. These opportunities can be identified with the help of a supervisor or other appropriate colleague. In a non-workplace setting, the tutor could provide examples of real-life or simulated activities where leadership skills can be demonstrated; the learner can be supported to select an appropriate activity from the examples provided.

Assessment

Evidence for 1.1 and 1.2 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence etc. It can also be supported by written notes from the learner or tutor/line manager. The learner must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For 2.1, the learner needs to be able to plan how they will demonstrate some basic features of leadership. Examples of the kinds of skills that can be included in the learner’s plan are detailed in the unit content. The tutor could support the learner in discussing and agreeing the skills they are planning to demonstrate.

Evidence for 2.1 and 2.2 could come via a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be of for example a taped discussion, presentation, video evidence. Evidence could also come from written notes in the form of a plan by the learner or written notes of a discussion from the tutor/line manager. The learner must describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor could support the learner in deciding how these skills could be put into practice.

In achieving 3.1, the learner needs to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate.

For 3.2, the learner should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation can also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

The learner must also be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill.

Evidence for 3.1 and 3.2 should come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence or written evidence. It can also be supported by written notes from the learner or tutor/line manager. The tutor can need to guide the learner to an activity that will allow them to demonstrate the appropriate range of skills. The learner must refer to at least two different types of leadership skills.

Links to National Occupational Standards, 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 12: Developing Personal Skills for Leadership	Unit 12: Practising Leadership Skills With Others
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to delegate tasks to others.

Suggested resources

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf

www.tellmehowto.net

Unit 12: Practising Leadership Skills with Others

Unit code: F/503/2871

QCF Level: Level 2

Credit: 2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the opportunity to develop their leadership skills with others as well as assessing their effectiveness.

Unit introduction

Working alongside others provides invaluable opportunities to learn how to lead. In this unit, the learner will be able to practise their leadership skills with other members of a group. Learners will gain an understanding of skills such as giving feedback, decision making and allocating tasks and responsibilities within a leadership context. In addition to developing leadership skills through working with others, learners can evaluate their ability to lead others and suggest areas for improvement.

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 lead a group activity	1.1 Describe how leadership skills contribute to a given group activity
2 Be able to demonstrate effective leadership skills with others	2.1 Give support to other members of the group 2.2 Allocate tasks and activities appropriately to other members of the group 2.3 Give and receive appropriate feedback for members of the group 2.4 Make decisions about tasks and activities to solve problems
3 Be able to review own leadership performance	3.1 Assess own leadership performance 3.2 Suggest areas for improvement of own leadership performance

Unit content

1 Know how to lead a group activity

Group activities: in the workplace within a small team, in a school or college (or other place of learning) in a group project, e.g. cross-curricular project, assignment within a vocational or subject-based area

Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved, e.g. giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively, e.g. using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 Be able to demonstrate effective leadership skills with others

Giving support to others: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members

Allocating tasks and activities: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members

Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback e.g. verbal feedback to individuals, feedback to a team on performance of task

Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3 Be able to review own leadership performance

Assessing own leadership performance:

Different ways of evaluating performance: formal evaluation e.g. assessment forms, checklists; informal evaluation, e.g. discussion with tutor/line manager; using feedback from different sources when evaluating your performance;

Assessing performance: considering communication, allocating tasks and planning, feedback, making decisions; identifying what went well, e.g. successfully explained purpose of team task to the group; identifying what did not go so well, e.g. did not give detailed enough instructions about time set for the task

Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate), e.g. get feedback and suggestions from all team members before deciding on solution to problem in the team task, listening more, allowing team members more autonomy

Essential guidance for tutors

Delivery

Learners will need to make use of appropriate videos, websites and magazines to find the relevant information for this unit. Valuable information can also come from line managers, tutors and visiting experts.

When thinking about how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher, their tutors). They could also discuss leaders in their local community or that they know socially.

For learning outcome 1, a suitable group activity could be a discussion with the group and the tutor/line manager could provide examples of activities which require leadership. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context.

In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager should encourage the learner to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, the learner should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, when carrying out the activity and will need therefore to have a clear idea of what the activity is and how they want to achieve it.

When allocating tasks and activities appropriately, it would be appropriate for learners to take some responsibility for making decisions about who should be allocated which activity. They could review the strengths of group members and decide which members would be most appropriate to carry out the tasks. They could show that they can discuss and agree their allocations with others and communicate to others why decisions have been made. Tutors/line managers could support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate not only communication skills but also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. They should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

Assessment

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. It can also be supported by written notes from the learner or tutor/line manager.

Evidence for 2.1, 2.2, 2.3 and 2.4 could be an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation could be of a witness statement, observation notes or a video of the learner’s presentation to the group with supporting notes. If in a written format, evidence of the learner’s communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner reviews their performance, describing what went well and what did not go so well. The learner needs to discuss at least one aspect that they felt pleased with (for example making a good decision which improved the group’s performance) and one that they did not feel went so well (for example interrupting another member of the group). The learner must also suggest at least one area where their leadership performance could be improved.

Links to National Occupational Standards, 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 12: Developing Personal Skills For Leadership	Unit 11: Developing Personal Skills for Leadership
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners need access to relevant sources of information about leadership such as texts, websites and magazines. Learners will need to participate in a group task that allows them to demonstrate leadership skills.

Suggested resources

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Unit 13: Learning with Colleagues and Other Learners

Unit code: J/503/2872

QCF Level: Level 2

Credit: 2

Guided learning hours: 20

Unit aim

This unit gives learners the opportunity to learn new skills with others by considering the importance of learning with others, planning own learning, interacting appropriately with others and reflecting on the success of learning.

Unit introduction

This unit introduces learners to the importance of colleagues and other learners as a valuable resource in the learning process. Learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group. Learners will also reflect on their experience of learning with a group of colleagues or other learners.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the importance of learning with colleagues or other learners	1.1 Describe how learning with ones colleagues or other learners is important for own development
2 Know how to plan the learning to be undertaken with colleagues or other learners	2.1 Select a learning goal to undertake with colleagues or other learners 2.2 Describe ways to work towards achieving the learning goal
3 Be able to interact appropriately with colleagues or other learners in a learning situation	3.1 Respond appropriately to advice from others 3.2 Express beliefs and opinions to others appropriately 3.3 Give helpful feedback to others

Learning outcomes	Assessment criteria
4 Be able to review the learning undertaken with colleagues or other learners	4.1 Give examples of how learning with colleagues or other learners took place 4.2 Describe an example of learning with others that was successful 4.3 Discuss an example of learning with others that was not successful

Unit content

1 Understand the importance of learning with colleagues or other learners

Importance of learning with others: finding more effective answers and solutions to tasks or problems through interaction with other co-workers or learners, e.g. solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others, e.g. patience, empathy, tolerance, flexibility, loyalty, reliability

2 Know how to plan the learning to be undertaken with colleagues or other learners

Learning goals: identifying an aspect of their learning they can undertake with co-workers or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study, e.g. attend team training course to learn new customer service skills for call centre, work in a group to carry out research for school assignment

Working towards the learning goal: e.g. attend training course and attempt all tasks given on the course, complete assigned part of group/team project, compile list of questions to ask visiting speaker during question and answer session

3 Be able to interact appropriately with colleagues or other learners in a learning situation

Responding appropriately to advice from others: thanking someone for their advice, asking an appropriate question about the advice offered, being polite in expressing that you don't agree with the advice

Expressing beliefs and opinions: preferences and dislikes, relevance of an aspect of learning to them, how useful the learning was

Giving helpful feedback: feedback to other learners on how useful learning was, what could be improved or changed

4 Be able to review the learning undertaken with colleagues or other learners

Examples of learning with others: informal learning situations, e.g. team-building activities or development activities, day-to-day working with a team of people at the same level; formal learning situations, e.g. training courses, induction days, classes, workshops

Reviewing the learning with others: deciding whether the experience of learning with others was successful, e.g. whether the group task was achieved, whether the learner found out new information from others or acquired new skills from being with others; considering anything that could have been done better, e.g. the learner should have paid more attention to the suggestions and ideas of other learners or co-workers in the group

Essential guidance for tutors

Delivery

Tutors should encourage learners to talk about the importance of learning with their colleagues or other learners. They could consider, for example, how it helps their own development to learn with people at a similar level (for example team colleagues, classmates or other learners) and people who have the same level of experience as them (for example people they come into contact with during activities such as training courses or on induction sessions). These should be people who are familiar to the learner and who they come into contact with, although this may not necessarily be on a day-to-day basis.

For learning outcome 2, tutors/line managers could discuss and agree the learning goal in advance with learners. For example, this could be about learning a new skill or developing their communication skills, about learning a new IT package or finding out information relevant to their work. A group or team development session, (run informally or formally as appropriate) would also be useful for learning outcome 2. For learners who have access to the workplace, this could be a formal training course, workshop or an induction session which the learner plans to attend with the agreement of their line manager/tutor.

Learning outcome 3 can be demonstrated during an activity such as a training course or in a team building or development session in which the learner's peers are also present.

For learning outcome 4, learners might find it helpful to reflect on questions about how and what they have learned with their co-workers or other learners. This could include 'What types of activity did I/the group carry out?' 'How did this help my learning?' 'What new skills/information did I learn? Did I learn anything useful that I did not expect to learn?' 'Did I make the progress I expected towards my goal, and if not, what else do I need to do?'

Learners should also be given the opportunity to reflect on their learning experience with others. They could consider what they thought the benefits were of learning in a group situation rather than learning on their own. Learners could also think about whether or not the learning experience was a positive one, and if not, what benefits they see in learning alone.

Assessment

Evidence for 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This can take the form of a taped discussion, video evidence or other appropriate form. It could be supported by written notes from the learner or tutor/line manager. For 1.1, the learner needs to describe why learning with other learners or colleagues is important for their personal development.

Evidence for 2.1 and 2.2 could be a one-to-one discussion between the tutor/line manager and the learner in which the learner describes a learning goal they will be able to undertake with peers and explains how they will work towards achieving the learning goal.

Evidence for 3.1 to 3.3 could be an observation of the learner by the tutor, line manager or other designated person, or written evidence. At least one example of each kind of behaviour is required. Evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other colleagues or learners, along with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

The learner should respond appropriately to advice from others in the group, for example advice on how to do something better. The advice given by others could be directed to the learner individually or to a group of which the learner is a part. The learner should also show that they are able to express beliefs and opinions to others appropriately. Their beliefs and opinions could relate to the general learning situation or to their own learning. Additionally, the learner must show they can give helpful feedback about their learning in an appropriate way. For example, if the learner is filling in feedback forms at a training course, they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor/line manager and the learner or a small group discussion in which the learner gives at least two examples of how they have learned with colleagues or other learners (for 4.1). Criterion 4.2 and 4.3 require the learner to reflect on their shared learning experience, describing at least one example of what they have learned, understood or gained from the experience of working/learning with others. The learners should also describe at least one example of when learning with others was difficult and why.

Links to National Occupational Standards, 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 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 17: Learning from More Experienced People
Unit 21: Learning from Work Placement	Unit 18: Learning from More Experienced People	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	Unit 26: Preparing for Work Placement
	Unit 28: Preparing for Work Placement	Unit 27: Learning from Work Placement
	Unit 29: Learning from Work Placement	

Essential resources

Learners should have access to situations where they learn alongside co-workers or other learners.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

Unit 14: Communicating Solutions to Others

Unit code:	L/503/2873
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

This unit gives learners the opportunity to deal with problems by considering if a solution is needed, how to solve the problem and how to communicate the solution to others. Learners will also assess how successfully they communicated with others.

Unit introduction

Being able to solve problems and share solutions with others is a valuable skill for employability, learning and for life in general. In this unit learners will find out why a problem requires a solution, how to communicate possible solutions to others in an appropriate way and how to deal with responses to what has been presented. Additionally, learners will review the effectiveness of their performance in presenting a solution to others and suggest possible areas for improvement.

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 a problem needs to be solved	1.1 Describe a possible problem to solve 1.2 Describe reasons why the problem needs a solution 1.3 Describe a way to solve the problem
2 Be able to communicate the solution effectively to others	2.1 Explain to others how the problem was solved 2.2 Use appropriate information to support their explanation
3 Be able to provide appropriate responses to questions or objections	3.1 Identify possible questions or objections to their solutions to a problem 3.2 Plan how to deal with feedback and questions from others in the group 3.3 Respond appropriately to questions or objections from others

Learning outcomes	Assessment criteria
4 Be able to assess own performance	4.1 Explain why parts of the communication were successful 4.2 Explain why parts of the communication were not so successful 4.3 Suggest ways to improve the communication of the solution

Unit content

1 Know why a problem needs to be solved

Possible problems to solve: differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new services/processes/products, need to improve or change a current situation, need to test or check new ideas, need to find information

Reasons why the problem requires a solution: e.g. lack of communication could lead to missed deadlines, inadequate management or knowledge means quality of work would not be so good, project cannot be undertaken unless sufficient knowledge/funding/resources are available, changes in technical equipment could lead to problems in producing a product, learner cannot complete project on climate change without first finding out why climate change is occurring

Ways to solve problems: e.g. rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before actually changing the equipment, submit an application for funding for a project, enrol in training course to improve customer service skills

2 Be able to communicate the solution effectively to others

Methods of presentation: verbal presentation either formally or informally; written presentation e.g. by email, project, portfolio, letter

Appropriate information: background research, evidence of where the solution has been used successfully before; what has improved since the problem was solved or what could improve once the problem is solved; who was contacted to provide support, guidance or advice

3 Be able to provide appropriate responses to questions or objections

Possible questions/objections: wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented, finding problems with the proposed solution

Responding appropriately: give clear and accurate information; provide full information; offer to provide further information if necessary; deal with questions politely and tactfully; take on board other people's views

4 Be able to assess own performance

Carrying out an evaluation: discussion with tutor/line manager either formally or informally; using a checklist or appropriate evaluation form; identifying what went well and what did not go well

Suggesting how to improve on own performance: e.g. not interrupt those who are asking questions about the solution, speaking more slowly when explaining how the problem was solved

Essential guidance for tutors

Delivery

In relation to learning outcome 1, tutors/line managers might find it useful to give learners the opportunity to take part in group or teamwork where the contribution of each member of the group can be assessed. The tutor/line manager could support the group in identifying a problem, and it is suggested the learner focuses on problems which are related to a work or learning context. Alternatively, learners could work individually in describing a problem to their tutor/line manager.

