

Edexcel BTEC Entry Level Award in Business Administration (Entry 3) (QCF)

Edexcel BTEC Level 1 Award/Certificate/Diploma in Business Administration (QCF)

Specification

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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 which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which 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 which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which 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 learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full time or part time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks ie Technical Certificates.

There are three sizes of BTEC specialist qualification in the QCF:

- 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 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.

2 Qualification summary and key information

Qualification title	Edexcel BTEC Entry Level Award in Business Administration (Entry 3) (QCF)
QCF Qualification Number (QN)	500/5525/2
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 st September 2008
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 1 Award in Business Administration (QCF)
QCF Qualification Number (QN)	500/4992/6
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 st September 2008
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 1 Certificate in Business Administration (QCF)
QCF Qualification Number (QN)	500/4991/4
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 st September 2008
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	100-130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 1 Diploma in Business Administration (QCF)
QCF Qualification Number (QN)	500/6536/1
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	1 st September 2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	290-320
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

QCF qualification title and Qualification Number

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, units 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. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

The Edexcel BTEC Entry Level Award in Business Administration (Entry 3) (QCF) and the Edexcel BTEC Level 1 Award/Certificate/Diploma in Business Administration have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry 3 or Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

Progression opportunities through Edexcel qualifications

The intended destinations for learners who have achieved the Edexcel BTEC Entry Level Award (Entry 3) (QCF) and Edexcel BTEC Level 1 Award/Certificate/Diploma (QCF) Business Administration include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

Industry support and recognition

These qualifications are supported by the Council for Administration, the Sector Skills Council (SSC) for business and administration.

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 make sure 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.

Specific resource requirements

As well as the general requirements above, there are specific resource requirements that centres must meet:

Unit

Resources required

Unit 2: Managing your Health at Work

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

Unit 3: Preparing for Work Placement

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

Unit 4: Learning from Work Placement

The learner must attend a work placement prior to undertaking this unit.

Unit 5: Working in Business and Administration

Centres need access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Unit 7: Using Office Equipment in a Business Environment

Centres need to have access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Unit**Resources required**

Unit 11: Managing your Health at Work

Learners will require access to appropriate information about health requirements and potential health risks for specific types of work.

Unit 12: Preparing for Work Placement

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

Unit 13: Learning from Work Placement

Learners will need to have undertaken a period of work placement prior to undertaking this unit.

Unit 14: Working in Business and Administration

Centres need access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Unit 15: Communicating Electronically

Centres need to have access to typical office equipment such as a telephone and computer so that learners can practise and develop their skills when interacting with others.

Unit 16: Making and Receiving Calls

Centres need to have access to typical office equipment such as a telephone and computer so that learners can practise and develop their skills when interacting with others.

Unit 17: Welcome Visitors

Centres need access to a typical reception workplace, with suitable equipment and system that learners can practise and develop their skills.

Unit 20: Recording Business Transactions

Centres need access to resources to support learners in developing and practising their skills when recording financial transactions. Examples of all documents outlined in the unit content should be provided, and learners should have access to office supplies catalogues, both paper-based and through websites.

Unit 25: Investigating Rights and Responsibilities at Work

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

Unit 26: Managing your Health at Work

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

Unit

Unit 27: Preparing for Work Placement

Resources required

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

Unit 28: Learning from Work Placement

Learners will need to have undertaken a period of work experience.

4 Qualification structures

Edexcel BTEC Entry Level Award in Business Administration (Entry 3) (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved at Entry 3.	4

Learners are strongly advised to take units 5, 6, 7 or 8 as part of their award.

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	J/501/6333	Investigating Rights and Responsibilities at Work *	Entry 3	1	10
2	M/501/6360	Managing your Health at Work *	Entry 3	1	10
3	F/501/6363	Preparing for Work Placement *	Entry 3	1	10
4	J/501/6364	Learning from Work Placement *	Entry 3	2	10
5	H/600/1090	Working in Business and Administration	Entry 3	2	20
6	L/600/1097	Professional Behaviour in an Office Environment	Entry 3	2	20
7	R/600/1098	Using Office Equipment in a Business Environment	Entry 3	3	30
8	M/501/7234	Using a Computer in Business Administration	Entry 3	3	30
9	T/501/7235	Managing Own Learning	Entry 3	3	30
10	L/501/6382	Investigating Rights and Responsibilities at Work *	Level 1	1	10
11	T/501/6389	Managing Your Health at Work *	Level 1	1	10
12	M/501/6391	Preparing for Work Placement *	Level 1	1	10
13	J/501/6395	Learning from Work Placement *	Level 1	2	10
14	F/502/4009	Working in Business and Administration	Level 1	3	30
15	A/501/7236	Communicating Electronically	Level 1	3	30
16	T/502/4007	Making and Receiving Calls	Level 1	2	20
17	M/502/4006	Welcome Visitors	Level 1	2	20

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
18	A/502/4008	Handling Mail	Level 1	2	20
19	K/502/4005	Creating Business Documents	Level 1	3	30
20	J/501/7238	Recording Business Transactions	Level 1	4	30
21	F/501/7240	Supporting Business Meetings	Level 1	4	30
22	J/501/7241	Business Administration Group Project	Level 1	4	30
23	L/501/7242	Ideas for Small Business	Level 1	4	30
24	R/501/7243	Job Opportunities in Business Administration	Level 1	4	30
25	J/501/6414	Investigating Right and Responsibilities at Work *	Level 2	1	10
26	J/501/6137	Managing your Health at Work *	Level 2	1	10
27	T/501/6148	Preparing for Work Placement *	Level 2	1	10
28	L/501/6186	Learning from Work Placement *	Level 2	2	10

* Learners may take these units at one level only.

Edexcel BTEC Level 1 Award in Business Administration (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	7
Minimum number of credits that must be achieved at Level 1 or above	4

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	J/501/6333	Investigating Rights and Responsibilities at Work *	Entry 3	1	10
2	M/501/6360	Managing your Health at Work *	Entry 3	1	10
3	F/501/6363	Preparing for Work Placement *	Entry 3	1	10
4	J/501/6364	Learning from Work Placement *	Entry 3	2	10
5	H/600/1090	Working in Business and Administration	Entry 3	2	20
6	L/600/1097	Professional Behaviour in an Office Environment	Entry 3	2	20
7	R/600/1098	Using Office Equipment in a Business Environment	Entry 3	3	30
8	M/501/7234	Using a Computer in Business Administration	Entry 3	3	30
9	T/501/7235	Managing Own Learning	Entry 3	3	30
10	L/501/6382	Investigating Rights and Responsibilities at Work *	Level 1	1	10
11	T/501/6389	Managing Your Health at Work *	Level 1	1	10
12	M/501/6391	Preparing for Work Placement *	Level 1	1	10
13	J/501/6395	Learning from Work Placement *	Level 1	2	10
14	F/502/4009	Working in Business and Administration	Level 1	3	30
15	A/501/7236	Communicating Electronically	Level 1	3	30
16	T/502/4007	Making and Receiving Calls	Level 1	2	20
17	M/502/4006	Welcome Visitors	Level 1	2	20
18	A/502/4008	Handling Mail	Level 1	2	20
19	K/502/4005	Creating Business Documents	Level 1	3	30
20	J/501/7238	Recording Business Transactions	Level 1	4	30
21	F/501/7240	Supporting Business Meetings	Level 1	4	30
22	J/501/7241	Business Administration Group Project	Level 1	4	30

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
23	L/501/7242	Ideas for Small Business	Level 1	4	30
24	R/501/7243	Job Opportunities in Business Administration	Level 1	4	30
25	J/501/6414	Investigating Right and Responsibilities at Work *	Level 2	1	10
26	J/501/6137	Managing your Health at Work *	Level 2	1	10
27	T/501/6148	Preparing for Work Placement *	Level 2	1	10
28	L/501/6186	Learning from Work Placement *	Level 2	2	10

* Learners may take these units at one level only.

Edexcel BTEC Level 1 Certificate in Business Administration (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	13
Minimum number of credits that must be achieved at Level 1 or above	7

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	J/501/6333	Investigating Rights and Responsibilities at Work *	Entry 3	1	10
2	M/501/6360	Managing your Health at Work *	Entry 3	1	10
3	F/501/6363	Preparing for Work Placement *	Entry 3	1	10
4	J/501/6364	Learning from Work Placement *	Entry 3	2	10
5	H/600/1090	Working in Business and Administration	Entry 3	2	20
6	L/600/1097	Professional Behaviour in an Office Environment	Entry 3	2	20
7	R/600/1098	Using Office Equipment in a Business Environment	Entry 3	3	30
8	M/501/7234	Using a Computer in Business Administration	Entry 3	3	30
9	T/501/7235	Managing Own Learning	Entry 3	3	30
10	L/501/6382	Investigating Rights and Responsibilities at Work *	Level 1	1	10
11	T/501/6389	Managing Your Health at Work *	Level 1	1	10
12	M/501/6391	Preparing for Work Placement *	Level 1	1	10
13	J/501/6395	Learning from Work Placement *	Level 1	2	10
14	F/502/4009	Working in Business and Administration	Level 1	3	30
15	A/501/7236	Communicating Electronically	Level 1	3	30
16	T/502/4007	Making and Receiving Calls	Level 1	2	20
17	M/502/4006	Welcome Visitors	Level 1	2	20
18	A/502/4008	Handling Mail	Level 1	2	20
19	K/502/4005	Creating Business Documents	Level 1	3	30
20	J/501/7238	Recording Business Transactions	Level 1	4	30

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
21	F/501/7240	Supporting Business Meetings	Level 1	4	30
22	J/501/7241	Business Administration Group Project	Level 1	4	30
23	L/501/7242	Ideas for Small Business	Level 1	4	30
24	R/501/7243	Job Opportunities in Business Administration	Level 1	4	30
25	J/501/6414	Investigating Right and Responsibilities at Work *	Level 2	1	10
26	J/501/6137	Managing your Health at Work *	Level 2	1	10
27	T/501/6148	Preparing for Work Placement *	Level 2	1	10
28	L/501/6186	Learning from Work Placement *	Level 2	2	10

* Learners may take these units at one level only.