Tutors/line managers might wish to guide learners when carrying out some simple research into methods to use in solving the problem. This could include prompts of where to find appropriate information to solve a problem requiring background research, prompts of who to contact for support or guidance either within or outside of the organisation (for example the human resources department for a problem with annual leave or sickness absence, a tutor for a problem relating to a class project), or prompts how learners might tackle the problem (for example comparing advantages and disadvantages of one approach to another).

Opportunities for developing and practising the communication skills needed for learning outcomes 2 and 3 can be achieved, for example, by organising learners into groups and then asking one member from a group to present their solution to another group. This could all be carried out informally and within small groups so that learners feel confident in their presentation. Learners could also choose other ways to communicate, for example if the people the learner needs to contact are not immediately available, the learner could choose to draft an email or a memo which describes the problem and its solution. These written documents do not need to be lengthy or complex.

For learning outcome 4, tutors/line managers and learners would probably find it most appropriate to discuss performance in a one-to-one or small group situation. This unit could be used in a variety of ways. For example, the unit could be used as part of a cross-curricular project in a school or college setting, or can be used within the workplace to encourage learners to develop problem-solving and communication skills. There could also be links to national schemes such as Young Engineers, BA CREST awards, mathematics challenges or apprenticeship awards. Learners should use appropriate texts, websites and magazines. Valuable information can also come from line managers, tutors, guest speakers and visiting experts.

Assessment

Evidence for 1.1, 1.2 and 1.3 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence or other appropriate format. It can also be supported by items such as written notes or photographic evidence from the learner or tutor/line manager. The learner needs to describe a possible problem, explain why it needs to be solved and describe one possible way of solving it.

The problem the learner describes should not be overly complex and they must describe at least one way in which the problem could be solved. The solution the learner describes does not need to be sophisticated, but must show evidence that the learner has arrived at the solution through research or discussion with others. The learner needs to explain why the problem is actually a problem, for example it can be that something is a problem because it results in a piece of work being completed too slowly and so a deadline is missed, or something might be a problem because, unless it is solved, a team goal cannot be reached.

Evidence for 2.1 and 2.2 could either be an observation of the learner by the tutor, supervisor, line manager or other designated person, or written evidence. The learner must demonstrate that they can explain how the problem was solved and use appropriate information to support their explanation.

The observation could be a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 3.1, 3.2 and 3.3 could be an observation of the learner by the tutor, line manager, supervisor or other designated person, or from written evidence. The learner must identify two possible questions and/or objections that others might have concerning the solution they are presenting. The learner must also be able plan how they would respond to such questions or objections and then show that they can respond in the appropriate way. Whether interacting with others via written means or face-to-face, the learner needs to respond clearly and politely to any questions or objections raised.

The observation could take the form of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor/line manager and the learner in which the learner evaluates how effective they were in communicating their solution to others. For 4.1, the learner to identify at least one aspect that was successful (for example the learner was able to answer all the questions raised by others) and criterion 4.2 requires them to identify one that was less successful (for example the learner forgot to run a spelling check on their presentation documents). For 4.3, the learner needs to suggest at least two areas for improvement in their performance (for example, have more supporting information available when presenting a solution).

Links to National Occupational Standards, 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 17: Solving Work-related Problems	Unit 15: Communicating Solutions to Others	Unit 23: Solving Work-related Problems
Unit 19: Speaking Confidently at Work	Unit 24: Solving Work-related Problems	
Unit 29: Communication Skills for Work		

Essential resources

Learners should have access appropriate sources of information on communicating solutions to problems.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

www.tellmehowto.net

www.wikihow.com

www.worketiquette.co.uk

Unit 15: Effectiveness at Work

Unit code: R/503/2874

QCF Level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

In this unit learners will gain the understanding and skills necessary to work effectively to achieve personal, team and organisational goals.

Unit introduction

In any workplace, it is important to work effectively to achieve personal, team and organisational goals. Understanding what makes an effective employee, and being able to demonstrate these skills, are essential aspects of employability.

This unit focuses on understanding the importance of positive attitudes and behaviours both within and outside of the workplace. Learners will have to demonstrate that they understand and can demonstrate appropriate behaviours in the workplace. They also need to show that they are able to represent their workplace appropriately with customers or others outside of the organisation. Learners will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

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 Understand effective workplace behaviour	1.1 Describe different ways in which employees can behave effectively within the workplace 1.2 Describe different ways in which employees can behave effectively when representing their employer outside of the workplace
2 Be able to demonstrate effective working practice	2.1 Interact appropriately with a wide range of colleagues in the workplace 2.2 Interact appropriately with others outside the workplace to meet workplace objectives. 2.3 Apply organisational codes of practice, procedures and safety rules appropriately

Learning outcomes	Assessment criteria
3 Be able to evaluate their own practice	3.1 Review own practice to establish what went well 3.2 Review own practice to establish what did not go well 3.3 Suggest areas for improvement of performance

Unit content

1 Understand effective workplace behaviour

Different ways in which employees can behave effectively: interacting with other colleagues in the workplace, e.g. communicating appropriately with other colleagues, managing time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the place of work, e.g. codes of conduct, personal reviews/appraisals, human resources guidelines; working outside of the organisation, e.g. welcoming delegates to an external meeting, behaving appropriately towards customers when visiting a client's site, behaving appropriately when attending an external training course as part of their job

2 Be able to demonstrate effective working practice

Interact appropriately with others in the workplace: interactions with different types of colleague in carrying out day-to-day work, e.g. senior managers, team members, line managers, unfamiliar colleagues

Represent the workplace positively when dealing with others outside of the workplace: show appropriate behaviour when on company/organisation business outside of the workplace or talking to customers, e.g. conferences, external meetings, training courses, visits to customer's place of work

Apply organisational procedures appropriately: applying procedures when carrying out the job, e.g. follow health and safety rules for dealing with hazardous substance in a factory, deal with customer enquiries according to guidelines in the training manual, fill in relevant form to request time off work for a hospital appointment

3 Be able to evaluate their own practice

Evaluation of own practice: identify what went well, e.g. dealing promptly with customers, receiving positive feedback from colleagues; identify what did not go so well, e.g. not understanding what was requested by senior colleagues or customers; suggesting areas for improvement, e.g. better communication with other team members, ask supervisor for help when needed

Essential guidance for tutors

Delivery

This unit can 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 the learner and their line manager, supervisor, tutor or another appropriate person familiar to the learner. Tutors/line managers could support the group or individual learner in facilitating a broad discussion about what the learner thinks it means to be an effective employee. This could include aspects such as their interactions with others and how they manage their workload, their interactions with customers. Learners could create presentations, posters or leaflets to record their ideas.

It might also be useful for tutors/line managers and learners to discuss examples from the workplace that show what different organisations and workplaces consider to be 'effective', for example in the construction industry this might be about completing a job on time and to a certain quality standard, in a call centre this could be about the number of calls dealt with and the quality of the service provided, in retail it could be about helping customers and improving sales figures.

Tutors/line managers could then move to discussing the conduct and behaviour expected of employees when working outside of the organisation, for example when working with customers off-site or representing the organisation at conferences. Examples of representing the organisation could include: welcoming delegates at a conference, handling basic enquiries at an exhibition, dealing with customers on the phone when outside of the place of work, directing clients or visitors to meetings.

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 given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate the relevant behaviours. Where the demonstration of working practice is not in the workplace, learners should be encouraged to demonstrate that they can interact positively with unfamiliar people, for example visitors to a college or training venue.

Learners could be observed undertaking a range of day-to-day activities to demonstrate that they can follow organisational procedures. They could be using organisational systems appropriately (for example human resources systems such as timesheets, annual leave forms), using the correct forms and documents (for example headed paper, forms for procurement or for finance), using IT appropriately (for example email and the internet), telephone systems (for example voicemail, answering calls). There may be opportunities for learners to demonstrate following other organisational procedures, for example if there is a fire drill they could show that they have understood and can act on the organisational procedures governing this.

For learning outcome 3, learners could evaluate their own practice through a one-to-one discussion with the tutor/line manager and the learner. Learners and tutors/line managers would discuss how the learner fared in their demonstration of effective practice. Learners should have the opportunity to talk through how they might handle some aspects differently and improve in the future. The tutor/line manager might wish to support the learners in identifying appropriate people to seek advice or feedback from about their performance.

Assessment

For 1.1 and 1.2, the learner must describe at least two ways in which employees can behave effectively within and outside of the workplace. Evidence to support this could be records of group or individual discussion. These can be written by the tutor/line manager, by the learner with sign-off from the tutor/line manager, or be via video or audio recording.

For 2.1, the learner must demonstrate effective working practice by interacting with a wide range of colleagues in the workplace, including people not familiar to them, for example a senior manager. Whatever the types of colleague, it is important that the learner is able to interact with them positively at a range of levels and familiarity.

For 2.2, the learner needs to know how to represent the workplace positively when dealing with customers or others outside of the workplace. They would not be expected to represent an organisation at a high level or to take responsibility for decision making on behalf of an organisation. The learner does not have to be outside of the workplace to demonstrate criterion 2.2.

For 2.3, the learner must apply at least two organisational procedures, codes of practice or organisational rules appropriately.

The demonstration of 2.1, 2.2 and 2.3 should be observed either by the tutor or another person designated to assess the learner (this could be a line manager or supervisor, for example). The observation must form the basis of a discussion with the learner after the demonstration of performance. This observation could take the form of a written statement by the tutor or 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 or line manager.

For 3.1 and 3.2, the learner must describe at least two aspects of their performance that went well (for example dealing with a customer promptly or receiving a positive response from a colleague or customer on their performance) and one aspect that did not go so well (for example getting nervous when speaking to a senior manager) and be able to suggest areas for improvement. The learner can reflect on their performance by discussing it with the tutor or other observers. Following these reflections, the learner must identify and record independently any areas and strategies for improvement.

Evidence to support this can be either written, for example 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 produced by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager 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 16: Positive Attitudes and Behaviours at Work	Unit 16: Working in a Team
Unit 9: Self-management Skills	Unit 17: Working in a Team	Unit 18: Building Working Relationships with Colleagues
Unit 13: Working in a Team	Unit 19: Building Working Relationships with Colleagues	Unit 8: Self-management Skills
Unit 28: Introduction to Health and Safety at Work	Unit 9: Self-management Skills	Unit 19: Building Working Relationships with Customers
Unit 30: Developing Personal Presentation Skills for the Workplace	Unit 36: Health and Safety at Work	
	Unit 37: Personal Presentation for the Workplace	

Essential resources

Learners need access to copies of organisational procedures for different types of organisation 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 workplace procedures).

They also need information regarding relevant training or development courses relating to good conduct (for example assertiveness, communication skills etc).

They also need copies of any appraisal system documents which recognise good conduct/performance.

Suggested resources

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

www.worksmart.org.uk/career

Unit 16: Working in a Team

Unit code:	Y/503/2875
QCF Level:	Level 2
Credit value:	3
Guided learning hours:	30

Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

Unit introduction

Team working skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will develop understanding how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

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 Understand the advantages and disadvantages of having a team complete a task	1.1 Assess advantages of having a team complete a task 1.2 Assess disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 Create a code of conduct for effective team work 2.2 Explain likely consequences of team members not following a code of conduct

Learning outcomes	Assessment criteria
<p>3 Be able to recognise the different strengths, skills and experiences different people bring to a team</p>	<p>3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team</p> <p>3.2 Assess relevant strengths, skills and experiences that other members bring to a particular team</p>
<p>4 Be able to allocate roles and responsibilities within the team in relation to a given task</p>	<p>4.1 Agree with other team members the roles and responsibilities of each member of the team</p> <p>4.2 Describe how each role contributes to the team's objectives and the completion of the team task</p>
<p>5 Be able to work positively as a member of a team</p>	<p>5.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task</p> <p>5.2 Devise a team plan to solve a problem when working with others</p> <p>5.3 Make a contribution to a team by sharing skills and knowledge</p> <p>5.4 Offer help, support or advice to team members when appropriate</p> <p>5.5 Respond positively to advice and constructive criticism</p> <p>5.6 Follow a plan to complete a task or activity on time</p>
<p>6 Be able to reflect on the performance of a team</p>	<p>6.1 Discuss how individual performance contributed to the overall performance of the team</p> <p>6.2 Describe ways in which the team as a whole performed effectively</p> <p>6.3 Select areas in which the team could improve its team work skills</p>

Unit content

1 Understand the advantages and disadvantages of having a team complete a task

Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task can be better completed by one person; task may require directing by a leader

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

Code of conduct for teamwork: e.g. every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

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

3 Be able to recognise the different strengths, skills and experiences different people bring to a team

Teamwork skills, strengths and experiences: practical skills, e.g. ability to cook, paint, use a computer, good with numbers and money; interpersonal skills, e.g. patient, friendly, enthusiastic, loyal; communication skills, e.g. confident speaker, good listener; motivational skills, e.g. good at encouraging or helping others, organisational skills

4 Be able to allocate roles and responsibilities within the team in relation to a given task

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks, e.g. confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 Be able to work positively as a member of a team

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Team task plan: including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, division of labour, timelines, expected outcomes

Give help, support or advice to others: offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent

Respond positively to advice or constructive criticism: value of the advice or constructive criticism from others, e.g. creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism, e.g. listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks

Complete own task successfully and on time: carry out own task to appropriate standard within agreed timescale, e.g. finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline

6 **Be able to reflect on the performance of a team**

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team worked well together, every team member made a contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance for tutors

Delivery

The unit has been designed to be a practical unit therefore learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. For this, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask other colleagues about the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be considered before beginning delivery of learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to a team known to the learner, the learner will need some time to get to know the other team members to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable and achievable and which match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team.

Learners could compile a logbook that includes the agreed roles and responsibilities of each member of the team. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss in a group the performance of individuals and that of the team as a whole. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

For 1.1 and 1.2, the learner will need to assess at least two advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the response.

For 2.1, the code of conduct could be produced as a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include at least two likely consequences of team members not following the code of conduct for criterion 2.2.

For 3.1, the learner must describe how at least one of their strengths, skills and experiences are relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet criterion 3.2. Evidence for 3.1 and 3.2 could to be recorded in an appropriate format such as a logbook.

For 4.1, the role of the learner played in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must describe how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the information. The logbook could take a variety of forms, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 can be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing can be used for example witness statement or observation.

The evidence for 6.1, 6.2 and 6.3 can be through a group discussion. Learners responses should be recorded 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 12: Conduct at Work	Unit 17: Working in a Team	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 16: Positive Attitudes and Behaviours at Work	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	

Essential resources

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

Suggested resources

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/team-building.html

www.worksmart.org.uk/career

Unit 17: Learning from More Experienced People

Unit code:	D/503/2876
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to give learners the skills and knowledge to learn from more experienced people. The unit describes the benefits of working with more experienced people and how learners can use this learning to enhance their own skills.

Unit introduction

One of the key ways in which people learn and develop is by interacting with others who are more experienced in a particular field of work or study. These people can be visiting experts, senior colleagues or others working at a similar level who have spent longer in that particular field. In this unit, learners will learn how to recognise what they have learned from senior or more experienced people, evaluate the usefulness of what they have learned and put this into practice for themselves.

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 situations where they might interact with more experienced people	1.1 Select situations where learners can interact with experienced people 1.2 Describe ways to benefit from working with more experienced people
2 Know ways in which more experienced people work effectively	2.1 Describe effective working methods demonstrated by a more experienced person 2.2 Describe why these ways of working are effective

Learning outcomes	Assessment criteria
<p>3 Know how to improve performance by learning from those who have more experience</p>	<p>3.1 Select examples of a skill or process learnt from others with more experience</p> <p>3.2 Describe how to use what has been learnt to improve own performance</p> <p>3.3 Describe the advantages of learning from more experienced people</p> <p>3.4 Describe the disadvantages of learning from more experienced people</p> <p>3.5 Select a skill or process which needs to be improved</p> <p>3.6 Outline the plan to improve the skill or process with the help of more experienced people</p>

Unit content

1 Know about situations where they might interact with more experienced people

More experienced people: more experienced team members or learners, e.g. line managers, supervisors, managers, heads of department, team leaders; people in other teams, e.g. finance department, human resources department; external experts or consultants, members of other organisations, clients, customers, tutors, teachers

Situations of interaction with more experienced people: receiving advice, instruction or teaching from more experienced people in formal and informal contexts, e.g. classes, presentations, training sessions, workshops; working alongside more experienced people, e.g. working in a team with more experienced colleagues or learners, observing more experienced people at work, e.g. work shadowing, attending a meeting, attending a presentation

Benefits of learning from more experienced people: application of skills to the workplace, e.g. experience of dealing with customer complaints, skills and knowledge of how to adapt to different working conditions, e.g. weather, materials

2 Know ways in which more experienced people work effectively

Examples of effective ways of working and why they are effective: doing things effectively has positive impact for individuals and the workplace, organisation, school or college, e.g. treating other learners/staff/customers/ with respect makes people feel valued and meets expected standards of the workplace/place of learning, meeting workplace targets or deadlines for handing in an assignment keeps people on track for a given schedule or timetable, producing high quality work raises the person's self-esteem, participating in meetings or group activities helps others learn or carry out their work effectively, modelling good personal conduct impacts a class by setting high standards for behaviour and work

3 Know how to improve performance by learning from those who have more experience

Skills or process learned from more experienced person: new or improved skills, e.g. how to deal effectively with customer complaints, how to write a summary, how to test a physics theory, how to manage personal finances, how to set a goal

Using what has been learned to improve own performance: e.g. using new skills in customer service to reduce number of customer complaints, using new skills in personal finance to save money for a specific purpose, using new knowledge of a microscope to use it more easily and quickly in the next science experiment

Assessing the skills, knowledge or understanding learned from more experienced people: how easy or difficult it was to learn something new from someone with more experience; how completely/successfully the new skill, knowledge or understanding has been learned; how relevant or useful the new skill, knowledge or understanding is to the learner's work or learning situation

Essential guidance for tutors

Delivery

Through group or individual discussion, learners will need the opportunity to describe situations where they might interact with more experienced people in the workplace or in a school, college or other place of learning. Examples of more experienced people could include managers, other colleagues they have identified as being more experienced, customers, tutors and visiting experts or consultants. Tutors could encourage learners to talk about the relationship they have with the more experienced people in their workplace, college or school, for example Is this a formal or informal relationship? What differences and similarities are there in the different relationships they have?

Learners would find it useful to discuss what constitutes effective working in their particular workplace or place of learning. This may be through interacting with other people appropriately, for example customers, colleagues, tutors, managers, visiting consultants. The discussion might also include examples such as producing high quality reports or pieces of work and fulfilling responsibilities in the workplace, school, college or other place of learning.

In relation to learning outcomes 2 and 3, learners need opportunities to observe more experienced people demonstrating skills, knowledge, processes and ways of working. This could be through a wide range of activities such as work shadowing, presentations by visiting experts, interviews with more experienced learners or colleagues, or even day-to day-interaction with more experienced persons in a place of learning or work.

Learners might need support in making the connection between effectiveness and having a positive impact on the workplace or learning environment. It would be helpful for tutors to direct learners to the question of why what they observed in a more experienced person was effective, for example did the behaviour of the more experienced person make a positive impact on a customer so that they returned with more business? Did the piece of work they completed inform new developments in a certain area of study or help other colleagues to make informed decisions about solving a problem?

Assessment

Evidence for 1.1 to 3.5 could come from a group discussion which shows the learners' individual contribution, or an individual discussion with the tutor, supervisor or line manager. Evidence can take the form, for example, of a taped discussion, video evidence or a presentation. It can also be supported by written notes from the learner or the tutor/line manager.

In achieving 1.1, the learner must describe at least two situations where they might interact with more experienced people and how they interact with these people. The situations selected should involve people either already familiar to the learner or people the learner could reasonably expect to come into contact with in their workplace, college, school or place of learning. For 1.2, the learner should be able to describe at least two benefits from working with more experienced people.

For 2.1 and 2.2, the learner needs to describe at least two effective ways of working demonstrated by a more experienced person and explain why this way of working was effective.

For 3.1, the learner needs to select at least two examples of skills, knowledge or understanding they have learned from more experienced people. For 3.2, the learner will need to describe clearly how the specific skills, understanding or knowledge could be used to improve their performance in their own work or learning situation.

For 3.3 and 3.4 the learner needs to describe at least two advantages and two disadvantages of learning from people with more experience. The learner could consider how easy or difficult it was to learn a new skill or process from someone who had no problem completing the process or using the skill. Learners on the job can be easy or difficult and noise or interruptions can make concentration difficult. Learning the skill in context makes more sense and therefore can make it easier for the learner to see the relevance.

For 3.5 and 3.6, the learner needs to consider their work role and the skills and processes they require in that work role. Evidence for 3.5 and 3.6 is best derived from a one-to-one discussion between the tutor/line manager and the learner in which the learner carries out an review of what they have learned. This can be supported by written notes from the learner.

Links to National Occupational Standards, 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 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 18: Learning from More Experienced People	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	Unit 26: Preparing for Work Placement
	Unit 28: Preparing for Work Placement	Unit 27: Learning from Work Placement
	Unit 29: Learning from Work Placement	

Essential resources

Learners must be given opportunities to interact with different people in the workplace, school or college. The people chosen should be able to demonstrate positive behaviour to them and who are prepared to answer questions or participate in work shadowing activities.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

Unit 18: Building Working Relationships with Colleagues

Unit code:	H/503/2877
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to give learners the skills and knowledge necessary to interact confidently and effectively with colleagues. Learners are given the opportunity to share ideas and resolve differences as well as being made aware that their behaviour affects everyone else.

Unit introduction

In this unit, learners will explore how colleagues rely upon one another in a constructive working environment. They will consider the consequences of positive and negative behaviours of individuals for whole teams or organisations. A key focus of the unit is to help learners develop some of the most important behaviours needed to interact effectively with colleagues. This includes communicating clearly with colleagues, knowing how to resolve differences appropriately and being able to offer and receive help, ideas and suggestions when interacting with colleagues in 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 Understand how people in the workplace depend on one another	1.1 Describe the interdependencies between different people in a workplace
2 Understand how an individual's behaviour affects other people at work	2.1 Describe how the positive behaviour of one person can affect others in the workplace 2.2 Describe how the negative behaviour of one person can affect others in the workplace

Learning outcomes	Assessment criteria
<p>3 Be able to demonstrate positive behaviours that promote effective working with others</p>	<p>3.1 Communicate clearly with colleagues</p> <p>3.2 Resolve differences with colleagues amicably</p> <p>3.3 Offer help and guidance to colleagues and accept their help and guidance</p> <p>3.4 Offer ideas, suggestions and opinions to colleagues</p> <p>3.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately</p>

Unit content

1 Understand how people in the workplace depend on one another

Different people in the workplace depend on one another: in teams, departments and organisation as a whole; people need one another to perform their individual roles to achieve common work goals, e.g. to provide a service, to generate money, e.g. in working towards common goal of selling a certain amount of goods, sales managers depend on team leaders to pass on information about sales targets, team leaders depend on team members to reach their sales targets and team members rely on sales managers to set realistic targets

2 Understand how an individual's behaviour affects other people at work

Individual behaviour can have positive implications for others: consequences for individual colleagues, e.g. raising a colleague's self-confidence by giving them positive feedback; consequences for a group of people, e.g. boost given to team morale by individual member being cheerful and helpful

Individual behaviour can have negative implications for others: consequences for other individuals, e.g. individual who uses sexist language finds that a colleague is uncomfortable working alongside them, individual who does not pass on accurate telephone messages to line manager causes line manager to waste time clarifying the messages; consequences for a group of people e.g. the organisation misses a delivery deadline because an individual did not complete a required task, a team is unable to carry out their work effectively because one team member continually turns up late for work

3 Be able to demonstrate positive behaviours that promote effective working with others

Communicating clearly: verbal communication, e.g. language level, punctuation (if written communication); non-verbal communication, e.g. body language, tone of voice, place and time of communication

Resolving differences: appropriate behaviour when resolving differences in the workplace, e.g. avoiding offensive language and shouting; resolving differences at appropriate time and in appropriate place, e.g. not settling disputes in front of customers; knowing where to get support (if needed) in resolving the conflict, e.g. line manager, human resources department, impartial mediator

Offer and receive help and guidance: benefits of offering and receiving help and guidance for self and for the other individual/team/organisation, e.g. learning a new skill from someone else which is useful for promotion, saving team time by showing others the most efficient method of doing something; knowing appropriate ways to offer/receive help and guidance, e.g. asking someone if they would like help rather than telling them that they need help, thanking someone who has offered help or guidance, even if it is not needed; knowing appropriate sources of help and guidance, e.g. line manager, supervisor, human resources department, a mentor or 'buddy' system

Offer ideas, suggestions, opinions to colleagues: offering your ideas/suggestions/opinions to others in an appropriate way, e.g. using polite language, avoiding a rude, aggressive or patronising tone, leaving room for others to decline your offer of help or disagree with your opinions

Listen to the ideas of others and respond appropriately: importance of paying attention to the ideas of others, e.g. a way of showing respect to others, learning new information from the ideas put forward by others; showing others that you have paid attention to their ideas, e.g. not interrupting someone who is talking, replying promptly to an urgent email or letter; responding appropriately to the ideas of others in the workplace, e.g. carrying out a task on time if requested, asking a colleague for clarification if the idea they suggested is unclear

Essential guidance for tutors

Delivery

Learners could gather evidence for this unit from a part-time job, voluntary work commitment, work experience or simulated activity. If learners do not have current access to the workplace but have previously been employed, they should draw on previous experiences wherever appropriate. Group activities, where some members of the group do have workplace experience, will support those members who have none.

To help learners gain an insight into the various concepts covered in the learning outcomes, guest speakers from the world of work, or who are knowledgeable about workplace behaviour, could be invited to speak to learners about building positive relationships with colleagues. Speakers such as employers and human resources staff could share their expectations in terms of how colleagues should treat one another and the potential consequences of inappropriate behaviour in this regard.

For learning outcome 1, learners might find it helpful to discuss examples of team working and hierarchies within an organisation. Basic examples such as a production line are useful starting points and learners could then consider more complex issues such as leadership, morale, group success and differing roles and responsibilities (for example however well the workshop staff produce the product, if the marketing team market it well or the sales team don't sell any products, the business will not succeed). Learners could use methods such as posters, flowcharts or presentations to illustrate their findings in relation to a particular organisation.

For learning outcome 2, the concept of 'others in the workplace' could include peers, managers, supervisors, other colleagues, groups of people and individuals. Learners would find it helpful to first identify what constitutes positive and negative behaviour in terms of interrelationships. In thinking about negative behaviour in the workplace, learners should be encouraged to consider the effect of the behaviours on other people (for example a racist comment is likely to make other colleagues feel angry and unwilling to work with the individual or respect their views in the future), and the effects of the behaviour on the organisation as a whole (for example refusing to help another colleague to solve a problem means company time is wasted)

For learning outcome 3, learners might want to think not only about how to give and receive help in the workplace, but also about the benefits of doing so, for example learning new skills, developing positive working relationships, saving valuable working time.