Edexcel BTEC Level 1 Diploma in Business Administration (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 1 or above	20

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	J/501/6333	Investigating Rights and Responsibilities at Work *	Entry 3	1	10
2	M/501/6360	Managing your Health at Work *	Entry 3	1	10
3	F/501/6363	Preparing for Work Placement *	Entry 3	1	10
4	J/501/6364	Learning from Work Placement *	Entry 3	2	10
5	H/600/1090	Working in Business and Administration	Entry 3	2	20
6	L/600/1097	Professional Behaviour in an Office Environment	Entry 3	2	20
7	R/600/1098	Using Office Equipment in a Business Environment	Entry 3	3	30
8	M/501/7234	Using a Computer in Business Administration	Entry 3	3	30
9	T/501/7235	Managing Own Learning	Entry 3	3	30
10	L/501/6382	Investigating Rights and Responsibilities at Work *	Level 1	1	10
11	T/501/6389	Managing Your Health at Work *	Level 1	1	10
12	M/501/6391	Preparing for Work Placement *	Level 1	1	10
13	J/501/6395	Learning from Work Placement *	Level 1	2	10
14	F/502/4009	Working in Business and Administration	Level 1	3	30
15	A/501/7236	Communicating Electronically	Level 1	3	30
16	T/502/4007	Making and Receiving Calls	Level 1	2	20
17	M/502/4006	Welcome Visitors	Level 1	2	20
18	A/502/4008	Handling Mail	Level 1	2	20
19	K/502/4005	Creating Business Documents	Level 1	3	30
20	J/501/7238	Recording Business Transactions	Level 1	4	30
21	F/501/7240	Supporting Business Meetings	Level 1	4	30

Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
22	J/501/7241	Business Administration Group Project	Level 1	4	30
23	L/501/7242	Ideas for Small Business	Level 1	4	30
24	R/501/7243	Job Opportunities in Business Administration	Level 1	4	30
25	J/501/6414	Investigating Right and Responsibilities at Work *	Level 2	1	10
26	J/501/6137	Managing your Health at Work *	Level 2	1	10
27	T/501/6148	Preparing for Work Placement *	Level 2	1	10
28	L/501/6186	Learning from Work Placement *	Level 2	2	10

* Learners may take these units at one level only.

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment methods
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

6 Recognising prior learning and achievement

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.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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 the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

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

7 Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an [Edexcel Vocational Centre & Qualification Approval Form \(VCQA\)](#).

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel [Centre](#) approval are able to [apply for](#) qualification approval for a different level or different sector via Edexcel Online, [up to and including level 3 only](#).

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

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. Edexcel 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use 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 Edexcel quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - 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 annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 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 is up to date and current.

10 Access and recruitment

Edexcel'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 BTEC specialist 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 *Section 11 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.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel'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.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

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

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Investigating Rights and Responsibilities at Work

Unit reference number: J/501/6333

QCF level: BTEC Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit will introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.

Unit introduction

All employees have rights and responsibilities. This unit will introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. The learner will explore what is meant by having rights, for example, being safe at work, being healthy at work, the right to a minimum amount of pay and the right to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

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

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that is available to them, both within the workplace and from external sources such as the Citizens Advice Bureau.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Understand that they have rights in the workplace	1.1 Identify aspects of working life where they have rights	<i>Workplace rights:</i> eg salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)
2	Understand that they should respect the rights of others in the workplace	2.1 Describe how the rights of others can be respected	<i>Respecting the rights of others:</i> eg right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information
3	Understand that they have responsibilities in the workplace	3.1 Identify aspects of working life where they must fulfil certain responsibilities	<i>Workplace responsibilities:</i> health and safety; understand what the employee is expected to do at work
4	Know where to get help for problems that arise at work	4.1 Identify sources of help within the workplace	<i>Sources of help and advice:</i> advisers, eg line manager, human resources department, occupational health, health and safety adviser; documents, eg policies, staff handbook, intranet

Information for tutors

Delivery

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

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

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

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

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

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

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

In order to achieve 1.1, the learner must be able to identify at least three different aspects of working life to which they have rights as an employee. This evidence could be presented using a range of different formats, for example as a poster or leaflet, recorded discussion with the tutor or presented as a list of aspects identified.

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

To achieve 3.1, the learner is required to identify aspects of working life where they must fulfil certain responsibilities. The learner needs to identify at least three different aspects.

For 4.1, the learner must identify three different sources of help if a problem arises at work.

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

Suggested resources

Websites

www.acas.org.uk/	Arbitration service, advice on health and well being at work
www.citizensadvice.org.uk	Citizens Advice Bureau
www.direct.gov.uk/en/Employment/Employees/index.htm	Advice on employment rights
www.direct.gov.uk/en/RightsAndResponsibilities/Yourright	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.tuc.org.uk/	Trades Union Congress websites with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	A TUC run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 2: Managing Your Health at Work

Unit reference number: M/501/6360

QCF level: BTEC Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to help learners understand why it is important to be healthy at work and how to keep well at work.

Unit introduction

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

The unit will help learners understand why being healthy at work is important and how to keep well at work. Learners will explore different types of health issues that could arise in different working environments.

Essential resources

Learners will require access to appropriate information about how to keep healthy 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know why it is important to be healthy at work	1.1 describe why it is important to be healthy at work	<p><i>Importance of being healthy at work:</i> eg work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer out of work the harder it is to get back</p> <p><i>Keeping healthy:</i> appropriate equipment, eg suitable chair, keyboard arm rests, foot rests, lifting equipment, protective clothing; taking regular breaks; exercise; diet; adequate sleep, dealing effectively with stress</p> <p><i>Health factors to consider in different work environment:</i> different needs for different environments, eg working in hospital, office, outdoors; different types of illnesses and injuries, eg repetitive strain injury, colds, flu and other illnesses; temperature in work environment, eg summer heat, cold, air-conditioning, heating</p>
	Know how to keep healthy at work	2.1 Identify ways of keeping healthy at work	
2		2.2 identify different types of working environments and their possible health issues	

Information for tutors

Delivery

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

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

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

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

Websites may also be a good source of information. Learners could be encouraged to find out what is meant by repetitive strain injury, for example www.patient.co.uk/. The learner may be asked to extract information, for example 'What causes RSI?' 'How could it be prevented?' Learners would not be expected to give detailed or lengthy answers to this type of question.

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

Learners could ask friends or colleagues how they keep healthy. A simple questionnaire could be designed and the information gathered could be presented to the rest of the group. Alternatively, posters may be designed on how to manage health at work. The posters could then be displayed in the class or place of learning. This task could provide practice for functional skills if the learners ensured that the information given was grammatically accurate and spelt correctly.

Assessment

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

To achieve 2.1, the learner must be able to identify three different ways of keeping healthy at work. The learner could produce a leaflet or poster showing different ways of keeping healthy at work. Alternatively they may participate in a discussion which highlights how to keep healthy at work.

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

Suggested resources

Websites

www.direct.gov.uk/	www.direct.gov.uk/
www.dwp.gov.uk/health-work-and-well-being/	Government-run website focussed on improving health and well-being of people of working age
www.worksmart.org.uk/index.php	A TUC run website with information about rights at work

Unit 3: Preparing for Work Placement

Unit reference number: F/501/6363

QCF level: BTEC Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit introduces the learner to the importance of knowing what will be expected of them during their work placement and knowing what they hope to achieve as a result of this experience.

Unit introduction

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

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

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

Essential resources:

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Unit amplification
1	Know where they plan to do their work placement	1.1	Identify key information about where they plan to do their work placement	<i>Key information about work placement:</i> name of company or organisation; type of business or service; location; details of relevant contact person at company or organisation
	Know what is expected of them during the work placement	2.1	Identify different tasks they are likely to perform as part of the work placement	
2	Know what is expected of them during the work placement	2.2	Identify appropriate behaviours and attitudes for the work placement	<i>Appropriate behaviours:</i> behaviours, eg being punctual, being reliable in carrying out tasks, showing tolerance and respect for others <i>Appropriate attitudes:</i> attitudes, eg motivated, enthusiastic, willing to learn, flexible, accommodating, cheerful
		3.1	Identify factors which may cause anxiety or uncertainty during a work placement	<i>Factors:</i> personal, eg transport arrangements, financial issues, childcare arrangements; work-related, eg strained relationships with colleagues, asked to complete inappropriate or confusing tasks, unclear instructions given
3	Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.2	Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement	<i>Appropriate sources of support in situations of anxiety or uncertainty:</i> eg work placement supervisor or personal mentor assigned for the work placement, team leader, work placement co-ordinator, work placement notes, training guide, instruction manual
		4.1	Set appropriate goals for the work placement	<i>Appropriate goals:</i> personal targets, eg arrive on time, attend each day, dress appropriately; work-related targets, eg learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear
4	Know what they might achieve from the work placement			

Delivery

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

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

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

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

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to carry out what they are instructed to do. It would therefore be beneficial for learners to discuss possible causes of concern and to know the appropriate sources of support to help deal with any feelings of stress or confusion during the work placement. For example, learners could watch a TV or movie clip that depicts a stressful scene in the workplace, identify the possible problem, discuss what caused the problem and who the people in the clip could approach to help resolve the stress, difficulty or confusion in that situation or what other sources of help might be available. This could help address learners' fears and concerns about who to approach for help if they encounter difficult or confusing situations during their work placement. Alternatively, learners could discuss relevant situations that they have experienced, such as during previous work placements, part-time work roles or voluntary work. The discussion could include how the situation was resolved.

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

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

Assessment

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

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

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

For 3.1, the learner needs to identify two different factors that may cause anxiety or uncertainty during the work placement. The factors chosen identified then be used as the starting point for 3.2, where the learner identifies a source of help for each factor. Alternatively, for 3.3, the learner should be able to identify at least two appropriate sources of help or support they could use if they found themselves in a situation of stress, uncertainty or difficulty during the work placement.

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

Suggested resources

Websites

www.morethanwork.worksmart.org.uk	TUC run website giving advice on variety of employment issues
www.projectsmart.co.uk/smart-goals.html	Project management resource giving advice on setting SMART goals
www.totalprofessions.com/school-student/parents/work-experience	Totalprofessions.com – offers advice on organisations offering work experience placements
www.work-experience.org	National Council for Work Experience

Unit 4: Learning from Work Placement

Unit reference number: J/501/6364

QCF level: BTEC Entry 3

Credit value: 2

Guided learning hours: 10

Unit aim

This unit will help the learner reflect on the experience that they have gained in the work placement, identify what they have learned, make judgements about their own performance and relate it to the goals that they will set for their future.