Assessment

For 1.1, the learner must describe at least two examples where achieving a workplace goal requires people to depend on one another to do their own individual jobs or tasks. The examples do not need to be complex or lengthy.

For 2.1, the learner needs to describe two examples of the impact of an individual's positive behaviour on another person or group of people (including the organisation as a whole). The positive behaviours for 2.1 should be in line with those stated in criterion 3.1 to 3.5, but need not match them exactly. In achieving 2.1, the learner can provide other examples such as motivational behaviours from managers or giving and receiving constructive feedback.

For 2.2, the learner must describe two examples of the impact of an individual's negative behaviour on another person or group of people (including the organisation as a whole). Negative behaviour considered for 2.2 might include inappropriate language, rudeness, not listening to others, not fulfilling their own job role or discriminatory behaviour.

For 3.1 to 3.5, the learner must demonstrate, either in the workplace or through simulation, that they are able to get on with employers/managers and their peers. Witness statements, checklists or video evidence would be useful ways for recording the behaviours referred to in criterion 3.1 to 3.5. Evidence needs to be gathered from interaction with all types of colleagues e.g. peers, managers, employers. The learner should behave in a positive manner throughout the activity and have the opportunity to provide evidence of each of the behaviours set out in the assessment criteria.

For 3.1, the learner must evidence an ability to communicate clearly with others. The learner's language, attitude and behaviour needs to be appropriate for the situation and should contribute to the clarity of the message being conveyed. The communication may be about a task, idea, enquiry, event, instruction or any other appropriate workplace occurrence.

For 3.2, the learner needs to demonstrate, or refer to an example (either real or simulated), of when they resolved a difference or disagreement with a colleague in an appropriate way. In resolving the difference or disagreement, the learner must demonstrate, or explain, that they always aim to resolve conflict in a dignified way.

For 3.3, the learner must demonstrate, or refer to, two examples (either real or simulated), of when they offered help and guidance to colleagues and at least one example of when they accepted help and guidance from colleagues. In both the offering and receiving help and guidance, the learner's behaviour in doing so must be positive and appropriate.

In achieving 3.4, the learner needs to show that they can put forward at least two in total from an idea, suggestion or opinion to colleagues. If the learner is in the workplace, the idea, suggestion or opinion should be communicated in a way that follows any relevant code of conduct or procedure for that workplace. In a simulated scenario, the idea, suggestion or opinion put forward by the learner must be communicated in an appropriate way and the learner must show that their idea, suggestion or opinion is being communicated in accordance with generally accepted norms and codes of conduct in the workplace.

The learner's response to the ideas, suggestions or opinions of colleagues in 3.5, must demonstrate (either in a real or simulated scenario) that the learner has paid careful attention to the information put forward by the colleague. This could be done by giving an appropriate answer to a question asked by a peer, making appropriate references to what a colleague has communicated previously, asking a question to clarify something a colleague has said, carrying out a task requested by a manager accurately. Furthermore, the response must be appropriate in terms of the origin of the idea, suggestion or opinion. For example, if a request for a task to be carried out is put forward by a line manager, the learner's response would need to show they accept the authority of the line manager to delegate appropriate tasks to them. For 3.5, the learner must demonstrate, or refer to, two examples where they responded appropriately to the ideas, suggestions or opinions of colleagues.

Links to National Occupational Standards, 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 19: Building Working Relationships with Colleagues	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 16: Positive Attitudes and Behaviours at Work	Unit 16: Working in a Team
	Unit 17: Working in a Team	Unit 19: Building Working Relationships with Customers
	Unit 20: Building Working Relationships with Customers	

Essential resources

Learners need the opportunity to participate in activities that involve colleagues, whether in a real workplace or in a simulated environment.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.worketiquette.co.uk/ColleagueRelationshipsCategory

www.worksmart.org.uk/career

Unit 19: Building Working Relationships with Customers

Unit code:	K/503/2878
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to give learners the skills and knowledge to deliver good customer service. Learners will consider the effects of poor customer service and have the opportunity to practise using customer protocols to deal with customers effectively.

Unit introduction

The focus of this unit is on helping learners develop the skills needed to provide good customer service, and to build their understanding of the importance of the customer to any organisation. Learners will be introduced to the concept of customer service standards and how organisations ensure their delivery through the use of protocols. They will have the opportunity to demonstrate effective communication with customers and develop understanding of procedures for dealing with customer problems and complaints.

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 Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1 Describe how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Describe the importance of maintaining customers satisfaction with organisations
2 Understand why organisations normally have protocols for dealing with customers	2.1 Describe key areas likely to be contained in a customer service protocol 2.2 Describe the importance for employees to follow customer service protocols

Learning outcomes	Assessment criteria
<p>3 Be able to interact positively with customers in line with given protocols</p>	<p>3.1 Provide answers to customer queries and requests by following an organisation's protocols</p> <p>3.2 Communicate appropriately with customers</p> <p>3.3 Explain the procedures within an organisation for dealing with customer problems and complaints</p> <p>3.4 Describe when it would be necessary to involve colleagues in assisting the customer</p>

Unit content

1 Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole

Effects of employee's self-presentation: customers form negative or positive impression of employee based on employee's self-presentation, e.g. employee using aggressive tone of voice suggests that they are unwilling to help the customer, employee thanking customer for their enquiry suggests that they think the customer is important; customers form negative or positive view of organisation based on the way employee presents themselves, e.g. employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well organised

Importance of customer satisfaction: helps organisations to meet their financial or service goals; potential benefits to organisation of meeting financial or service goals, e.g. staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals, e.g. employee's jobs put at risk, no pay rises given, damage to organisation's image or reputation

2 Understand why organisations normally have protocols for dealing with customers

Key areas in customer service protocols: common key areas, e.g. receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments

Importance of following protocols: ensuring that high level of customer service is maintained by all employees; ensuring all employees know how to treat customers and what to do in various situations, negative implications of not following protocols, e.g. unhappy customers, employee could face disciplinary action

3 Be able to interact positively with customers in line with given protocols

Dealing with common customer queries or requests: knowing how to deal with customer queries or requests, e.g. through training, use of reference documents; following organisation's protocols in dealing with customer queries or requests, e.g. deliver customer's takeaway meal within 30 minutes of the time of order or offer them a 20% discount if the delivery is late

Communicate appropriately with customers: being helpful in manner, language and attitude, e.g. listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease

Dealing with customer problems and complaints: different ways of knowing organisation's rules for dealing with customer problems and complaints, e.g. training, employee manuals, work shadowing, experience in the job role; different aspects of organisation's procedures for complaints and problems, e.g. specific ways of reporting complaint or problem, fixed timelines for dealing with complaint/problem, approved ways of resolving the problem or responding to the complaint, e.g. if customer requests a refund for faulty goods, check whether the goods are faulty and customer's proof of purchase before offering a refund and apologising for any inconvenience caused

Involving other colleagues in assisting the customer: referring customer to another colleague if you are unable or unauthorised to deal with customer's request or query; seeking the advice/help of other colleagues so that you can resolve the customer request or query yourself (if appropriate)

Essential guidance for tutors

Delivery

Learners could gather evidence through a part-time job, work experience, volunteering commitment or simulated activity. Guest speakers, learners interviewing someone in a customer service role, case studies and film or video clips could all aid learner understanding and enhance delivery of the unit. If learners have no current access to the workplace but have previously been employed, they should draw on this prior experience wherever appropriate. Group activities, where some members of the group do have workplace experience, will support those members who have none.

Learners could create a poster, leaflet or presentation to achieve learning outcomes 1 and 2.

It would be helpful if learners examined several examples of protocols to identify common themes or headings (for example phone etiquette, response to letters, face-to-face encounters, procedures for handling complaints). Learners could be encouraged by making use of protocols drawn from workplaces.

For learning outcome 2, learners could participate in tutor-facilitated or small group discussions about the importance of customer service protocols. Learners should be made aware that an organisation's customer service protocol is the means by which it seeks to ensure consistently high standards of customer service across the organisation. It is also important for learners to think about the implications of not following customer service protocols for example dissatisfied customers or possible disciplinary procedures if employees deviate from protocols, particularly if this happens regularly.

Learning outcome 3 can be delivered using a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) workplace scenario which enables them to demonstrate customer service skills. Tutors/line managers could spend time with learners in preparation for the demonstration or observation, for example carrying out a simulated activity in which the tutor, line manager or other observer helps and supports to the learner.

Assessment

For 1.1, the learner must describe the potential effect on the customer of both positive and negative self -presentation of employees. One effect of negative self -presentation and one effect of positive self -presentation is required. The learner's description will need to include how an employee acts as a representative of their organisation that the customer forms an opinion of the employee based on their self -presentation and that customers tend to make judgements about the whole organisation based on the representatives they encounter.

For 1.2, the learner must explain that satisfied customers are good for an organisation as their custom helps the organisation to meet its financial or service goals. The learner must show that they understand that unsatisfied customers are likely to take their business elsewhere or make a complaint, and that this is bad for the financial or service goals of the organisation.

For 2.1, the learner needs to describe the key areas likely to be contained in a customer services protocol for a particular workplace. This should be a workplace familiar to the learner, either through their current workplace experience or through considering examples of specific customer service protocols. The number of key areas will vary, depending on the workplace context, but typically the learner will need to describe at least two key areas.

For 2.2, the learner must give at least two reasons why it is important for an employee to follow an organisation's customer service protocols.

For 3.1, the learner must follow a given protocol to deliver the aspects of customer service detailed in the assessment criteria. The learner must deal with at least one customer query or request appropriately and effectively. The customer query or request can relate to goods or services, but should be familiar and routine in nature. For simulated exercises, the protocol can be one produced by the tutor (in which case it should be realistic and based on actual protocols). Where the learner is being assessed in the workplace, the protocol should, wherever possible, be the customer service documentation from that organisation.

For 3.2, the learner will need to show that they are able to interact appropriately with customers. In a workplace or simulated scenario, their behaviour should demonstrate a helpful attitude towards customers by for example showing that they are listening to the customer's question, politely asking questions to find out further information if the customer's request is unclear, offering to be of further assistance in the future. Two examples of helpful behaviour are required.

For 3.3, the learner is not expected to deal with customer complaints or solve problems, but needs to show they understand how the organisation's policy requires them to act in the event of a customer complaint or problem. This could be evidenced as a discussion with a tutor/line manager, a poster, leaflet, worksheet or written notes.

For 3.4, the learner must describe at least one instance when they could deal successfully with a customer's query or request by getting advice/help from a colleague, and one instance when they would need to refer the customer's query or request directly to another colleague or department.

Links to National Occupational Standards, 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 19: Building Working Relationships with Colleagues	Unit 15: Effectiveness at Work
Unit 16: Setting and Meeting Targets at Work	Unit 20: Building Working Relationships with Customers	Unit 18: Building Working Relationships with Colleagues

Essential resources

Learners need access to examples of customer service protocols and will need to participate in a customer service activity, whether in a real workplace or simulated environment.

Suggested resources

Websites

www.keepcustomers.com

www.worketiquette.co.uk/VerbalCommunicationcategory

www.worketiquette.co.uk/WorkEtiquetteBasicsCategory

Unit 20: Investigating Rights and Responsibilities at Work

Unit code:	M/503/2879
QCF Level:	Level 2
Credit value:	1
Guided learning hours:	10

Unit aim

This unit aims to develop learners' understanding of the importance of rights and responsibilities in the workplace and the responsibilities of employees and employers in upholding them.

Unit introduction

Employees and employers have responsibilities to each other and should also expect their rights to be upheld. These rights and responsibilities relate to areas such as the provision of terms and conditions of employment, privacy of personal information, health and safety, equal opportunities and the right to be paid a minimum wage.

In this unit the learner will develop understanding of what is meant by the terms 'rights' and 'responsibilities' and how they are enforced in the workplace. They will also gain an understanding of some of the responsibilities of both employers and employees. Learners will learn how to find sources of help and advice relating to their rights and responsibilities in 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 Understand why rights and responsibilities are important in a workplace	1.1 Explain reasons why rights and responsibilities are important in a workplace 1.2 Explain how rights and responsibilities are enforced in a workplace

Learning outcomes	Assessment criteria
<p>2 Understand rights and responsibilities of employees and employers</p>	<p>2.1 Outline the responsibilities employers have to employees</p> <p>2.2 Outline the rights and responsibilities an employee has at work</p> <p>2.3 Explain the implications of employee rights and responsibilities in a workplace</p> <p>2.4 Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace</p>
<p>3 Know how to obtain guidance and information about rights and responsibilities at work</p>	<p>3.1 Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities</p> <p>3.2 Describe the type of advice given by key representative bodies</p>

Unit content

1 Understand why rights and responsibilities are important in a workplace

Reasons why rights and responsibilities are important: safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees and employers

Types of rights: rights, e.g. human rights, workplace rights, rights of the child, legal rights, informal rights, e.g. club membership

Types of responsibilities: e.g. member of society, workplace responsibilities, family responsibilities

How rights and responsibilities are enforced: use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations

2 Understand rights and responsibilities of employees and employers

Responsibilities of employers: health and safety; pay and benefits; job recruitment and advertising; terms and conditions at work; contract of employment; appraisal, promotion and training; dismissal, redundancy and retirement, privacy of personal information

Rights and responsibilities of employees: rights, e.g. to fair pay, to be kept safe, given equality of opportunity; responsibilities, e.g. follow procedures for safety, punctuality, fulfil contracted duties

Implications: safe work environment; policies and procedures; work culture

Data protection: in relation to most recent data protection legislation and guidance

3 Know how to obtain guidance and information about rights and responsibilities at work

Representative bodies: e.g. Health & Safety Executive (HSE), Citizens Advice Bureau (CAB), Equality and Human Rights Commission, trade unions, staff associations, Criminal Records Bureau (CRB)

Type of advice: safety of working environment and practices; financial; legal; benefits, equality and diversity

Essential guidance for tutors

Delivery

Although this unit could be delivered through small group discussions, it is important to use a range of delivery methods. Television programmes or extracts from films can be a valuable learning tool. Similarly, speakers invited to share their experiences can also be a useful source of information.

Learners could consider the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, children's rights, consumer or patient rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings, for example within a school, society or club: they could consider issues such as justice, fairness, equality, citizenship and safety. They could then go on to relate these to the context of the workplace.

Tutors will need to be creative in their approach to this unit which is largely based on knowledge and understanding rather than skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-play scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

For each assessment criterion, it is likely that group discussion and shared research will be appropriate. However, learners should independently record their assessment evidence.

Assessment

For 1.1, the learner explain at least one reason why rights are important in the workplace, and at least one reason why responsibilities are important in the workplace. In addition, the learner's explanations must show a clear understanding of the terms 'rights' and 'responsibilities'.

For 1.2, the learner will need to consider how rights and responsibilities are enforced at work. The learner could be given a case study which requires them to explain how certain aspects of legislation could be enforced. Alternatively, the learner could select two different rights and explain how they are enforced in the workplace.

For 2.1 the learner needs to give an outline of at least four employer responsibilities.

For 2.2, the learner needs to outline two employee rights and two employee responsibilities. Examples can be provided to support the responses to criterion 2.1 and 2.2.

For 2.3, the learner must explain the implications of the employee rights and responsibilities. For example, a learner listing an employee's right to one week's notice for every full year worked, could note that this means an employer cannot dismiss a member of the workforce on the spot simply because they are no longer needed.

For 2.4, learners must describe data protection and confidentiality procedures as relevant to a workplace. These will vary according to the type of workplace.

Learners should identify at least three key points regarding data protection and confidentiality in the workplace.

For 3.1, the learner must identify three key representative bodies. For 3.2, they must then describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade associations can be used as sources of information and guidance. A case study can 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 2: Working as a Volunteer	Unit 21: Investigating Rights and Responsibilities at Work	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 2: Working as a Volunteer	Unit 8: Self-management Skills
Unit 12 Conduct at Work	Unit 9 Self-management Skills	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 21: Managing Your Health at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 26: Preparing For Work Placement
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	
Unit 22: Safe Learning in the Workplace	Unit 30: Safe Learning in the Workplace	
Unit 28: Introduction to Health and Safety at Work	Unit 36: Health and Safety at Work	

Essential resources

Learners need access to appropriate sources of information about rights and responsibilities in the workplace.

Suggested resources

Websites

- www.acas.org.uk
- www.adviceguide.org.uk
- www.direct.gov.uk/en/RightsAndResponsibilities/Yourright
- www.eco.org.uk
- www.equalityhumanrights.com
- www.tuc.org.uk
- www.worksmart.org.uk

Unit 21: Managing Your Health at Work

Unit code: H/503/2880

QCF Level: Level 2

Credit: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop understanding of how to manage personal health in the workplace and the support provided by employers in maintaining health.

Unit introduction

In this unit, learners will develop understanding of how they can be instrumental in managing their own health whilst at work. The learner will find out what their responsibility is in maintaining good health at work and they will consider the importance of taking regular breaks throughout the day, maintaining a balanced diet and wearing suitable clothing for the job. Learners will also learn what services an employer might offer employees and other sources of help to ensure good health 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 Understand the employee's role in maintaining good health at work	1.1 Explain why it is important for employees to maintain good health at work 1.2 Explain how employees can maintain good health in the workplace
2 Know the services employers can provide to maintain the health of the workforce	2.1 Describe services that can be provided by employers to help maintain the health of the workforce
3 Know sources of help to ensure good health at work	3.1 Describe different sources of help to ensure good health at work 3.2 Describe the services offered by different sources of help

Unit content

1 Understand the employee's role in maintaining good health at work

Why it is important for employees to maintain good health at work: improves performance; reduces stress; reduces sick leave; reduces risk of injury; increases enjoyment of work; increased enjoyment of leisure time

How employees can maintain good health in the workplace: appropriate diet and exercise; reduce and report potential risks and hazards; wear correct protective clothing if required; take regular breaks, maintain work-life balance; manage ill health appropriately

2 Know the services employers can provide to help maintain the health of the workforce

Services provided by employers: first aid; health surveillance and medical check-ups; access to health support networks, e.g. advice on dealing with addictions, counselling services; sick pay; health initiatives to benefit employees, e.g. healthy eating campaigns in the workplace canteen, keeping active campaigns, subsidised gym memberships or bicycle purchases for staff, onsite gym or recreational facilities, free annual flu vaccinations at work

3 Know sources of help to ensure good health at work

Sources of help: workplace occupational health; trade unions; community occupational health; first aid officer; health and safety officer; support networks (particularly for self-employed workers)

Services offered by sources of help: prevention of risks or hazards to health in the workplace; counselling for stress, addictions or any other personal difficulties; advice on rights and responsibilities in the workplace; risk assessments; provision of specialist support equipment, first aid treatment to deal with injuries or medical incidents in the workplace

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

For learning outcome 1, the reasons why it is important for employees to maintain their health at work could be explored through case studies. Learners will need to explore the role they need to play in maintaining their own health at work. Learners could be given practical scenarios which allow the learner to identify what action they could take to ensure good health for example 'How can employees maintain good health when a sickness bug goes through the workplace'? Learners could also be given newspaper or magazine articles to find out what type of health situations arise and how good health can be promoted.

In learning outcome 2, learners will find out about the services an employer might provide to promote good health. If possible, a local employer could be invited to talk about the services they offer. Alternatively, learners could search the websites of large companies to find out what services they offer.

Learners should have the opportunity to find information on different sources of help available to them at work. They should understand the role of the service and what the service provides. It would also be appropriate for learners to consider services available to self-employed workers.

Assessment

For 1.1, the learner needs to give two reasons why it is important for employees to maintain good health at work.

For 1.2, the learner must explain how employees can maintain good health in the workplace. The learner will need to provide detailed information on five different examples, such as the employee being responsible for maintaining a healthy diet and taking regular exercise. Practical examples of how this can be achieved must also be provided, for example using the stairs instead of the lifts, and drinking sufficient water throughout the day. This could be evidenced in a number of different ways, for example the learner can gather the information and present it to the group or they can prepare an article for an internal newsletter for colleagues. If this method is chosen, the learner should use language, formatting and structure appropriate for the intended audience.

For 2.1, the learner must describe two different services that an employer provides to promote healthy working. This evidence can be a letter to employees naming the service on offer and explaining what the service is. Alternative methods of evidencing learning can be used, such as designing a webpage on employee benefits, or a leaflet campaign to be used in an organisation.

For 3.1 and 3.2, the learner must describe different sources of help to ensure healthy working and explain the services provided. Three different sources should be described and a description of the services offered should be given for each source.

Links to National Occupational Standards, 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 26: Preparing For Work Placement
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	
Unit 22: Safe Learning in the Workplace	Unit 30: Safe Learning in the Workplace	
Unit 28: Introduction to Health and Safety at Work	Unit 36: Health and Safety at Work	

Essential resources

Learners need access to appropriate sources of information about maintaining good health at work.

Suggested resources

Websites

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

www.workingforhealth.gov.uk

www.worksmart.org.uk/health

Unit 22: Setting and Meeting Targets at Work

Unit code:	K/503/2881
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is for learners to develop the skills to set and review personal targets at work to meet organisational targets and requirements.

Unit introduction

The ability to manage personal targets in the workplace is of both short- and long-term benefit to an individual's personal and career plans. In this unit, learners will find out how to develop and present their personal targets in an appropriate way for a specific workplace situation, and in keeping with organisational targets. They will consider the process of reviewing targets, including when to review progress, recognising where progress has been made, where targets are yet to be reached and the next steps in meeting targets.

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 set personal targets for a workplace	1.1 Identify personal targets that are appropriate for a workplace situation 1.2 Identify team or organisational targets which relate to own personal targets 1.3 Confirm own personal targets with an appropriate person 1.4 Present own personal targets in a format to suit organisational requirements
2 Be able to review progress in meeting own targets	2.1 Identify when progress will be reviewed 2.2 Review own progress in meeting targets with an appropriate person 2.3 Explain next steps in meeting targets

Unit content

1 Be able to set personal targets for a workplace

Personal targets: should be appropriate in a number of aspects, e.g. motivates the individual, relevant to job role and team or company goals, clarifies individual's aim, may benefit others as well as the individual, may be a step towards other goals for the future (if appropriate); recorded in appropriate format, e.g. setting series of manageable steps towards reaching a target and investigating resources/support needed to reach the target

Relating team or organisational targets to personal targets: personal targets should be in line with targets of a team or wider organisation; goal of the team/organisation should be linked to the goal of the individual; reaching individual targets should have benefits for the individual and team or wider organisation

Presenting personal targets in line with organisational requirements: using appropriate documents and procedures, e.g. appraisal documents, target setting forms, informal meeting with line manager; following specific guidelines or instructions of organisation/department when using target documents and procedures, e.g. appropriate language and terminology to fill in forms, write up notes after meeting with line manager, submit target document for sign-off by the agreed date

2 Be able to review progress in meeting own targets

When to review progress achieved: identify appropriate time to review progress, e.g. mid-way through task/assignment, at the end of task or assignment, during scheduled performance review with line manager

Reviewing progress achieved: using relevant method and evidence to show what progress has been made, e.g. using feedback from line manager and customers to gather evidence for personal conduct targets, using call log records to complete call centre target sheet; if target consists of a stepped approach, identifying which steps have been taken towards the target; relevance/appropriateness of personal targets, e.g. considering whether progress achieved has benefited the learner, the team/organisation or both

Next steps in achieving targets: identifying and reviewing any aspect of the target still to be achieved; checking if the original target has changed in the light of the review and, if so, whether this affects progress still to be made

Essential guidance for tutors

Delivery

This unit can be delivered in a workplace setting or a non-workplace environment. The opportunity to draw on real life scenarios and examples is inherent in each learning outcome and should be fully utilised by the tutor/line manager. This should be supported by assessment activities that are as practical and current as possible.

The unit focuses on learners being able to develop personal targets which relate to wider team or organisational targets. Therefore they require real life or simulated opportunities to prepare, agree, present and review their personal targets in a format appropriate for a workplace situation. Targets for a workplace situation are wide ranging and could include personal learning, training or qualification targets that are likely to enhance individual or group performance in the workplace.

Where the assessment criteria indicate that it is appropriate for the tutor to provide background information or a degree of support to the learner, a wide range of resources can be drawn upon, for example interviews with human resources staff or line managers, role-plays, group discussions, presentations and case studies on target setting in real life organisations, websites.

Group discussions and input from visiting speakers could be used to help learners think about how and why personal targets are set in the workplace. Answers could then be collated on a board or flipchart.

For learning outcome 2, learners should be encouraged to think about the wider implications of their review, for example how do their achievements reflect on the achievement of team targets? It is also important for learners to think about whether the target is still current or whether it needs to be revised.

Assessment

For 1.1, the learner must identify at least two personal targets that are appropriate for a real or simulated workplace situation. Where the learner is not in the workplace, they can develop personal learning targets which relate to a wider set of objectives that would be useful for the workplace (for example a qualification or learning programme). Some general support can be given to the learner in developing their targets, but the learner must participate fully in any discussion and make an independent decision on the appropriateness of the target.

For 1.2, the learner needs to show that their personal targets are linked to team or organisational targets. The targets can be simulated or drawn from an actual workplace. Although tutors/line managers can wish to provide general information about the targets to be set, the learner must identify independently how the information relates to their own objectives and those of their team or organisation.

For 1.3, the learner needs to discuss and confirm their personal targets with an appropriate person such as a tutor, line manager or other appropriate colleague.

For 1.4 the learner needs to present their personal targets in a way which is suitable and appropriate for their workplace, for example using the appropriate documentation and language to describe the targets. The learner does not need to record their targets using formal documentation unless it is appropriate and useful to do so (for example the learner is in the workplace and undertaking a review of their objectives using formal documentation provided by the employer). Alternative methods can be used to evidence the learner's target for example a presentation, chart, poster or written statement provided by the learner with supporting notes from the tutor/line manager. Where the learner is not in the workplace, they can agree an appropriate format with their tutor to satisfy the requirements of 1.4 (for example using forms or documents from the school, college or place of learning relating to the setting of personal learning targets).

For 2.1, the learner needs to decide when would be an appropriate time to review their personal targets. This can be at the end of a project or task, at formal appraisal time or at a time agreed between the learner and their tutor/line manager or work colleague. The learner should be aware that the review needs to show that they have made some progress, so they should plan the time of the review accordingly. The tutor/line manager can offer some general support to the learner in thinking about the appropriate time for a review, but the learner must make an independent decision about the most appropriate time for the review.

For 2.2, the learner should review their progress through discussion with an appropriate person such as a line manager, supervisor or tutor. The learner must be able to express what they feel has been achieved towards the target and what if anything still needs to be done. It is not essential for the learner to have completed all the steps needed to achieve the target. Where the learner is in the workplace, the review should be carried out in accordance with the relevant procedures and documents for that workplace. Where the learner is not in the workplace, and is reviewing personal learning targets (as described in assessment of 1.1 above), the review will need to be in line with documents and procedures for the place of learning (for example school or college).

For 2.3, the learner should confirm whether or not the original target is still relevant and appropriate to carry forward, clarify the next steps and record these in an appropriate format.

Evidence for 2.2 and 2.3 does not need to be recorded on formal workplace documentation unless it is appropriate and useful to do so. Appropriate alternative methods can be used for example a presentation, chart, posters, written statement provided by the learner, with supporting notes from the tutor/line manager or evidence from tutorials or taped discussions verified by the tutor/line manager.