Unit introduction

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

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

Essential resources

The learner must attend a work placement prior to undertaking this unit.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to reflect on the experience of the work placement	1.1	identify what they did well and/or what they could have done better during the work placement	<i>Reflect:</i> sources of feedback, eg tutor, supervisor or line manager, colleagues; gathering information, eg listing tasks undertaken, checklist of skills needed to do tasks
		2	Know what they have learned from the work placement	
2	Know what they have learned from the work placement	2.1	identify what they learned about the job role and their work placement	<i>Job role:</i> specific tasks; working with others <i>The work placement:</i> purpose; size of company or organisation; organisational structure; their own role during the work placement
		2.2	identify what they learned about themselves during the work placement	
3	Be able to use learning from the work placement to set goals	3.1	with guidance, set realistic goals which build on their learning from the work placement	<i>Personal learning:</i> self-management, eg flexibility, time-keeping, enthusiasm, punctuality; effectiveness in working with other people; skills to do a particular task; interests or talents, eg good at working with animals, interest in working with computers, enjoys talking to people on the telephone <i>Goals:</i> short term; achievable; measurable; career plans; qualifications or study plans

Information for tutors

Delivery

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

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

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

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

Assessment

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

The learner could complete a record of activities undertaken at the work placement. This could take the form of short answers to straightforward questions about the placement.

At a review meeting with a teacher or tutor on return from work placement, the learner should be able to identify what aspects of the work placement they did well and what they could have done better, giving examples in each instance. They may need some encouragement and prompting to do this in a positive attempt to recognise the benefits of the experience gained. This would provide evidence for 1.1.

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

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

Suggested resources

Websites

- | | |
|--|---|
| www.direct.gov.uk/en/youngpeople/index.htm | Advice for 13-19 age group |
| www.direct.gov.uk/en/EducationAndLearning/ | Advice on education and learning including options for 14-19 age group and adult learning |

Unit 5:

Working in Business and Administration

Unit reference number: H/600/1090

QCF level: BTEC Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop the knowledge and skills needed to identify and complete routine tasks undertaken by administrators.

Unit introduction

This unit aims to give learners an idea of what it is like to work in business administration. Learners will be introduced to a range of administrative tasks such as answering the telephone, welcoming visitors, producing documents and collating information.

When working in business administration it is important to be able to follow instructions, and to follow them accurately. In this unit learners will need to receive and follow instructions to complete a range of administrative tasks. They will develop an appreciation of the need to listen carefully to instructions and to check for understanding and clarification, where necessary, before carrying out the task accurately.

Essential resources

Centres need access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know what activities are routinely undertaken by administrators	1.1 identify routine administrative tasks	<i>Administrative tasks:</i> answering the telephone; filing and retrieving documents; producing documents using IT, eg letters, invoices; photocopying and collating documents; collecting, sorting and distributing mail; preparing outgoing mail; receiving visitors
	Be able to follow instructions to carry out administrative tasks	2.1 check understanding of instructions and ask for clarification where necessary	
2		2.2 follow instructions to complete a limited range of administrative tasks accurately	<i>Following instructions:</i> type of task, eg photocopying papers, producing documents, collecting visitor from reception; timescales; listening, questioning when unsure, confirming understanding; who to inform once task is complete
			<i>Carrying out task:</i> following instructions; checking for accuracy, checking instructions have been followed correctly

Information for tutors

Delivery

The purpose of this unit is to give learners the opportunity to experience different administrative tasks within a real or simulated environment. The unit will encourage learners to think realistically about what it would be like to be employed in an administrative role. It focuses on the tasks learners could carry out on completing a qualification at this level.

A guest speaker could provide a useful input on the importance of following instructions accurately and using appropriate communication and language. If possible, learners could also visit an office to observe the types of tasks that are carried out. This could be the centre's own office if no other is available. Role-play activities may enable learners to practise listening to, checking understanding of and confirming instructions. Learners will need to listen to instructions and be guided when learning about the different administrative tasks. A practise office could be used when tutors are giving guidance and instructions about filing systems, sources of information and where stationery can be found. If this is not possible, an office within the centre could be used (although access to confidential files will need to be taken into account).

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on the types of administrative activities that take place in an office.

Speaker from organisation or centre to talk about the administrative tasks that routinely need to be carried out in their office.

In small groups, learners visit an office to observe the main administrative activities such as communicating by telephone, producing documents using IT, distributing mail and receiving visitors.

Assessment – in a one-to-one discussion with the tutor, learners must identify at least four routine administrative tasks (Learning outcome 1)

Tutor-led discussion on the importance of listening to instructions and of checking for clarification.

Role-play exercises – learners practise listening to instructions and checking for understanding.

Exercises – learners practise carrying out a range of routine administrative tasks according to instructions given by the tutor. Learners practise asking questions to clarify the instructions.

Assessment – learners to be observed carrying out at least four administrative tasks according to instructions given by the tutor. Learners must check the instructions with the tutor for clarification (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners need to identify at least two administrative tasks that may be carried out in an office. This is likely to be evidenced by learners providing a written or oral list of the main administrative tasks, or learners could be given a pro forma to complete.

To meet 2.1 and 2.2, learners need to be observed listening to and checking understanding of instructions, and following the instructions to carry out at least two different administrative tasks such as filing or retrieving documents, or welcoming visitors. Evidence is likely to be through observation or witness testimonies or self-assessment checklists. Witness statements or observation records should be retained for verification purposes.

Suggested resources

Books

Barker A – *Improve Your Communication Skills* (Kogan Page, 2010)
ISBN 9780749456276

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010)
ISBN 9781846909214

Website

www.skillsca.org

The Council for Administration

Unit 6: Professional Behaviour in an Office Environment

Unit reference number: L/600/1097

QCF level: BTEC Entry 3

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop appropriate behaviour when working in a business environment.

Unit introduction

When working in an administrative role it is important to behave professionally and meet the expectations of employers, colleagues and customers. In this unit learners will develop their knowledge of how to behave appropriately in an office environment, including the appropriate types of communication and language needed to present themselves professionally in an administrative role.

Most people working in administration have some responsibility for confidential information, and for security of either information or property. Learners will learn about the importance of the rules of confidentiality and security which are important for many administrative roles.

Essential resources

There are no essential resources for this unit. However, DVDs, videos and guest speakers can provide useful examples of how to behave professionally in an office.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	<p>1.1 know how to behave in an office environment</p> <p>1.2 communicate appropriately with colleagues</p>	<p><i>Behaviour</i>: being polite; tactful; not aggressive, eg when listening to instructions, asking and answering questions, giving relevant and appropriate answers to questions, listening and responding to feedback or requests</p> <p><i>Communication</i>: verbal communication, eg one-to-one discussions with colleagues, small group discussions, taking or making telephone calls; written communication, eg notes, written messages, emails, letters; non-verbal communication, eg posture, eye contact; the need for clear, accurate communication</p>
2	<p>1.2 use appropriate language for the workplace</p> <p>2.1 give examples of rules that relate to confidentiality and security</p>	<p><i>Language</i>: using informal language, eg in workplace discussions with colleagues, chatting with work-mates, emails to colleagues or workmates; using formal language, eg with senior managers, customers, in meetings; using polite, courteous language; avoiding inappropriate or offensive language, eg slang, swearing</p> <p><i>Confidentiality</i>: types of confidential information, eg employee personal contact details, payment details, customer personal contact and payment details, company-sensitive information, overheard conversations; rules relating to confidential information, eg not opening envelopes labelled 'confidential', not giving personal contact details over the telephone, not giving out customer information without checking first</p> <p><i>Security</i>: security of information, eg ensuring employee or customer details are stored securely, rules regarding who is permitted to have access to confidential and company-sensitive information; security of property, eg ensuring all employees wear a security pass, ensuring all visitors sign in and have a badge</p>

Information for tutors

Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment or in the centre. For learning outcome 1, learners would benefit from the opportunity to take part in a wide range of different exchanges, from chatting with colleagues during breaks to making phone calls to taking part in a formal meeting.

Learners could be given familiar scenarios to encourage one-to-one discussions. Employers could be invited to discuss the importance of communication in the context of administrative roles. These could include people in different administrative roles where, for example the type of communication may vary in a call centre, a receptionist or team administrator. During the discussions and exchanges it may be appropriate to encourage informal peer assessment.

Learners should be encouraged to think about the type of language they use, their body language and their tone of voice. Learners could also be encouraged to think about how they can show courtesy, or politeness, to others in the workplace. This may help to raise awareness that communication with employers, managers and customers tends to be more formal than that with peers or colleagues.

Learners may find it helpful to watch clips from videos or popular television programmes to help them understand communication techniques and the use of formal and informal language. It may be helpful for tutors to provide examples of notes, emails and letters which demonstrate formal and informal language in a written context.

Learners should know the rules relating to confidentiality and security, for example not to repeat personal information, not to give out private details over the phone, and the need to save confidential information securely. Learners could be encouraged to think of some details about themselves that they would not wish others to know and to reflect on how they would feel if they were to be made public.

A knowledge of legislation is not required for this unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led delivery on different types of communication.</p> <p>In small groups learners to thought scatter all the types of communication they might use in an office and then feed back to the group in a wider discussion.</p>
<p>Tutor-led delivery on the type of behaviour expected in an office environment.</p> <p>Learners to watch DVDs giving examples of appropriate and inappropriate types of communication and behaviour in an office.</p>
<p>Guest speaker to talk about the type of behaviour expected in their office, or learners visit an office to observe behaviour.</p>
<p>Tutor to provide examples of notes, emails and letters showing formal and informal language.</p> <p>Role-play exercises – learners practise communicating with peers in a number of scenarios provided by the tutor.</p> <p>Assessment – learners to be observed either in role-play situations, a work placement or model office communicating appropriately with colleagues and using appropriate language. Tutors must keep an observation record or assessment checklist (Learning outcome 1).</p>
<p>Tutor-led discussion</p> <ul style="list-style-type: none"><input type="checkbox"/> What is confidentiality?<input type="checkbox"/> What type of information is confidential?<input type="checkbox"/> What rules would relate to confidential information? <p>Learners to think of some information about themselves they would prefer others not to know – how would they feel if this were made public?</p> <ul style="list-style-type: none"><input type="checkbox"/> How can confidential information be kept secure?<input type="checkbox"/> What other rules are there that relate to security?
<p>Guest speaker from an office to talk about the types of confidential information they deal with and the rules in place relating to confidential information.</p> <p>Learners complete a chart of types of information and indicate which would be confidential.</p> <p>Assessment – one-to-one discussion with the tutor. Learners must show they know at least one rule relating to confidentiality and one rule relating to security. A tutor observation record must be kept of the discussion (Learning outcome 2).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Learners can be assessed during a work placement with employers or with colleagues or in a model office in the centre. If neither of these are possible, simulated situations are acceptable where learners deal with topics relevant to an administrative role.

Assessment criteria 1.1 and 1.2 require learners to demonstrate appropriate communication and the use of appropriate language with colleagues. Learners should demonstrate at least two types of behaviour, for example informally discussing work or more formally in a meeting. A witness statement or assessment checklist should be used to record competence.

For 2.1 learners must give examples of rules relating to confidentiality and security. At least two rules should be given, one relating to confidentiality and one relating to security. This criterion can be evidenced through a one-to-one discussion or question and answer session with the tutor (with witness statement or observation record), or through the completion of a worksheet or proforma.

Witness statements and observation records must be retained for verification purposes.

Suggested resources

Books

Barker A – *Improve Your Communication Skills* (Kogan Page, 2010)
ISBN 9780749456276

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Websites

www.skillsca.org

The Council for Administration

Unit 7: Using Office Equipment in a Business Environment

Unit reference number: R/600/1098

QCF level: BTEC Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to develop the knowledge and skills to use office equipment in a business environment.

Unit introduction

All administrative roles need office equipment to carry out tasks such as producing documents, storing information and taking calls, and it is essential to understand the purpose of office equipment and how to use it safely and efficiently.

In this unit learners will develop their knowledge of the different types of office equipment that are available and how to use the equipment to carry out administrative tasks. Learners will also develop their understanding of how to use equipment safely and efficiently. The types of equipment used will reflect a typical modern workplace and are likely to include the telephone, fax machine, franking machine, photocopier and scanner.

Essential resources

Centres need to have access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Know what equipment and resources are needed to carry out a range of routine office tasks	1.1 Select the correct equipment and/or resources from a given range	<i>Equipment:</i> electronic, eg computer, photocopier, scanner, printer, shredder, fax machine, telephone equipment, calculator, data projector, franking machine; manual, eg binder, guillotine <i>Resources:</i> types of resource, eg paper, toner, binders; operator manuals, user instructions <i>Routine office tasks:</i> types of task, eg printing, photocopying, collating, storing, scanning, faxing documents, franking post, making and taking telephone calls
2 Be able to use key equipment under supervision	2.1 Use key equipment under supervision and following given instructions relating to: <ul style="list-style-type: none"> <input type="checkbox"/> functional requirements <input type="checkbox"/> health and safety <input type="checkbox"/> environmental sustainability 	<i>Following instructions:</i> listening; checking when unsure; asking questions to clarify understanding; checking instructions have been carried out correctly <i>Functional requirements:</i> types of requirement, eg ensuring equipment connected correctly and turned on, ensuring there is enough paper or toner in the photocopier or printer, following operator's manual or user's instructions <i>Health and safety:</i> proper use of equipment; seating; posture; lifting; identification of hazards <i>Environmental sustainability:</i> ways of minimising waste, eg copying back to back, copying with facing pages, recycling paper and toner, saving binders for reuse

Information for tutors

Delivery

The purpose of this unit is to give learners the opportunity to use different types of equipment to carry out administrative tasks in an office environment. The unit should focus on tasks learners could carry out on completing a qualification at this level.

There are many different types of office equipment, and only examples are given. Standard equipment, for example, a photocopier will be supplemented by more specialised equipment such as scanners and data projectors. Learners will need to be introduced to the types of equipment, learn how to use them, and understand the importance of following safety procedures and manufacturers' instructions so that they do not injure themselves or damage the equipment.

Learners should be aware of the problems they are likely to experience with the equipment and how they should be dealt with. Visits to an administrative office, such as the centre's own or that of a local business, would help learners investigate how the work area is organised and the types of equipment used to support office activities.

Learners should be aware of how to avoid waste when using office equipment, such as copying documents back to back to save paper and using recycling bins.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – what type of work takes place in an office? What type of equipment is needed to carry out this work?

Learners to create a poster, or a complete worksheet, showing different office tasks and the different equipment needed to complete them.

Tutor-led discussion – what needs to be checked before using the equipment?

Learners to begin compiling a checklist including:

- what needs to be checked before using the equipment to ensure it works
- how to use the equipment safely
- how to minimise waste while using the equipment.

Tutor demonstrates using different types of office equipment.

Learners to practise carrying out different tasks using office equipment.

Topic and suggested assignments/activities

Assessment: tutors to give learners instructions for carrying out at least three different routine administrative tasks.

Learners must select the correct equipment and resources to carry out the task (Learning outcome 1).

Learners must then be observed carrying out the tasks using equipment. Learners must show they have paid attention to checking that the equipment is able to function, health and safety requirements and minimising waste while using the equipment. Learners may use their checklist for this purpose (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

To achieve 1.1 assessment criterion learners must select the correct equipment and resource from a range provided by the tutor, and carry out at least two different routine office tasks, also provided by the tutor. This can be evidenced through a verbal discussion or a question and answer session, or through the completion of a pro forma.

To achieve 2.1, learners must follow instructions to use the equipment in order to carry out the two tasks given for 1.1. Learners must be observed showing an awareness of the functional requirements of the equipment (for example checking a photocopier has enough paper and that this is loaded correctly), health and safety (for example paying attention to posture, ensuring there are no hazards), and sustainability (for example copying back to back).

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.hse.gov.uk

Health and Safety Executive
information on health and safety in
the workplace

www.skillsca.org

The Council for Administration

Unit 8: Using a Computer in Business Administration

Unit reference number: M/501/7234

QCF level: BTEC Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

This unit will introduce learners to the main administrative tasks carried out on the computer: producing documents and sending and replying to emails. Learners will learn to use the basic functions of a computer and to understand its operating system in an administrative context. Learners will develop an understanding of the IT desktop environment and will have the opportunity to learn how to create and save simple business documents and how to create, send and reply to business emails.

Unit introduction

Most people working in a business administration environment must be able to use a computer. This unit will introduce learners to the main administrative tasks carried out on the computer: producing documents and sending and replying to emails.

In this unit learners will learn how to use the basic functions of a computer and to understand its operating system in an administrative context. Learners will develop an understanding of the IT desktop environment and have the opportunity to create and save simple business documents and to create and send a business email.

Essential resources

The most significant resource for this unit would be contact with organisations that use IT and/or need to employ IT professionals in a variety of administrative roles. Both would offer a perspective on the nature of work in the business administration sector. The learner could have contact with a range of such organisations. Visits to, or representatives from, these organisations will be valuable for learners.

Care should be taken over appropriate support reading or internet materials. They need to be focused on the work of the unit and at an appropriate level for development of the learner. Internet and library information is useful but care should be taken that information is current.

Suggested reading should reflect the focus of the learner group and support developing understanding and practice related to the group's study area.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	<p>Be able to log on to the computer</p> <p>1.1 Demonstrate logging on to the computer</p>	<p>Key tasks: starting up; shut down; reboot; logging on; passwords</p> <p>Desktop and desktop configuration: start menu; taskbar; clock; control panel; screen settings, eg colour scheme; screensaver options; setting date and time</p> <p>Text/dialogue boxes: open; close; move; re-size; select from drop-down lists</p>
2	<p>Be able to create and save a business document</p> <p>2.1 Create a business document using a computer by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning, drafting, organising and sequencing writing <input type="checkbox"/> writing logically and clearly <input type="checkbox"/> using spell check <p>2.2 Print the business document</p>	<p>Types of document: letters; memos; agendas; notices; purpose – to give information; to request information; to confirm arrangements</p> <p>Document layout: structure; style; layout</p> <p>File functions: creating; opening; saving; naming; printing; filing</p> <p>Editing: inserting; deleting; cutting; copying; pasting; spell/grammar check; undo; redo</p>

Learning outcomes	Assessment criteria	Unit amplification						
3 Be able to create and send a business email	<table border="1"> <tr> <td data-bbox="264 1644 576 1738">3.1</td> <td data-bbox="264 1227 576 1644"> Create a business email by: <ul style="list-style-type: none"> <input type="checkbox"/> planning, drafting, organising and sequencing writing <input type="checkbox"/> writing logically and clearly <input type="checkbox"/> using spell check </td> </tr> <tr> <td data-bbox="576 1644 628 1738">3.2</td> <td data-bbox="576 1227 628 1644">Send the email</td> </tr> <tr> <td data-bbox="628 1644 675 1738">3.3</td> <td data-bbox="628 1227 675 1644">Save the email</td> </tr> </table>	3.1	Create a business email by: <ul style="list-style-type: none"> <input type="checkbox"/> planning, drafting, organising and sequencing writing <input type="checkbox"/> writing logically and clearly <input type="checkbox"/> using spell check 	3.2	Send the email	3.3	Save the email	<p><i>Purpose of emails:</i> to communicate; to give information, to request information, to confirm arrangements</p> <p><i>Emails:</i> creating; checking clarity, appropriateness of language, grammar and spelling; sending; receiving; replying; saving</p>
3.1	Create a business email by: <ul style="list-style-type: none"> <input type="checkbox"/> planning, drafting, organising and sequencing writing <input type="checkbox"/> writing logically and clearly <input type="checkbox"/> using spell check 							
3.2	Send the email							
3.3	Save the email							

Information for tutors

Delivery

This unit is designed for learners who have never used ICT or who have little experience of using ICT in an administrative environment.

Learners will need to work in a suitable environment that offers opportunities for them to practise computer skills relevant to a junior business administration role. Learners will need to cover all practice activities in the unit content. Records of achievement will be needed. This will be an integral part of the required evidence and tutor observation sheets will outline achievements and levels of ability.

This unit supports the development of skills related to a chosen role, which could be explored and developed in work teams. Alternatively, specific skills can be approached and developed individually. The learner needs to be able to recognise their individual starting point in the skill development process and to recognise the improvements they make during the unit. The tutor may need to use a series of small 'signposts' to recognise the learner's work and its development.

This is essentially a practical unit and a set of activities based around a realistic scenario will benefit learners. Activities can focus on the needs of a user logging onto their PC, creating and saving documents and creating and sending emails. A presentation for the user could then take place in order to familiarise them with the desktop settings.

Learners may have their own email accounts set up by the centre as part of their user account profile. They could set up a third party email account using a web-based browser (for example Hotmail).

The business document and emails should be completed in line with the Entry 3 Level Functional Skills in writing, with appropriate language and correct spelling and grammar. Learners need to become used to checking their own work for grammar, punctuation and spelling, and could complete activities identifying errors and correcting them. They could also check each others' work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

(Tutor to organise student login and passwords in advance).

Introduction to unit and structure of the programme of learning.

Activities – learners to undertake a range of tasks to practise logging on to the computer and identify different desktop configuration and text/dialogue boxes.