Links to National Occupational Standards, 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 16: Setting and Meeting Targets at Work	Unit 23: Setting and Meeting Targets at Work	Unit 9: Self-assessment
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	

Essential resources

Learners need access to appropriate information about how to identify, set and review targets.

Suggested resources

Websites

www.jobseekersadvice.com

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/smart.html

Unit 23: Solving Work-related Problems

Unit code:	M/503/2882
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is for learners to develop an understanding of problems in the workplace affecting individuals and organisations and how to apply problem-solving strategies to work-related problems encountered by individuals.

Unit introduction

Problem-solving skills are highly sought after by most employers. In this unit, learners will apply problem-solving skills to situations that arise at work. The learner will consider common types of workplace problems, the reasons why problems may be encountered and learn how to use sources of help effectively. Learners will also assess the effectiveness of possible solutions, and plan and apply appropriate solutions to work-related 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 Understand problems that arise in the workplace	1.1 Explain the main reasons that individuals encounter problems in the workplace 1.2 Describe common types of problems that an organisation or company might need to solve
2 Know how to use sources of help for workplace problems	2.1 Describe sources of help available to both individuals and to organisations to solve work-related problems 2.2 Present information or advice from several different sources to help solve workplace problems encountered by individuals

Learning outcomes	Assessment criteria
3 Understand how to solve workplace problems	3.1 Describe strategies for solving problems 3.2 Describe possible solutions to different workplace problems 3.3 Rank the solutions to problems according to their likely effectiveness 3.4 Explain reasons for the rank order of solutions
4 Know how to apply strategies to solve workplace problems	4.1 Present plans for carrying out solutions to solve workplace problems

Unit content

1 Understand problems that arise in the workplace

Individual problems: conflict or differences of opinion; new situations or change in current situation; communication difficulties and misunderstandings

Problems of companies or organisations: how to increase profits, how to reorganise a team or division, how to market a product, how to meet new legal requirements, how to recruit suitable staff

2 Know how to use sources of help for workplace problems

Sources of help for individuals: colleagues, managers, supervisors, workplace procedure manuals, training manuals, staff handbook, posters, leaflets, instruction manuals, human resources manager, complaints policy, union representative

Sources of help for organisations or companies: internet, training, consultants, experts, advisory organisations

3 Understand how to solve workplace problems

Problem-solving strategies: find out all required information; use all sources of help; consider all possible solutions; consider different approaches e.g. advantages and disadvantages of possible solutions

Solutions to workplace problems: e.g. meet with union representative to discuss pay and conditions, update staff manual to reflect recent changes in working conditions, consult staff about revised rotas

Ranking solutions according to likely effectiveness: factors to consider when ranking possible solutions, e.g. timeframe and resources needed, cost implications, short-term versus long-term solution, probability of solving whole or part of the problem

4 Know how to apply strategies to solve workplace problems

Applying problem-solving strategies: make informed decision after considering all relevant information; choose course of action, amend action if necessary; review effectiveness of strategy

Essential guidance for tutors

Delivery

Delivery methods for this unit could include learner-centred tasks, such as group work, research tasks, and learner-led presentations. As many practical activities should be included as possible to help learners relate to the unit content.

The tutor/line manager could start delivering this unit by inviting guest speakers from different organisations, or different departments within an organisation, to discuss the problems organisations may encounter. Learners could prepare questions for the speakers beforehand.

The main reasons that individuals encounter problems in the workplace could be explored through the use of different case studies (for example written or audiovisual). Appropriate clips from films or TV programmes could also be used. Learners could work in small groups and present their findings to the whole group.

Learners could work independently to explore sources of help for specific workplace problems, including visits to specific kinds of workplaces or different departments within a workplace. Learners could create guidelines which include relevant information or advice from several different sources to help solve workplace problems. The guidelines be a fact sheet for other learners to follow for learning outcome 2.

For learning outcome 3, learners should use different methods to arrive at possible solutions to problems, for example group discussion, research and investigation and scenario-modelling could be used to identify a range of possible solutions to workplace problems. In particular, at this level, it is important for them to try to think through what might happen if they were to apply a particular strategy, in addition to using information or advice gained from the sources of help that they have used.

In groups, learners could discuss appropriate strategies for different workplace problems and report back to the rest of the group. Learners need to work towards planning their own strategies for solving workplace problems for learning outcome 4.

Assessment

For 1.1, the learner must explain three reasons why individuals encounter problems in the workplace.

For 1.2, the learner must describe some of the common types of problem that an organisation or company might need to solve. At least two different types of problems must be described.

For 2.1, the learner will need to describe two different sources of help for individuals and two different sources of help to assist organisations to solve work-related problems.

Evidence for 1.2, 3.1, 3.2, 3.3 and 4.1 could be presented as a leaflet or as a poster. Alternative methods of evidencing learning can be used, such as presentations, reports, question and answer sessions.

For 2.2, the learner needs to present relevant information or advice to help them solve two identified workplace problems encountered by individuals. Advice should be obtained or extracted from more than one source of information.

For 3.1, the learners needs to describe strategies for solving problems.

For 3.2, the learner must describe appropriate solutions to the two different workplace problems identified in criterion 2.2. The learner’s descriptions should show that they have taken on board or thought about the advice or guidance they found in the various sources referred to in criterion 2.2.

For 3.3, the learner must list the solutions to the two problems given in criterion 3.1 in order of their effectiveness.

For 3.4, the learner needs to explain placing the solutions in the order chosen in criterion 3.3.

For 4.1, the learner must produce two brief plans: one plan for each of the highest-ranked solutions in 3.3. The plans should indicate the steps to be taken to solve the problems and the steps should be appropriate to the nature of the problem and ordered in a logical way. The plans do not need to be complex or lengthy.

Links to National Occupational Standards, 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 17: Solving Work-related Problems	Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
	Unit 24: Solving Work-related Problems	

Essential resources

Learners will need access to appropriate sources of information about workplace problems and how to solve them.

Suggested resources

Websites

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

www.jobseekersadvice.com

www.lifecoachexpert.co.uk

www.monster.co.uk

Unit 24: Summarising Documents

Unit code:	T/503/2883
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners the knowledge and skills to accurately summarise documents and to use an appropriate format for the audience.

Unit introduction

Summarising the content of different types of documents is a skill used in many job roles. Learners undertaking further study will also need this skill particularly when reading text. In this unit, learners will gain experience of reading and summarising a range of texts that have been written with different audiences and purposes in mind. They will explore the importance of accuracy and appropriate presentation in summarising documents and have the opportunity to demonstrate these skills. Learners will consider language, how text can be presented, purpose of documents, editing and proofreading and how to find and present key points.

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 the intended purpose and audience for a summary influences the way in which it is written	1.1 Describe different audiences for summaries 1.2 Describe different purposes for summaries 1.3 Describe different formats for writing summaries
2 Be able to produce an accurate summary of a chosen document	2.1 Extract key points from a chosen document 2.2 Produce a summary, suitable for the intended purpose and audience, of key points of a chosen document 2.3 Proofread and edit the summary to ensure accuracy

Unit content

1 **Know how the intended purpose and audience for a summary influences the way in which it is written**

Purpose: e.g. instruction document, report, promotional document, media article

Audience: e.g. customer, staff within an organisation, line manager, general public, child, adult

Summary written for particular audience and purpose: language used; simple and more complex sentences; presentation of information, e.g. text, text and diagrams, mind maps, charts

Appropriate format and language: presentation style depends on audience and purpose of summary; appropriate language for intended audience and purpose e.g. formal or informal

2 **Be able to produce an accurate summary of a chosen document**

Key points: all key/vital information needs to be included in the summary text

Extracting the key points from a document: strategies, e.g. bold, capitals, bullet points, italics, different coloured fonts; extract points, e.g. by highlight, underline, notes, mind map

Proofreading and editing: using spell-check software for electronic documents; asking colleague to check the summary for accuracy and appropriateness

Essential guidance for tutors

Delivery

Learners should be given the opportunity to summarise a range of documents each consisting of several pages. These could be brochures, leaflets or booklets, web pages on a work-related topic, pages from a textbook, an instruction manual or training guide. Learners are likely to need support to be shown how to extract key points from documents. The level of reading required for the document could be lower than the learner's own reading skills to enable them to develop the necessary summarising skills.

To help the learner understand how summaries are written for different audiences and for different purposes, they could produce different forms of text, for example a poster for children, a leaflet for employees promoting health and safety or a report for a manager. Alternatively, the same theme can be presented using different language styles. This practical approach helps the learner understand requirements of the learning outcome.

Learning outcome 2 requires learners to produce an accurate summary. To help learners develop these skills, they could be given short summaries to discuss, proofread and edit. They could also complete a list of commonly misspelled words and incorrect punctuation, for example the misuse of apostrophes.

Assessment

The assessment method for this unit could be a single assessment which allows the learner to demonstrate competence for each criterion or individual tasks can be used as appropriate.

For 1.1, the learner will describe at least two audiences correctly for summaries.
 For 1.2, learners should describe at least two different purposes for summaries, for example, advertising to customers or for a report for managers in a board room.
 For 1.3 learners should describe at least two different formats for summaries. These could include formal and informal.

For 2.1, the learner must extract the key points from a document of several pages. They need to show that they can record the key points from a document while retaining the document's central meaning.

For 2.2, the learner must produce a summary of a document. The original document should be several pages long. The summary needs to be presented in a format and language appropriate for the intended purpose and audience. For 2.3, the learner must show that they have proofread their summary and edited it for accuracy.

Links to National Occupational Standards, 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 18: Presenting Accurate Documents	Unit 25: Taking Notes at Meetings	Unit 25: Contributing to Meetings
	Unit 26: Summarising Documents	
	Unit 27: Contributing to Meetings	

Essential resources

Learners will need access to appropriate documents for summarising, in different forms, with different purposes and written for different audiences.

Suggested resources

Websites

http://library.thinkquest.org/J001156/forms%20of%20writing/bc_summary.htm

www.mantex.co.uk/download.htm

Unit 25: Contributing to Meetings

Unit code:	A/503/2884
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners the skills and knowledge to arrange meetings and to participate in the meeting. Learners will prepare agenda items and speak to them, as well as taking notes.

Unit introduction

Making an effective contribution at a meeting can make an employee feel valued, increase their knowledge of the job, improve their confidence and develop their communication skills.

This unit has been designed to help learners understand the key aspects of meetings, including initial preparation, their role during the meeting and follow-up procedures. Learners will explore the importance of liaising with other colleagues, preparing the agenda and collating relevant documents. They will also develop their own ways of recording information during the meeting to help them follow the thread of the discussion.

Learners will have the opportunity to develop their skills in preparing an agenda item, presenting the information and answering questions. They will also experience the challenge of reaching a decision.

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 key aspects of meetings	1.1 Describe preparations required prior to the meeting 1.2 Describe the procedures taken during the meeting 1.3 Describe the procedures taken after the meeting
2 Know solutions to common meeting problems	2.1 Describe appropriate solutions to common meeting problems

Learning outcomes	Assessment criteria
3 Be able to contribute to the discussion at a meeting	3.1 Take personal notes from the meeting 3.2 Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting
4 Be able to take responsibility for an agenda item at a meeting	4.1 Present an agenda item at a meeting 4.2 Answer questions to help move the discussion forward and reach decisions

Unit content

1 Know key aspects of meetings

Key aspects of the meeting process and procedures: before meeting, e.g. arranging date and venue, sending invitations to delegates, liaising with chairperson on agenda and other documents, arranging refreshments, booking equipment if necessary; at meeting, e.g. ensuring room layout is appropriate, booked equipment is available, spare agendas and documents available, taking notes or minutes, meeting etiquette, e.g. using correct type of language, allowing others to speak uninterrupted, being polite in challenging views of others; after the meeting, e.g. ensuring the room is left tidy, removing all spare documents, typing up notes/minutes if required, sending notes/minutes to relevant people

2 Know solutions to common meeting problems

Common meeting problems: delegates turning up late or not at all, delegates being unprepared for the meeting, copies of agenda and notes not reaching relevant people by email or post, problems with meeting venue or meeting room equipment, someone dominating or obstructing the discussion, agenda too large, conflict between delegates, irrelevant discussion or questions raised

Appropriate solutions to common meeting problems: contacting delegates before the meeting to check whether agenda, notes and venue details have been received, reconfirming meeting room arrangements and equipment requirements before the day of the meeting, introducing a rota or time limit on individual contributions to prevent a few people dominating the discussion, referring an irrelevant question or agenda item to a different meeting or time for discussion

3 Be able to contribute to the discussion at a meeting

Take personal notes: note taking; minute taking; use of voice recorders

Contribute: listen to complex information; respond appropriately; decision making

4 Be able to take responsibility for an agenda item at a meeting

Present an agenda item at a meeting: prepare relevant, accurate information; present information appropriately and effectively; lead discussion of an agenda item

Presentation: audience; purpose of presentation; PowerPoint; clarity of information; knowledge of subject; respond to questions

Answer questions to help move the discussion forward and reach decisions: answering questions politely and accurately, giving an answer which provides the information needed to help make a decision, referring a question to someone else if they are better able to provide an answer, asking for clarification if the question is unclear, being honest and tactful if the answer to the question is unknown, inviting other delegates to contribute answers or opinions regarding the question asked

Essential guidance for tutors

Delivery

This unit is a practical unit which gives the learner the opportunity to practise the skills required to arrange and contribute to meetings.

Learners will need to know the protocols for arranging a meeting, namely what happens before a meeting, what happens during a meeting and the work that is undertaken after the meeting. They will need to know the importance of liaising closely with the chairperson when compiling the agenda, ensuring the appropriate delegates are invited and the relevant documents are available for delegates. To assist learners in this, guest speakers could be invited to share their experiences of arranging and/or chairing meetings.

Learners will benefit from having the opportunity, where possible, to arrange meetings either in a place of learning or in the workplace. This can be in class time or during the working day, for example a meeting to discuss a school or college issue or a meeting to discuss arranging a charity event. The meeting can only have one or two agenda items but the principles will be the same as those for larger, more formal meetings.