Assessment – learner to demonstrate logging on to the computer, following given tasks. Tutor to assess against a checklist for feedback (Learning outcome 1).

Topic and suggested assignments/activities

Tutor-led discussion of a range of documents used in business including business layout, and the need to plan documents in advance.

Tutor to demonstrate creating a business document.

Practical – learners practise creating and saving short documents using a template, and check their own work for clarity of language and spelling errors.

Assessment – each learner to create a business document demonstrating:

- planning, drafting, organising and sequencing of writing
- writing logically and clearly [Functional Skills, Entry 3: Writing]
- use of spellcheck.

Learners should then print out the document for assessment evidence (Learning outcome 2).

(Tutor to set up individual email accounts for learners in advance).

Tutor-led demonstration on setting up and sending and saving emails, including the importance of planning, drafting and checking emails for clarity and spelling errors, following correct protocols when saving and saving to correct file.

Practical activity – learners to practise sending emails, for example from the library or home computer to a business requesting information (this could be the college if appropriate).

Practical activity – learners to undertake role-play scenarios sending, receiving and saving business emails, either to each other or to the tutor. They should then print and proof read each other's work.

Assessment – learners to create a business email and send it to the tutor. There must be evidence of:

- planning, drafting, organising and sequencing of writing
- writing logically and clearly [Functional Skills, Entry 3: Writing]
- use of spell check.

The tutor will then send the email back to the learners for them to save.

Assessment feedback, review and evaluation of the unit.

Assessment

This is essentially a practical unit and the methods of assessment used should take this into account. Assessment would normally be a collection of tasks that ensure the assessment criteria are covered. Most of the assessment criteria can be confirmed by tutor observation and printouts.

To achieve the assessment criteria, learners will need to understand the fundamentals of logging on to a computer, creating and saving documents and creating, sending and replying to emails while working in a safe and responsible way.

To achieve 1.1, learners will need to be observed logging on to a computer according to procedures.

To achieve 2.1 and 2.2, learners need to create and save a short business document, for example a short letter confirming attendance at a conference, or a simple agenda with five items. The document should follow a recognised format (such as a short letter, agenda or notice). Learners could be given a pro-forma or template to copy/use. Learners will need to be observed using simple editing techniques such as deleting, cutting and pasting. Learners should demonstrate that they have followed the correct procedures in saving the document including naming protocols, saving to the correct files.

To achieve 3.1, 3.2, and 3.3 learners will need to create and save a short email (for example it could be agreeing to, or confirming, meeting arrangements). Learners will need to send the email, for example to one of their peer's college accounts or to their tutor's account. This email should then be returned to them. Learners should demonstrate that they have followed the correct procedures in saving the email including naming protocols, saving to the correct files.

Suggested resources

Books:

Hool G and Smith C – *the Really, Really, Really Easy Computer Book for Absolute Beginners of All Ages* (Struik Lifestyle, 2010) ISBN: 9781770079038

Microsoft Word for Beginners: Microsoft Word 2007 (2008) ISBN 9781933404493

Microsoft Word: An Introduction to Word Processing Office 2007 (For Beginners) (2008) ISBN 9781933404622

Holden S and Francis M – *The Beginners' Guide to Windows 7* (Summersdale, 2011) ISBN: 9781849531085

MacRae K – *Using your Computer: The Beginners' Guide* (J H Haynes & Co Ltd, 2011) ISBN: 9780857331205

CD ROM

Getting Started on your PC Deluxe (Focus Multimedia Ltd)

Websites

www.microsoft.com/atwork/getworkdone

Microsoft provides advice on how to construct written documents

www.skillsca.org

The Council for Administration

Unit 9: Managing Own Learning

Unit reference number: T/501/7235

QCF level: BTEC Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

In this unit learners will discuss their own work skills in order to develop a realistic personal development plan. Learners will reflect on their own skills in order to identify areas for development, and they will identify sources of help and advice. They will then prepare a personal development plan with realistic targets.

Unit introduction

In order to progress within the work environment, a learner must be able to identify what skills they have already acquired that are relevant to employment and what skills need to be developed. Learners will need to identify sources of help and advice to support the development of skills not acquired. This may include talking to employees within the business environment or researching relevant web sites. Using the information gathered from the research undertaken learners will then be able to develop a personal development plan. It is anticipated that learners will need guidance to achieve this outcome successfully.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Be able to identify own work skills	1.1 carry out a self-assessment of own work skills	<i>Skills check:</i> self-assessment; awareness of life skills, eg organising activities for friends, family; awareness of interpersonal and communication skills; identifying strengths and weaknesses; importance of learning from mistakes; identifying skills gaps; feedback from others
	Be able to identify areas for development	2.1 identify areas for development	
2	Be able to identify areas for development	2.1 identify areas for development	<i>Development opportunities:</i> work-based training; college-based training; on the job training; work shadowing; mentoring; own research; taking on new challenges
		2.2 list sources of help and advice	
3	Be able to prepare a realistic personal development plan	3.1 with guidance, prepare a personal development plan	<i>Sources of help and advice:</i> in college – tutor, careers adviser; in work – supervisor, human resources adviser, colleagues; Connexions, Learndirect <i>Planning work:</i> work plans – discussing with supervisor/tutor, agreeing and amending, objectives, deadlines, timescales, prioritising, need for flexibility; revising plans – preventing problems, informing others of progress <i>Setting targets:</i> identifying targets, timeframe, priorities, standards, opportunities, training needed; how to measure achievement <i>Preparing personal development plan:</i> skills, knowledge and abilities; personal strengths and weaknesses; action points, completion times, extra information/training/resources required; checking progress

Information for tutors

Delivery

This unit may build on work that the learner has already carried out on records of achievement or during job interviews. However, the unit should be taught in the context of the vocational sector being studied, so that learners can explore their potential in the sector. Alternatively, if this unit is used for induction purposes, or as a taster, a number of sectors could be explored.

A key aim of this unit is to match individual strengths to sector-specific job, roles and/or ambitions. Learners should be encouraged to identify any administrative skills they already have. Any prior experience or knowledge of different types of administrative roles would be useful for learners to share with each other. The internet will also be a great source of information about careers and skills focus, but should be used carefully.

Although this unit is designed to allow learners freedom of choice it should be remembered that a key outcome is to reflect on personal strengths and weaknesses related to the business administration sector.

Learners could visit Connexions or access careers advice from Learndirect (www.learndirect.co.uk) to help them begin their personal development plan. Understanding the need for goal setting and the difference between medium-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in identifying and setting targets for themselves for learning outcome 3. This may be achieved through one-to-one discussions or tutorial.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Activity – tutor to provide learners with a list of work skills. Learners to identify their own skills from the list.

Tutor-led discussion on skills needed to work in business administration.

In pairs or small groups, learners to discuss and identify own areas of strengths and weaknesses.

Assessment – each learner to have a one-to-one discussion with the tutor to agree their self-assessment of own work skills (Learning outcome 1).

Topic and suggested assignments/activities

Activity – learners to prepare folder template for plan for starting work.

Activity – learners to prepare questions for careers adviser (or to complete careers adviser interview form).

Assessment – learners to visit careers adviser to discuss their areas for development.

Group research – other sources of help and advice eg using the internet to research suitable websites.

Assessment – learners to provide information from sources of help and advice researched, eg downloads of websites, leaflets, with a checklist of the type of advice given (Learning outcome 2).

Learners to have one-to-one discussion with the tutor to discuss goal setting and setting individual targets.

Learners to prepare a personal development plan. The plan must include one medium-term and two short-term goals.

Learners to have second one-to-one discussion with the tutor to agree the plan.

Assessment – learners to make final changes to the plan as agreed with the tutor, and to print final copy (Learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

The assessment criteria for this unit may be combined into one assignment task as a personal development plan for the learner. This may take the form of a loose-leaf folder.

1.1 could be met through group discussions or one-to-one discussions with the tutor in order for learners to identify their own work skills.

To meet 2.1 and 2.2, learners will need to provide evidence of their research into their own areas for development. This may be supplemented with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or careers advisers.

To meet 3.1, learners should prepare a personal development plan. Learners need to discuss their plan and receive guidance. This should preferably be with a careers professional such as a careers adviser, although if this is impractical, one-to-one discussion with the learner's tutor is acceptable. The plan should identify one medium-term and two short-term goals. These goals should be realistic.

Suggested resources

Websites

www.skillsca.org

Council for Administration

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

Advice for 13-19 age group, including advice on learning and careers

www.learndirect.co.uk

Advice on careers and skills development

Unit 10: Investigating Rights and Responsibilities at Work

Unit reference number: L/501/6382

QCF level: BTEC Level 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit provides learners with an understanding of rights and responsibilities at work, and where to find information and guidance about their rights and responsibilities in the workplace.

Unit introduction

Everyone has the right to be able to work in a healthy and safe environment, the right to be treated fairly and the right to be respected. The area of rights and responsibilities at work and how it affects the people you work with is an extensive subject. This unit provides an introduction to the concept by discussing basic rights at work and how these rights can be enforced through guidelines, company policies and legislation.

This unit also challenges individual's perceptions of others and how employers and employees should respect the rights of others. The laws that have been introduced to support employees will be considered. However it is not anticipated that these laws will be considered in depth. The learner will know about the law and how to find more information on the content of the law if ever they needed to refer to it.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	Understand what 'rights' and 'responsibilities' are	<p><i>Rights:</i> basic human rights, eg right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work, eg healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions</p> <p><i>Responsibilities:</i> responsibility to protect, improve and not infringe other's rights; work responsibilities, eg contractual obligations, health and safety requirements</p>
	1.1 Explain what 'rights' are	
	1.2 Explain what 'responsibilities' are	
2	Understand how to respect the rights of individuals	<p><i>Factors affecting rights of individuals:</i> positive images; perceptions, eg stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights</p> <p><i>How to respect others:</i> appropriate behaviour, eg use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action</p>
	2.1 Explain the factors that may affect the rights of individuals	
	2.2 Explain how to respect the rights of individuals	
3	Know laws that can protect the rights of employees	<p><i>Laws:</i> laws relating to employee rights, eg health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act)</p>
	3.1 identify laws that can protect employee rights	

Learning outcomes	Assessment criteria	Unit amplification
4 Know that employers have certain responsibilities	4.1 identify employer responsibilities in regard to: <ul style="list-style-type: none"> <input type="checkbox"/> fulfilling a contract <input type="checkbox"/> health and safety <input type="checkbox"/> equal opportunities and prevention of discrimination 	<i>Employee's responsibilities:</i> health and safety; working conditions; contractual; equality of opportunity, confidentiality of company or organisational information

Information for tutors

Delivery

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-playing scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

Learners should be introduced briefly to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human 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, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others, for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks may be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value. They could then consider how this might affect their work. Learners could also be encouraged to discuss how television or radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work, for example women are often seen taking on a domestic role at home and a much smaller percentage of women receive high-paid jobs.