It is important that learners understand what the topics that are likely to be covered under each agenda item. They should understand why they are attending the meeting (for example to get an update, to raise an issue on behalf of a team or for themselves, to present a brief item) and what they are planning to achieve by attending (for example to tell other team members about a piece of work they are undertaking, to get an answer to a question, to find something out.)

It would be helpful for learners to think about how to deal with common problems that might arise in relation to preparing for and conducting meetings such as people turning up late, problems with venue or meeting room equipment, a delegate dominating a discussion or raising irrelevant issues. Film or TV clips of meeting scenes could be used as a way to start a group discussion on potential meeting problems and how they could be solved. Alternatively, the group could be given examples of solutions to common meeting problems and discuss whether or not the proposed solutions would be effective and appropriate.

The unit also focuses on the learner's ability to present information at a meeting which can include the use of electronic equipment. Learners could be given the opportunity to prepare a visual presentation and deliver it as part of an agenda item. Time could be spent ensuring that learners can set up the equipment necessary for visual presentations. Learners should also be aware of how to access technical support if needed.

When contributing to meetings, learners should be able to move discussions forward by avoiding repetition and suggest new ideas. They should ask questions to clarify what has been said. They will need to know how to adapt their contributions in terms of tone, language and content according to the nature and purpose of the meeting. The sophistication of their contributions should be consistent with the expectations of the English functional skills standards at this level.

Assessment

For 1.1, 1.2 and 1.3 the learner must describe of the process involved in arranging a meeting. The learner could provide the information in the form of guidelines for a member of staff who is arranging a meeting for the first time. This approach would ensure that the description includes the relevant stages involved in the process including the procedures to follow during and after the meeting.

For 2.1, the learner must describe at least two appropriate solutions to one common meeting problem. Alternatively, they can describe two different meeting problems and suggest one solution for each problem. The solutions put forward do not need to be detailed or lengthy.

Taking notes at a meeting is an important personal record of the discussions and decisions made. The learner is not required to take formal minutes of the meeting For 3.1. However, they are required to take personal notes. These notes must demonstrate their understanding of the purpose of the meeting, the key discussion points and the decisions and/or action points that were agreed. Voice recorders can be used to help the learner make their notes.

When attending meetings, it is important to have the confidence and subject knowledge to make an appropriate contribution to the discussion. For 3.2, the learner should be observed participating in a meeting. At least two examples are required of an appropriate opinion, idea, comment or suggestion made to the discussion. A witness statement can be provided as evidence. Evidence must be available for internal and external verification purposes.

For 4.1, the learner must present a straightforward agenda item at a meeting. This can be supported with visual aids, but this is not a requirement. The emphasis is on the learner taking the lead in presenting the agenda item and being able to deliver the relevant information effectively. Additionally, the learner needs to demonstrate their knowledge of the subject area covered by the agenda item and express their opinion clearly. The learner can be able to achieve criterion 4.2 if they can answer questions on their agenda item confidently and appropriately, including re-directing questions to more appropriate persons if necessary. Alternatively, 4.2 can be assessed when the learner is participating in other meetings. Evidence must be available for internal and external verification purposes.

Links to National Occupational Standards, 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 18: Presenting Accurate Documents	Unit 25: Taking Notes at Meetings
Unit 19: Speaking Confidently at Work	Unit 27: Contributing to Meetings
Unit 29: Communication Skills for Work	

Essential resources

There are no essential resources required for this unit.

Suggested resources

Websites

www.businessballs.com/meetings.htm

www.effectivemeetings.com/meetingbasics/6tips.asp

www.meetings.org/meeting4.htm

Unit 26: Preparing for Work Placement

Unit code:	F/503/2885
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

This unit enables learners to prepare for the work placement, by identifying a work placement, finding out about the organisation including the aims of the organisation and the terms and conditions of the work placement. Learners will consider their skills and set goals to maximise their skills during the work placement.

Unit introduction

Attending a work placement gives the learner the opportunity to experience a work setting. They will find out about the roles and responsibilities of individual employees, specific types of careers and general workplace skills. However, if the learners are not prepared for the work placement, and does not know what they expect to learn, then this valuable experience can not reach its full potential.

In this unit, learners find out, before starting their work placement, about the company or organisation where they are going to be working. It will also raise their awareness of the skills and knowledge they already have and could use during the work placement. Learners will look at how to set goals which meet their employer's expectations. All these skills will be crucial when learners begin the job seeking process.

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 can 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 the company or organisation where the work placement is planned	1.1 Describe the company or organisation providing the work placement 1.2 Describe the key purpose of company or organisation
2 Know the information needed before starting the work placement	2.1 Describe the terms and conditions of the work placement 2.2 Describe the tasks to be performed as part of the work placement

Learning outcomes	Assessment criteria
<p>3 Know what the company or organisation expects of the learner during the work placement</p>	<p>3.1 Describe why workplace values are important for success at the work placement</p> <p>3.2 Describe personal presentation requirements appropriate to the work placement</p> <p>3.3 Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement</p>
<p>4 Be able to set goals relating to the work placement</p>	<p>4.1 Set goals for skills development relating to the work placement</p> <p>4.2 Set goals for personal development relating to the work placement</p>

Unit content

1 Know the company or organisation where the work placement is planned

Information about the company/organisation: type of company or organisation; ownership, e.g. public or private; function, e.g. service provision, retail, construction, logistics, administrative; location; size, e.g. small, large, number of employees, number of departments, international, national or local organisation; internal and external customers; key purpose, e.g. to make money, to expand, to widen the customer base, to build houses

Sources of information: e.g. company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, Connexions, Jobcentre Plus, learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement

2 Know the information needed before starting the work placement

Terms and conditions of work: hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; seeking advice relating to work and/or colleague relationships

Tasks: daily routine tasks, e.g. opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work

3 Know what the company or organisation expects of the learner during the work placement

Workplace values: definition of values, e.g. concepts and ideas that lead to workplace satisfaction; different types of values, e.g. place customer service at heart of business, produce quality products, celebrate diversity, promote mutual respect, encourage creativity, recognise and reward achievement and good work

Importance of workplace values in a work placement: helps learner understand what is expected of them by employer and helps in meeting those expectations, e.g. how to treat other staff and customers appropriately, how to do job to a high standard, how to prioritise daily tasks, how to make decisions

Personal presentation: appropriate clothing for job role; personal hygiene; attitudes and behaviours; body language

Dealing effectively with situations of emotional stress, difficulty or confusion: use appropriate sources of support and guidance in situations of emotional stress, e.g. speak to work placement supervisor if there are difficulties in getting along with another colleague, ask questions or request clarification if instructions or messages are unclear or confusing, ask for help or guidance from other people if a task is difficult or unclear, consult user guides or request further training and assistance if nervous about using a new piece of equipment

4 Be able to set goals relating to the work placement

Goal setting for the work placement: different types of goals, e.g. personal goals, work-related goals, skills development; goals for the work placement should be in line with employer's expectations for the work placement; setting a goal that draws on current skill or knowledge, or on skills and knowledge the learner would like to acquire

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. Before starting to find out about their work placement, learners could discuss what information they need to know about the organisation in which they are going to be working. Learners could compile a checklist to help direct their research. They could collect information on aspects such as the function of the organisation, the key purpose, its structure (if relevant) and types of customers. Information can also be gathered from the internet and visits to the careers office to find out about the organisation providing the work placement.

To help learners understand the concept of 'terms and conditions' of work, they could compare different terms and conditions of work to identify the common elements. Although some aspects will not be relevant for work placement (for example annual leave entitlement) learners should be able to identify those terms and conditions that are relevant for example dress code, absence notification, hours of work.

Learners will need to extract the relevant details about the main tasks relating to what they will be doing at the company or organisation. This could be done from leaflets or marketing brochures for the organisation, visits to the careers office and/or tutor-led discussions. Ideally, the learner will have an interview with the employer before starting the work placement. This would give them an opportunity to find out about the tasks they will be expected to undertake. Alternatively, learners who have previously participated in the same or similar work placement could be asked to speak to learners in small groups.

It would be useful for tutors to stress the importance of workplace values and rules and the possible skills or qualities needed to satisfy the requirements of the work placement. To help learners understand the concept of 'workplace values', they could think about their own values, for example, honesty, being trustworthy, or respect for others. This could then be translated into the workplace situation and how it relates to day-to-day working and enhances the chances of a successful work placement experience.

Employers could be invited as guest speakers to discuss expectations of learners during work placement. It is important that learners are given the opportunity to discuss these qualities and expectations so that they can identify a range of possible skills and goals to aim for. These should be linked to their course requirements or career ideas, to help them get the most out of their time on work experience.

Learners going on a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are asked to do. It would, therefore, be beneficial to prepare learners to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to explore different types of stressful, confusing or difficult situations in a work placement; this could help learners in developing skill and confidence in asking appropriate questions or asking others for help and guidance. Alternatively, learners could watch a TV or film clip that depicts a stressful or confusing scene in the workplace and then hold a group discussion about what could be done to address the stress, difficulty or confusion in that scenario. This could help address learners' fears and concerns about handling any uncertain or difficult situations they can encounter.

Learners can discuss possible work placement goals in group situations and/or individually with tutor or careers advisers, but should be encouraged to come up with their own final action plan, identifying personal targets and opportunities to develop of skills or knowledge on the placement. Time will need to be spent helping learners produce goals which are relevant to their situation and realistic.

Assessment

For 1.1, and 1.2, the learner must describe key information about their proposed work placement. The description needs to include information on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant) as well as the main purpose or objective of the company or organisation.

For 2.1, the learner must describe the terms and conditions of work that are relevant to their work placement. Information could include details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures.

For 2.2, the learner must describe the tasks that they are likely to do during work placement. This description should provide detailed information for each task and should not simply be a list. Details could include information on the procedures to be followed, health and safety issues, quality checking processes for example check work has been completed to a satisfactory standard by the line manager, timescales (if relevant).

For 3.1, the learner must describe the importance of at least two workplace values and why they are important to a work placement experience. Part of this description should demonstrate the learner's understanding of what workplace values are.

Evidence for 3.2 could be included as part of criterion 3.1. The learner must describe at least two personal presentation requirements for the upcoming work placement.

For 3.3, the learner needs to provide at least two examples of situations in the workplace where they might encounter stress, difficulty or confusion. For each example, they must explain at least one positive action they could take to help resolve the stress, difficulty or confusion. The learner's description of the positive action must be appropriate and relevant to the nature of the stressful, difficult or confusing situation they have given as an example.

For 4.1 and 4.2 the learner must demonstrate their ability to set specific, realistic goals for the work placement. The learner needs to provide at least two goals related to skills development and at least two goals related to personal development. The skills development goals may relate to existing skills which the learner would like to use during the work placement or to a new skill the learner would like to develop during the work placement. The personal development goals may relate to working well with colleagues, getting to work on time, answering the telephone in following company procedures etc

Links to National Occupational Standards, 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 28: Planning an Enterprise Activity
Unit 21: Learning from Work Placement	Unit 29: Learning from Work Placement	
Unit 22: Safe Learning in the Workplace	Unit 30: Safe Learning in the Workplace	
Unit 23: Planning an Enterprise Activity	Unit 36: Health and Safety at Work	
Unit 28: Introduction to Health and Safety at Work	Unit 37: Personal Presentation for the Workplace	
Unit 30: Developing Personal Presentation Skills for the Workplace		

Essential resources

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

Suggested resources

Websites

<http://morethanwork.net>

www.need2know.co.uk

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

www.qmr.com/products/adventure/docs/workbook/chapter4.asp

www.trident-edexcel.co.uk

www.work-experience.org

Unit 27: Learning from Work Placement

Unit code:	L/503/2887
QCF Level:	Level 2
Credit:	2
Guided learning hours:	20

Unit aim

The aim of this unit is to ensure that learners reflect on their work placement and use this experience to set career related goals.

Unit introduction

Work placement can be a valuable experience for all learners, helping them to develop new skills and increase their knowledge of a vocational area. However, to achieve this, the learner must reflect on what they have learned and use that learning for future development and goal setting. The unit has been designed to be used after a learner has experienced a work placement, however as they need to have gathered evidence from the work placement to complete the unit, learners will need to be familiar with the requirements of the unit before undertaking their work placement.

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 what was learnt on the work placement	1.1 Maintain a log of work placement tasks and personal development 1.2 Describe skills and knowledge gained during the work placement
2 Know how to improve the work placement experience	2.1 Identify aspects of the work placement experience that could have been improved 2.2 Describe how improvements could be made to tasks carried out during work placement
3 Be able to use learning from the work placement to set career-related goals	3.1 Describe how the work placement experience might assist them in making choices about a future career 3.2 Set short-term and long-term goals which build on own learning from the work placement

Unit content

1 Be able to reflect on what was learnt on the work placement

Skills: personal skills, e.g. self-management, teamwork, business and customer awareness, communication; knowledge: of work sector, of the requirements of the workplace, of products and services; personal qualities, e.g. enthusiasm, patience, confidence, curiosity

Describe knowledge gained during work placement: what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced

Log of tasks undertaken: employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended

2 Know how to improve the work placement experience

Aspects that could have been improved: e.g. additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently

3 Be able to use learning from the work placement to set career-related goals

Making choices about a future career as a result of work placement: e.g. knowledge of new vocational area or area of interest, confirming whether they do or do not wish to work in a particular sector or industry, awareness of personal skills, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation

Setting goals: SMART goals; skills and knowledge development, e.g. further study, investigate specific career options or work areas; employment opportunities or goals, e.g. apply for full-time employment, seek voluntary work in a particular area

Essential guidance for tutors

Delivery

To achieve this unit, learners must have experienced a work placement.

The length of time spent in the work placement is not defined, but sufficient time must be given to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of new skills or knowledge they have acquired as a result of various work placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken (perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated). In this regard, the learner would need to adhere to the company policy on confidentiality and intellectual property.

Different methods of record keeping could be discussed with learners. Examples of previous learner work could be shown. Paper-based and/or electronic record keeping methods can be used.

Learning outcome 1 focuses on skills and knowledge gained during the work placement experience. The skills discussed should be based on the CBI employability competencies detailed in their *Time Well Spent* report found on the CBI website: www.cbi.org.uk.

The skills required for employability include self-management, team working, business and customer awareness, problem solving, communication, number and ICT skills. It would be appropriate to spend time discussing the meaning of these skills and how they relate to individual learners. Learners could develop checklists which allow the learner to describe when they demonstrated their skills during their work placement. These could also be used to describe those aspects of the work placement experience that could have been improved, and how they could have been improved. Learners also need to consider their strengths based on their personal skills, knowledge and experience. One-to-one or small group discussions can be used to identify what the learner's strengths are. Alternatively, learners can ask their employer to help them identify their strengths. Small group discussions could be used to help the learner identify the challenges of the work placement. Record sheets can be developed to allow the learner to identify the challenges and then state how they overcame them.

For learning outcome 3, the learner will need to know and understand what SMART goals are. This method of target setting is often used as part of performance development review processes and it is important for learners to understand how to set such goals. The acronym has a number of variations:

S – specific, significant, stretching

M – measurable, meaningful, motivational

A – agreed upon, attainable, achievable, acceptable, action-oriented

R – realistic, relevant, reasonable, rewarding, results-oriented

T – time-based, timely, tangible, trackable.

A useful website for more detailed information on SMART targets is www.projectsmart.co.uk/smart-goals.html

Assessment

For 1.1, learners must create and maintain a detailed log of the work placement tasks. The log should include the skills and knowledge related to the work activities as well as personal development such as confidence. Tutors could provide a pro-forma for the learner to complete.

For 1.2, the learner must describe the skills and knowledge they gained during the work placement. The learner could identify specific challenges that they faced, and how these helped to develop specific skills and knowledge.

For 2.1, the learner needs to identify any aspects of the work placement experience that could have been improved. This could be cross-referenced to the evidence provided in criteria 1.1 and 1.2. Alternatively, a separate piece of work which is more generic could be provided.

For 2.2 the learner must describe at least two ways that improvements could be made to the tasks carried out during work placement. Learners could consider improvements such as more effective communication, time keeping, and positive attitude.

In 3.1, the learner needs to make straightforward value judgements on how their work placement has helped them in planning their career choices. The learner must describe at least one way in which the work placement experience has influenced their thinking about their future. This does not need to be lengthy or complex.

In achieving 3.2, the learner must set and produce appropriate evidence of two short-term and two long-term SMART goals as a result of what they have learned from their work placement. Evidence for the learner's goals could be a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

The learner can use their short term goals to build towards their long term goals.

Links to National Occupational Standards, 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 21: Learning from Work Placement	Unit 29: Learning from Work Placement	

Essential resources

Learners need to have undertaken a period of work experience.

Suggested resources

Websites

www.cbi.org.uk

www.direct.gov.uk/en/EducationAndLearning

www.work-experience.org

Unit 28: Planning an Enterprise Activity

Unit code:	R/503/2888
QCF Level:	Level 2
Credit:	1
Guided learning hours:	10

Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have a broad introduction to prepare to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

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 choose a viable enterprise activity	1.1 Describe key aspects of a viable product or service 1.2 Describe why people might want to buy their product or service
2 Be able to prepare a plan for implementing an enterprise activity	2.1 Describe the tasks that need to be completed to carry out the enterprise activity 2.2 Present the timelines required to carry out the tasks identified 2.3 Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified

Learning outcomes	Assessment criteria
3 Understand the risks involved in running the enterprise activity	3.1 Assess main risks that may occur in implementing the enterprise activity 3.2 Discuss ways to minimise the risks

Unit content

1 Know how to choose a viable enterprise activity

Key aspects of a viable product or service: providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place

Possible customers: clear idea of what the product or service is and what it will do or provide for the customer, e.g. handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants, e.g. people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery

2 Be able to prepare a plan for implementing an enterprise activity

Planning to implement the enterprise activity: key activities needed, e.g. administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience

3 Understand the risks involved in running the enterprise activity

Assess main risks: different types of risks e.g. lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks, e.g. start up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support

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 planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. 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 group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

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, the learner must describe their choice of product or service, what it will provide to the customer, and how it will be provided. For 1.2, the learner needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

For 2.1, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. For 2.2, the learner needs to estimate and present a timeline showing how long it will take to carry out the tasks.

For 2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should also include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and they must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

For 3.1, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions. For 3.2, the learner must consider ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

Links to National Occupational Standards, 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 29: Running an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: 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.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 29: Running an Enterprise Activity

Unit code: Y/503/2889

QCF Level: Level 2

Credit: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have the opportunity to carry out an enterprise activity. Learners will develop an understanding of the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly. They will also develop the ability to evaluate the success of their activity and review their personal involvement.

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 provide a strategy to ensure the success of an enterprise activity	1.1 Identify what is required in an operational plan 1.2 Create an operational plan for the actual enterprise activity
2 Be able to carry out an enterprise activity using appropriate skills and procedures	2.1 Demonstrate a range of skills and techniques to sell the product or service 2.2 Demonstrate good customer care 2.3 Demonstrate correct handling money procedures for an enterprise activity 2.4 Explain the importance of correct handling money procedures for an enterprise activity

Learning outcomes	Assessment criteria
<p>3 Be able to evaluate the profitability of the enterprise activity</p>	<p>3.1 Present financial records to show the set up costs, running costs and other costs</p> <p>3.2 Present financial records showing sales and profit or losses</p> <p>3.3 Give reasons for the financial success or financial failure of the enterprise activity</p>
<p>4 Know how to review personal involvement in an enterprise activity</p>	<p>4.1 Describe skills gained from running the enterprise activity</p> <p>4.2 Describe personal strengths which were demonstrated during the enterprise activity</p> <p>4.3 Describe skills that need to be improved as a result of participating in the enterprise activity</p>

Unit content

1 Be able to provide a strategy to ensure the success of an enterprise activity

Features of an operational plan: research, e.g. current marketplace provision, customer research, product research, competitors; practical implementation, e.g. facilities, resources, quality assurance, skills; finance and cash flow;

Features of an effective strategy for success: importance of planning for success, e.g. conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills

2 Be able to carry out an enterprise activity using appropriate skills and procedures

Selling the product or service using appropriate skills, techniques and materials: suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated

Customer care: communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems, e.g. defective goods, unsatisfactory level of service, incorrect price charged

Importance of handling money correctly: knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation

3 Be able to evaluate the profitability of the enterprise activity

Using financial records to explain the success or failure of the enterprise: evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity

4 Know how to review their personal involvement in an enterprise activity

Role in the enterprise activity and skills gained: roles, e.g. salesperson, planner, team motivator, finance person, administrator, overseeing production; skills, e.g. planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills

Identify strengths and weaknesses of their personal involvement: strengths, e.g. strong leadership skills, good customer relations, effective selling techniques; weaknesses, e.g. lack of time management

Essential guidance for tutors

Delivery

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

An enterprise activity does not have to be a large activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, or making jewellery, or providing a service, for example, selling ice cream or car washing.

Learners should be given as much practical experience as possible. This unit has been designed so that it can be delivered with *Unit 28: Planning an Enterprise Activity* and *Unit 30: Producing a Product*.

Learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

The 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.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

Assessment

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

For 1.1, the learner needs to identify what needs to be included in their operational plan. The learner should consider the customer, what they intend to do, resources, and how and when they are going to do it. This work can form the basis of material for criterion 1.2.

For 1.2, the learner must produce a plan for achieving success in a chosen enterprise activity. This could be in a written report, a brief presentation, as video-based evidence or a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should also include reference to the times, the venue, the staffing, quality control, any additional relevant information should be included, such as health and safety information or special arrangements for dealing with cash.

For 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve criterion 2.2, the learner must demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be 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). For 2.3, the learner must demonstrate appropriate handling of money for example, the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.4 the learner must explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1 and 3.2, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied for criterion 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

For 4.1, learners should describe the skills they have learnt in the course of their activity. For 4.2, the learner must evaluate their involvement in the activity and comments on the skills that have been gained through the activity. The learner should describe at least two personal strengths. This feeds into criterion 4.3, where the learner must describe at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

Links to National Occupational Standards, 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 30: Producing a Product
Unit 25: Producing a Product	Unit 33: 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.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 30: Producing a Product

Unit code: L/503/2890

QCF Level: Level 2

Credit: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

Unit introduction

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit learners will have the opportunity to identify these skills and understand how these skills will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

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 plan the manufacture of a product or item	1.1 Create a production plan that outlines the process, materials and equipment required 1.2 Outline the safety measures to be taken to ensure the production process is safe 1.3 Outline the expected quality of the finished product
2 Understand the new skills required to make the product or item	2.1 Assess the new skills needed to make the product or item 2.2 Discuss how and where new skills will be learned
3 Be able to produce the product or item in line with the plan and outlined safety requirements	3.1 Make the product using the materials and equipment specified in the plan 3.2 Describe how the safety requirements were met during the production process

Learning outcomes	Assessment criteria
<p>4 Be able to assess the plan and the finished product or item and make suggestions for improvements</p>	<p>4.1 Identify the parts of the plan that were successful</p> <p>4.2 Identify the parts of the plan that were not successful</p> <p>4.3 Make suggestions on how to improve the plan</p> <p>4.4 Outline the positive and negative points of product or item</p> <p>4.5 Make suggestions on how the product could be improved</p>

Unit content

1 Be able to plan the manufacture of a product or item

Planning to make the product or item: logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment, e.g. knowledge of using equipment

Safety factors: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment, e.g. tools, measuring instruments, appliances, containers

Expected quality of product: e.g. appearance, durability, effectiveness, taste, size, shelf-life

2 Understand the new skills required to make the product or item

New skills needed to make the product or item: personal skills, e.g. creativity, determination, confidence; practical skills, e.g. using new equipment, using new techniques or processes, problem-solving skills

How and where new skills will be learned: undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item

3 Be able to produce the product or item in line with the plan and outlined safety requirements

In line with the plan: use materials and equipment as listed in the original plan, follow suggested timelines and production methods

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

4 Be able to assess the plan and the finished product or item and make suggestions for improvements

Impact of the original product plan on quality of the product: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified

Future improvements: suggestions for changes to plan in the light of experience, e.g. change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly

Essential guidance for tutors

Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

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 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 them 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 creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with 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 progress reviews 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, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress made, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be simple in design-it is the learner's learning experiences which are of most importance.

Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

For 1.1, the learner must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages.

For 1.2, the learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

For 1.3, the learner must complete an outline of the intended quality of the product which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used for 1.1-1.3 such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

For 2.1, the learner must assess at least two new skills that they will need to acquire in order to produce the product or item. It can be a personal and practical skill. For 2.2, the learner should explain how and where the new skills referred to in 2.1 will be acquired.

For 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 3.2 the learner needs to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

For 4.1 and 4.2, the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused problems in the production of the product or item. The learner should be able to give at least two suggestions on how to improve the plan with regard to the final quality of the product or item.

Evidence for 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used by the learner for criterion 1.1, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template

For 4.4 and 4.5 the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. Evidence could take the form of a recorded discussion or a written outline.

Links to National Occupational Standards, 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 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

Learners 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, 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 learners need to know the location of first aid supplies and support.

Where photographs and recordings, 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.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 31: Understanding Employment Responsibilities and Rights

Unit code:	D/602/4769
QCF Level:	Level 2
Credit value:	3
Guided learning hours:	30

Unit aim

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

Unit introduction

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

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know the statutory rights and responsibilities of employees and employers within own area of work	1.1 Outline employee rights and responsibilities under Employment Law 1.2 Describe how related legislation can support employees in the workplace 1.3 Describe employer responsibilities in the workplace 1.4 Identify sources and types of information and advice on own employment rights and responsibilities

Learning outcomes	Assessment criteria
<p>2 Understand agreed ways of working that protect own relationship with employer</p>	<p>2.1 Explain the terms and conditions of own contract of employment</p> <p>2.2 Describe information shown on own pay statement</p> <p>2.3 Explain the procedures to follow in event of a grievance</p> <p>2.4 Identify the personal information that must be kept up to date with own employer</p> <p>2.5 Explain agreed ways of working with employer</p>
<p>3 Know how own role fits within the wider context of the sector</p>	<p>3.1 Describe the effect of own role on service provision</p> <p>3.2 Describe how own role links to the wider sector</p> <p>3.3 Describe the main roles and responsibilities of representative bodies that influence the wider sector</p> <p>3.4 Outline different viewpoints around an issue of public concern relevant to the sector or occupation</p> <p>3.5 Describe how issues of public concern have altered public views of the sector or occupation</p>
<p>4 Know career pathways available within own and related sectors</p>	<p>4.1 Describe occupational opportunities within own sector and related sectors</p> <p>4.2 Identify sources of information related to a chosen career pathway</p> <p>4.3 Identify next steps in own career pathway</p>

Unit content

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

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

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

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

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

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

Interpret information on pay slip: gross wages; deductions; net pay; personal information, e.g. national insurance number, employee number

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

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

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

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

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

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

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

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

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

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

4 Know career pathways available within own and related sectors

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

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

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

Essential guidance for tutors

Delivery

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

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

Assessment

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

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 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

Learners will need access to appropriate sources of information about rights and responsibilities in the workplace.

Indicative resource materials

Textbooks

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

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

Suggested resources

Websites

www.acas.org.uk

www.adviceguide.org.uk

www.direct.gov.uk/en/RightsAndResponsibilities/Yourright

www.eco.org.uk

www.equalityhumanrights.com

www.tuc.org.uk

www.worksmart.org.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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