Scenarios could be used as a basis for research on what laws have been put in place to protect the rights of individuals at work, for example a colleague or partner has become pregnant. What are colleague's rights and what rights does the partner have? What laws are in place to support this? This learning outcome could also be linked with learning outcome 4. Learners could find out where they could get help and advice both within the workplace and outside.

Learners will probably find it useful to relate employers' responsibilities to the particular aspects of rights and responsibilities that they have covered when looking at them from an employee's perspective. They should be able to explain how the employer, through meeting their responsibilities, allows employees to exercise their rights. (for example, an employer's responsibility to maintain a healthy and safe workplace is put in place to ensure that the employees' right to work in a healthy and safe environment is observed).

Assessment

In order to achieve 1.1 and 1.2, the learner must be able to explain what rights and responsibilities are. Practical examples may help to support the learner's response to these criteria.

In order to achieve 2.1, the learner should be able to identify three different factors that may affect the rights of an individual. They should then be able to explain how each factor may affect the rights of the individual.

The evidence provided for 3.2 could be in the form of an information leaflet or booklet which explains how we should respect our colleagues at work. Alternatively a written explanation may be given or an oral presentation could be an effective method of assessment.

To achieve 3.1, the learner must identify three different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law.

4.1 focuses on the employer's responsibilities. The learner must be able to describe the employer's responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. (At least one example is required for each area).

Suggested resources

Websites

www.acas.org.uk/	Arbitration service, advice on health and well being at work
www.citizensadvice.org.uk	Citizen's Advice Bureau
www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.tuc.org.uk/	Trades Union Congress websites with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	A TUC run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 11: Managing your Health at Work

Unit reference number: T/501/6389

QCF level: BTEC Level 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit helps the learner to understand that different areas of work have different health requirements. It also considers how good personal health can be maintained in different areas of work.

Unit introduction

Where you work may have an influence on your health. For example, there is a risk of repetitive strain injury if a worker spends much of the working day using a keyboard and mouse, while those working with the public may be at risk of physical or verbal abuse. This unit helps the learner to the different health requirements associated with working within a business environment. It also considers different ways in which an individual's health can be maintained by reducing health risks in the workplace.

Essential resources

Learners will require access to appropriate information about health requirements and potential health risks for specific types of 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	Understand that different areas of work have different health requirements	<p><i>Areas of work:</i> office-based; service industry, eg hospitals, care homes, childcare; outdoor eg construction industry, gardening, farming, logistics; retail; public services, eg fire service, police; sport and leisure sector</p> <p><i>Health requirements:</i> hygiene, lifting weights, infection control, protective clothing, influence of weather and the outdoor elements, concentration span, shift work, high adrenaline jobs</p> <p><i>Health risks:</i> physical and verbal abuse, bullying, use of specialist equipment, eg transporting chemicals, back injury, manual handling, minor injuries, eg slips, falls, trips, spread of infection, stress</p> <p><i>Reducing health risks:</i> appropriate equipment, eg supportive chair, keyboard rests; appropriate clothing, eg personal protective equipment (PPE); training and knowledge of procedures and rules, eg food and safety rules; vaccination of staff, eg annual flu vaccination</p>
2	Know how to maintain good health in different areas of work	
	1.1 explain different health requirements for a chosen area of work	
	2.1 describe health risks for a chosen area of work	
	2.2 explain how to reduce health risks in a chosen area of work	

Information for tutors

Delivery

If a learner knows the vocational area that they are would like to work in or are already working in, they may focus their learning on that vocational area.

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

Small group discussions could be used to help identify the different areas of work that learners may be interested in working in. As far as possible, a range of vocational areas should be identified, including indoor and outdoor environments. Learners could then select one or more vocational areas and carry out research to identify specific health requirements. For example, those working in a care home may be required to use lifting equipment whilst those working in the sport and leisure industry may be working outdoor for significant periods of time and therefore be exposed to the sun.

Learners may be encouraged to access information from relevant websites, for example www.hse.gov.uk/index.htm

Learning outcome 2 may be delivered through learner research. Small group work could focus on specific vocational areas and information gathered on potential health risks and ways in which to reduce those risks. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper based materials. Learners could compile their information into a 'checklist' style document which could be designed as a reference for other learners.

Speakers from appropriate vocational areas could be invited to talk about the way in which their vocational area helps their employees to manage their health at work.

Assessment

In order to achieve this unit, the learner to choose a specific vocational area. All the evidence that they present for assessment should be related to the chosen area of work. The learner should clearly identify the chosen vocational area on any work presented for assessment.

In order to achieve 1.1, the learner must explain three different health requirements for their chosen area of work. They should provide details of each health requirement and give examples for each health requirement to support the information provided.

To achieve 2.1 and 2.2, the learner must describe three health risks associated with their chosen vocational area and explain how each health risk may be reduced. The learner could produce a leaflet or poster to evidence this. Alternatively they may participate in a discussion which highlights health risks in their chosen vocational area, with the tutor recording the required descriptions and explanations provided by the learner.

Suggested resource materials

Websites

www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork	Advice on health and safety at work.
www.worksmart.org.uk/index.php	A TUC run website with information about rights at work

Unit 12: Preparing for Work Placement

Unit reference number: M/501/6391

QCF level: BTEC Level 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit will help the learner to find out more about the company or organisation providing the work placement, the specific requirements for the work placement and how to set goals that enhance their work placement experience.

Unit introduction

Before a learner begins a work placement, it is important that they understand the function of the company or organisation in which they are going to work. This unit will help the learner to gather information such as the function of the company, organisation structure, key personnel etc. The learner will also gain an understanding of the specific requirements for the work placement, including tasks and responsibilities, appropriate behaviours and sources of support. The learner will set realistic goals that will enhance their work placement experience.

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

Essential resources

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know about the company or organisation where they plan to do the work placement	1.1 Describe the company or organisation where they plan to do the work placement	<i>Information about the company/organisation:</i> type of company or organisation; function, eg service provision, retail, construction, administrative, logistics; location; size, eg small, large, branches throughout country, number of employees
2	Know what is expected of them during the work placement	2.1 Identify the requirements for the placement, and why the requirements are necessary	<i>Work placement requirements:</i> hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, eg evacuation procedures, first aid procedures, reporting hazards; refreshment facilities <i>Why requirements are necessary:</i> comply with health and safety rules, hygiene reasons, efficiency of working, promote good working relationships with colleagues and customers
		2.2 Describe tasks they are likely to undertake in the work placement	<i>Expected tasks:</i> daily duties, eg opening post, taking messages, checking emails, filing documents, checking equipment for health and safety purposes, setting up equipment, liaising with line manager, project work
		2.3 Describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace	<i>Attitudes and behaviours:</i> positive attitudes, eg follow instructions, prepared to take on different or new tasks, dependable, confident but willing to learn, co-operative; behaviours eg polite, on time, reliable, thorough <i>Why appropriate attitudes and behaviours are important:</i> eg creates positive impression of learner, helps learner get on with other people in the company or organisation, improves chances of successful and enjoyable work placement

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement	Taking appropriate steps in situations of emotional stress, difficulty or confusion: using appropriate sources of support and guidance if an aspect of the work placement is causing emotional stress; asking questions if instructions are unclear or confusing; asking for help or guidance in carrying out a task if it is difficult or unclear
3 Be able to set goals to help them get the most out of the work placement	3.1 Set appropriate goals for the work placement	Goals: personal targets eg attend each day, arrive on time, be enthusiastic; work-related targets, eg learn new skills, improve knowledge of specific sector or career, build confidence in asking for help if something is difficult or unclear; achievable and realistic goals, eg specific, within a set timescale, reasonable, within learner's abilities

Information 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 going out on work placement, the learner needs to find relevant information about the company or organisation to which they are going. They also need to know the types of information that they need to investigate. In order to do this, learners could work in small groups to identify the type of information they want to gather about the company or organisation. They could use the results of this discussion to compile a checklist or series of questions. Individual learners would then be able to base their research on these questions. Checklist items could include, for example size of company or organisation, function of company or organisation, its location or locations. Learners could gather this information by undertaking internet searches to find information on the company or organisation providing the work experience. Other sources of information could include the company or organisation's own website, promotional leaflets or brochures, resources such as Connexions or Job Centre Plus, discussions with learners who have previously been on work placement at the same (or similar) company or organisation or conversations with staff from the company or organisation.

Before learners attend the work placement, they should find out key facts relating to their placement, for example what the company or organisation does, where they will be located, their expected hours of work, the main tasks they will undertake and the dress code. This information could be gained as a result of an interview with the employer or talking with someone who has previously worked in the organisation. If this is not possible, the learner should identify the 'high priority' information they need before their first day and telephone or email the employer to obtain the information. Information that is not 'high priority' could be gained on the first day of the work placement.

Leaflets or information sheets issued to the learners, videos and tutor – led group discussions could all be used to help the learners find out about the main tasks relating to the job role or main areas of learning at the company or organisation. The information provided to the learner should be straightforward and clearly presented so that they can extract the relevant details independently. Learners who have previously participated in work experience could be asked to speak to learners in small groups.

Tutors should emphasise the importance of workplace values and rules and, where possible, provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the placement. Learners will need to be able to articulate why certain attitudes and behaviours are necessary for their work placement. Employers could be invited as guest speakers to discuss expectations or learners could discuss possible qualities and expectations in small groups or via role-play situations. Workplace scenes from television programmes, movies or other video clips could be used as a starter for discussions.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed to do. It would be beneficial therefore for learners to be prepared to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role play activity could be used to help learners think about appropriate ways to solve

situations of stress, anxiety or confusion and how to ask others for help and guidance during the work placement. Alternatively, learners could watch a TV or movie clip that depicts a stressful or difficult situation in the workplace and then hold a group discussion about what could be done to resolve the stress, difficulty or confusion in that workplace scenario. This could help address learners' fears and concerns about handling confusing or difficult situations they may encounter.

Learners may discuss possible goals and examples of goals in group situations and/or individually with tutors or careers advisors, but will need to come up with their own final list of personal goals for the work placement.

Assessment

In order to achieve 1.1, the learner must be able to describe the company or organisation where they plan to do the work placement. Information should include aspects such as the size, type of business, location or locations and business function. Although information may be gathered from the company or organisation website or from documentation provided by the company or organisation, the description provided must be in the learner's own words and demonstrate a clear understanding of the organisation to which they are going.

To achieve 2.1, the learner may complete a checklist which identifies the requirements of the company or organisation for the work placement, for example hours of work, dress code and absence procedures. Alternatively, the learner may wish to record the description in a different format. At least three different requirements must be identified and a reason given why each one is necessary. The learner could give verbal descriptions (noted by the tutor) of why the requirements are necessary or record the reasons as notes on the checklist or other means of evidence.

In order to achieve 2.2, the learner must describe at least four different tasks that they will undertake in the work placement. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (eg discussion with the tutor accompanied by a tutor statement) could also be used.

To achieve 2.3, the learner will need to identify at least two attitudes and two behaviours that they should demonstrate in the workplace. For each attitude and behaviour, they need to explain why they are important. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (eg discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.4, the learner must describe two different examples of a positive step they could take if they found themselves in a situation of emotional stress, difficulty or confusion during the work placement. The positive steps described by the learner can be brief and straightforward but should be articulated in the learner's own words.

3.1 must relate directly to the learner's work placement. They will need to set at least four appropriate goals, some of which may be personal, for example get to work ten minutes early every day or work-related, for example learn how to use the photocopier confidently by the end of the second day. The goals should be presented in an appropriate format such as a presentation, chart, poster, written statement provided by the learner, with supporting notes from the tutor, evidence from tutorials or taped discussions verified by the tutor.

Suggested resources

Books

Ball J and Cox E – *WorkSkills Activator Level 1* (Pearson, 2008)
ISBN 9781846903366

Websites

www.projectsmart.co.uk/smart-goals-objectives.html	Project management resource giving advice on setting SMART goals
www.totalprofessions.com/school-student/parents/work-experience	Totalprofessions.com – offers advice on organisations offering work experience placements
www.work-experience.org	National Council for Work Experience
www.worksmart.org.uk/	A TUC-run website giving advice on a variety of employment issues

Unit 13: Learning from Work Placement

Unit reference number: J/501/6395

QCF level: BTEC Level 1

Credit value: 2

Guided learning hours: 10

Unit aim

This unit will help learners understand what was learned from a work placement and how to set goals based on work placement learning.

Unit introduction

Work placement can be a valuable experience for all learners. It provides an opportunity to practise skills already gained, acquire new skills and develop a knowledge of the working environment. In order to maximise the experience, learners will be required to identify learning gained from the work placement and then be able to use that learning to set short-term goals.

Before starting this unit, the learner must have experienced a work placement and be aware that the information gathered from that experience will be used as a basis for this unit. The learner will need to have gathered evidence of tasks undertaken during work placement.

Essential resources

Learners will need to have undertaken a period of work placement prior to undertaking this unit.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to show evidence of tasks undertaken during the work placement	1.1 produce evidence of tasks undertaken during work placement	<i>Evidence of tasks undertaken:</i> eg employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended <i>Record keeping:</i> methods of recording information, eg portfolio, CD Rom, video, handwritten, electronic, word-processed; oral and written presentation
2 Understand what they learned from the work placement	2.1 using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks	<i>What was learned from work placement tasks:</i> skills, eg self-management, communication, teamwork, business and customer awareness, problem-solving, how to work accurately with numbers, IT skills, technical skills, use of equipment
	2.2 using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again	<i>What would be changed:</i> eg complete task more thoroughly or quickly, involve another colleague in assisting or overseeing, use different equipment or method, ask for help when needed, clarify instructions, ask questions, investigate all options before acting
3 Be able to use learning from the tasks undertaken in the work placement to set short-term goals	3.1 set short-term goals which build on their learning from carrying out tasks in the work placement	<i>Short term goals building on learning from tasks:</i> eg skills and knowledge development, eg further study, investigate specific career options or work areas; applying for full-time employment, seeking voluntary work in a particular area

Information for tutors

Delivery

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

The learner 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. Prior to starting the work placement, a group discussion may 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. The learner must adhere to the company policy on confidentiality and intellectual property.

Different methods of record-keeping should be discussed. Examples of previous learner work could be shown. Paper-based and/or electronic record keeping methods may be used.

At a review meeting with a teacher or tutor on return from work placement, learners will need to describe what they have learned by undertaking different tasks, giving examples in each instance. They may need some encouragement and prompting to help identify what was learned.

Small group discussions, class presentations or one-to-one tutorials may be used to allow the learners to explain what they could have done differently. Examples could include prioritising time better, asking additional questions, clarifying the task, or learning a new skill that would have made the task easier.

Learners could discuss with a tutor, teacher or careers adviser, possible options in respect of future career plans that build on their learning experience from the placement, and set realistic goals in respect of courses, training programmes, employment opportunities or further investigation of careers and industry types.

Assessment

The assessment for this unit may be a single task which provides evidence of all the assessment criteria or smaller tasks which relate to individual criteria.

In order to achieve 1.1, the learner must produce evidence of tasks undertaken in the work placement. This evidence can then be used as a basis for the remaining assessment criteria. This may take the form of a diary which outlines what has been achieved during the day. Alternatively the learner may gather evidence of work undertaken, including reports or references from employers and colleagues, video logs or witness statements. The evidence produced could include information about what the learner was asked to do, what the time scale was for completion, if they achieved the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 2.1, the learner needs to choose two tasks from 1.1 and describe what they learned as a result of completing the task. The learner may draw upon the insights gained through the review meeting with the tutor on return from work placement but needs to independently choose the two tasks and decide what was learned from them. The learner could make reference to what they learned about themselves in terms of personal skills and attributes or to what they learned about the practical aspects of the task. This could include acquiring a new skill or learning new terminology.

For 2.2, the learner may require some support from the tutor in considering what they could have done differently in carrying out a specific task from the work placement. However, the learner must be able to independently choose two different tasks from the evidence gathered in P1 and describe how they would do the task differently if asked to do the task again.

In order to achieve 3.1, the learner is required to set and produce evidence of at least three short-term goals which build on the learning that they gained from completing tasks in the work placement. The method used to evidence the learner's goals may take the form of a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or other appropriate format.

Suggested resources

Books

Ball J and Cox E – *WorkSkills Activator Level 1* (Pearson, 2008)
ISBN 9781846903366

Websites

www.worksmart.org.uk/	A TUC-run website giving advice on a variety of employment issues
www.projectsmart.co.uk/smart-goals.html	Project management resource giving advice on setting SMART goals
www.totalprofessions.com/school-student/parents/work-experience	Totalprofessions.com – offers advice on organisations offering work experience placements
www.work-experience.org	National Council for Work Experience

Unit 14: Working in Business and Administration

Unit reference number: F/502/4009

QCF level: BTEC Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners an overview of what working in business administration can be like. In particular, understanding roles of those they are working with, how to carry out routine tasks and the appropriate way to present themselves.

Unit introduction

This unit aims to give learners an idea of what it is like to work in business administration. Learners will be introduced to the different activities carried out by people working in administration and they will be required to follow instructions in order to carry out routine administrative tasks, using key office equipment. Learners will also gain an understanding of the role that a person working in an administrative role has, in helping the team to achieve its goals.

People working in administrative roles must be able to present themselves in a positive way, particularly when undertaking work for, or dealing with, colleagues and customers. Learners will be required to present themselves positively, both in relation to their appearance and their manner and behaviour.

Anyone working in an administrative role must be able to organise their time and prioritise tasks. Learners will have the opportunity to develop their knowledge and understanding of how to do this, for example through the use of tools such as task lists.

Finally, the unit looks at confidentiality of information and learners will consider the types of information that need to be confidential and the importance of keeping it confidential.

Essential resources

Centres need access to typical office equipment, such as a telephone and computer, so that learners can practise and develop their skills when interacting with others.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the role of an administrator within an office	1.1 describe different activities carried out by administrators	<i>Activities:</i> checking, collating and providing information; answering the telephone and making calls; producing documents using IT, eg letters, agendas, invoices; filing and retrieving documents; collecting, sorting and distributing mail; preparing outgoing mail; receiving visitors; coordinating arrangements for meetings, eg sending information to delegates, booking meeting room; maintaining diary or calendar for individual or team; making travel arrangements
		1.2 state how the work of an administrator helps a team achieve its goals	<i>Achieving team goals:</i> ensuring communication within the team; helping other team members; monitoring and prioritising work for the team; ensuring all of the team works to same priorities
2	Be able to carry out routine administrative tasks	2.1 follow instructions to complete routine administrative tasks	<i>Following instructions:</i> listening; questioning if unsure; confirming understanding; checking instructions carried out properly <i>Routine tasks:</i> types of task, eg answering the telephone, producing documents, filing and retrieving documents, collating documents
		2.2 use key equipment according to organisational procedures	<i>Key equipment:</i> confirming the equipment needed for the task; types of office equipment, eg telephone, computer, fax, photocopier, printer, scanner, filing equipment <i>Procedures:</i> types of procedure, eg concerning proper use of equipment (following manufacturer's instructions, keeping equipment clean, reporting problems, leaving equipment ready for next user) health and safety (seating, posture) disposal of materials, preventing waste

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to present themselves positively	3.1 dress appropriately	<i>Appearance:</i> following dress code; smart; clean
		3.2 adopt a positive manner in dealings with colleagues and/or customers	<i>Manner:</i> friendly; polite; using communication skills, eg listening, questioning, speaking clearly, being tactful
4	Be able to organise their work effectively	4.1 use simple tools to organise their time	<i>Organising time:</i> types of tools to organise time, eg task list, work schedule
		4.2 prioritise tasks in discussion with their supervisor or manager	<i>Prioritising:</i> monitoring work; checking against deadlines; checking with supervisor; examining other commitments
5	Know the importance of confidentiality of information	5.1 state the reasons why it is important to keep some information confidential	<i>Reasons for confidentiality:</i> to prevent theft, eg identify theft, fraud; to avoid company sensitive information falling into a competitor's hands; the need to comply with the Data Protection Act
		5.2 give examples of information that should be kept confidential	<i>Confidential information:</i> types of confidential information, eg customer records, employee records, commercially sensitive information, overheard conversations

Information for tutors

Delivery

The purpose of this unit is to introduce learners to the administrative environment and for them to experience different types of administrative tasks. The unit will encourage learners to think realistically about what it would be like to be employed in an administrative role. Learners would benefit from access to a practice office or the office in the learning environment, in order to carry out tasks and use office equipment. Guest speakers could provide useful input on the importance of following instructions and organisational procedures accurately, as well as on the importance of presenting oneself appropriately with regard to dress and manner. Examples of tools used to organise time, such as task lists, would be helpful when discussing organising time and prioritising tasks.

Learners should have the opportunity to carry out practical tasks, whether through using a model office at the centre or through external links. Learners must have access to office equipment so that they can practise their tasks.

Discussions should take place regarding types of confidential information and the importance of keeping some information confidential. Learners could discuss information relating to themselves that they regard as confidential and how they would feel if other knew about it. The centre's own rules relating to confidentiality could be used as an example.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Small-group discussion on types of administrative tasks that may exist in an office.

Learners visit a large office to observe the main administrative roles in different departments such as customer service, reception, finance.

In pairs, learners discuss the different administrative roles that may exist in a small and a large business.

Tutor-led discussion – What makes a good team? How can an administrator contribute to a team?

Assessment – learners produce a job description for an administrative role provided by the tutor. Learners must describe at least four different activities that someone in that administrative role would need to carry out.

Assessment – one-to-one discussion with the tutor on how an administrator can help a team to achieve its goals (Learning Outcome 1).

Topic and suggested assignments/activities

Tutor-led discussion on the importance of communication and active listening. Why is communication so important in administration? Why is it important to listen to instructions, and to confirm that you have understood them?

Role-play activities – learners to take it in turns to role play both the administrator and the colleague/client. They will be given a range of role-play scenarios to complete.

Tutor-led discussion on organisational procedures in relation to the use of office equipment, for example in relation to health and safety, minimising waste.

Tutor-led demonstrations on how to use a range of office equipment. Learners to take it in turns to use the equipment.

Group discussion on the importance of presenting oneself positively. Tutor to provide examples of company dress codes to aid discussion.

Learners to watch a DVD on adopting a positive manner when dealing with colleagues and/or customers.

Role-play activities – in pairs, learners take it in turns to play the administrator and client in a range of situations provided by the tutor. Learners to practise adopting a positive manner.

Tutor-led discussion on the importance of organising time and prioritising work.

Exercise – tutor to provide a list of tasks that need to be completed. In small groups, learners practise completing work schedules or task lists, and placing the work in the correct order of priority.

Assessment – the tutor must give learners instructions to complete a series of administrative tasks. Learners must complete the tasks demonstrating the following:

- carrying out the task correctly, according to instructions
- use of key equipment where appropriate (at least two tasks)
- a positive manner
- appropriate dress
- use of tools to organise time
- correct prioritisation of work. (Learning outcome 2, Learning outcome 3, Learning outcome 4).

Tutor-led discussion – what types of information need to be kept confidential? Why is it important to keep some information confidential?

Exercise – tutor to give learners different types of information. Learners to decide whether the information should be confidential.

Exercise – learners to think of something about themselves that they would rather other people in the class did not know. How would they feel if that information was made public?

Assessment – in a one-to-one discussion with the tutor, learners must give examples of types of information that must be kept confidential, and say why this is important.

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1, learners must describe at least two different activities administrators carry out and to achieve 1.2, learners must state at least two ways that administrators can help to achieve team goals. This can be evidenced through discussions or question and answer sessions with the tutor, or through completing a pro forma. For example, learners could produce a job description for an administrative role. Any question and answer sessions or discussions would need to be taped and a witness statement included.

To achieve 2.1, learners must be observed completing at least two administrative tasks such as answering a telephone call, collating documents or creating a document. To achieve 2.2, they must be observed using two types of key equipment, according to organisational procedures, such as telephone, computer, photocopier. These could be used to carry out the same tasks for 2.1. These tasks could also relate to 4.1 and 4.2.

To achieve 3.1, learners need to have dressed appropriately for an administrative role, perhaps following a dress code set by the tutor. To achieve 3.2, they should be observed adopting a positive manner with peers and tutors and (if appropriate) any other people they may come into contact with during the course, for example customers or visiting speakers.

Assessment criteria 2.1, 2.2, 3.1 and 3.2 must be evidenced by a video recording and a witness or observation statement.

To achieve 4.1, learners should be observed using tools to organise their, time and prioritise tasks in discussion with the tutor (these could be the tasks carried out for 2.1 and 2.2). This could be evidenced by producing a flow chart as a timeline produced after discussion with the tutor.

To achieve 5.1, learners should state reasons why it is important to keep some information confidential and for 5.2 should give examples of at least two types of confidential information. This can be evidenced through discussion or question and answer sessions with the tutor or through completion of a pro forma. Learners could produce a chart of confidential information matched against reasons for confidentiality.

All witness statements and observation records should be retained for verification purposes.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Barker A – *Improve your Communication Skills* (Kogan Page, 2010) ISBN 9780749456276

Websites

www.skillsca.org

Council for Administration

www.hse.gov.uk

Health and Safety Executive –
information on health and safety in the
workplace

Unit 15: Communicating Electronically

Unit reference number: A/501/7236

QCF level: BTEC Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

Most administrators need to be able to communicate electronically. In this unit learners will develop their skills in communicating electronically using different methods such as the telephone, emails, faxes and text messaging. Learners will be able to identify appropriate methods of communication and the correct protocols for communication using these methods.

Learners will also learn how to use the internet while maintaining safety and security.

Unit introduction

There are many forms of electronic communication systems. This unit focuses on four different methods ie emailing, faxes, texting and the internet. Learners need to know how to send, receive and forward email messages. They need to know the type of language used in emails and the potential ambiguities that may occur due to inappropriate language. Learners will also learn how to prepare and send a fax. Many learners will know how to send text messages but once again the emphasis is on sending clear and accurate text. The final learning outcome focuses on the use of the internet in business. Learners may discuss situations where the internet may be used. They should also discuss security including the use of passwords and firewalls. Office procedures relating to the internet may also be discussed.

Essential resources

Centres need to have access to typical office equipment such as a telephone and computer so that learners can practise and develop their skills when interacting with others. Learners will also need access to research facilities and internet access. The use of DVDs and videos is useful to illustrate interpersonal skills and how not to do it. Guest speakers can provide a valuable input to support the underpinning knowledge and understanding of the unit.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to communicate electronically	1.1 send, receive and forward emails	<i>Different people:</i> customers – internal, eg colleagues, peers, those more junior, those more senior, those in same team/department, those in other departments; external, eg people from different organisations, members of the public; people with individual needs, eg those for whom English is not the first language <i>Emails:</i> sending, receiving, forwarding, replying to emails; sending and receiving attachments; using cc, bcc; tone of email – appropriate language, clarity, politeness; risks, eg emails from unknown users; downloading documents or software, sharing information such as chains of emails, personal details
	1.2 prepare and send a fax	<i>Faxes:</i> when to use faxes; layout, organisational templates; need for clear, accurate language; using fax cover sheets
	1.3 prepare and send a clear and accurate text message	<i>Text messages:</i> when to use text messages; need for clarity, accuracy
2 Be able to use the internet securely	2.1 log on to the internet	<i>Use:</i> types of service, service providers, levels of service, eg dial-up, broadband network connection; logging on, passwords; use of search engines; saving results of searches; use of appropriate and inappropriate websites
	2.2 access an appropriate website showing awareness of security	<i>Security:</i> the need to keep passwords secret; software issues, eg viruses and virus protection, firewalls, updating; risks, eg dangers of file sharing, making personal details known leading to identity theft, loss of information

Information for tutors

Delivery

This is essentially a practical unit. It is important for learners to have the opportunity to demonstrate their communication skills in workplace situations. This may be under simulated conditions but within a realistic context. Learners can discuss, either in a group or one-to-one, different aspects of the unit such as the appropriate tone and language to use when sending an email to colleagues. This would be helpful in providing evidence for assessment. For example, learners can discuss the different types of electronic written communication, then divide into small groups to explore the situations these are most appropriate for.

Useful activities to support delivery include discussions, visits to commercial organisations, role play and other practical experience, including a work placement or evidence from a part-time or full-time job. Case studies, which help to identify a range of different types of communication, together with their associated advantages and disadvantages, may be useful.

Within the classroom, or within a learner's own job role if appropriate, there should be plenty of opportunity to develop skills in electronic communication and there would be the opportunity to practise constructing emails, faxes and text messages, for example sending an email to a colleague confirming a meeting venue. Tutors can show examples of good practice of electronic communication, and learners can then work in small groups to examine other documents for their accuracy.

Learners may have their own email account set up by the centre as part of their user account profile but they would also need to understand the principles of setting up a personal account. It is, therefore, encouraged that they set up a third-party email account using a web-based provider (for example Hotmail). This will allow them to understand the importance of passwords and user names. Learners will be expected through regular use to familiarise themselves fully with all email services.

Learners should provide records to support how they have demonstrated good communication skills in a practical context. This may be in the form of a logbook, observations by the tutor or witness testimonies.

Discussion should also take place regarding the appropriate and inappropriate use of the internet and learner responsibilities, using concrete examples. Learners should be encouraged to use Safe Searching and Adult Filter options built into familiar web browsing software. If the organisation has an existing policy for the use of the internet and for email then this should be clarified before the programme gets underway.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on types of electronic communication.

Small group discussions on the range of different people that someone working in administration needs to communicate with, including internal and external customers and people with specific needs.

Tutor-led discussion on emails including:

- the tone of emails, formal and informal language
- risks such as sending emails to or receiving emails from unknown users; downloading attachments; sharing information.

In pairs learners to practise creating, sending and receiving emails to each other including attachments.

Tutor-led discussion on when and how to send a fax.

Activity – learners to practise sending a fax.

Tutor-led discussion on when to use a text message in a business situation, and the need for clear accurate language.

In pairs, learners to practise sending each other business text messages.

Assessment – tutor to provide a range of activities for the learner to demonstrate communication dealing with a range of customer enquiries which include communicating by email, fax and text message.

Learners to carry out an exercise according to a scenario set by the tutor. The learner must prepare a business email and send it to the appropriate person (eg the tutor or another learner). The email will be sent back to them with additional information. The learner will then have to forward the email to the appropriate person.

Learners to decide when it is appropriate to send a fax from given scenario, and to prepare and send a fax.

Learners to decide when it is appropriate to send a text message from given scenario, and to prepare and send a business text message (Learning outcome 1).

Tutor-led discussion on the college IT and internet use agreement policy.

Tutor-led discussion on different services providers and levels of service.

Tutor-led discussion on appropriate and inappropriate use of the internet.

Learners to practise using 'Safe Searching' and 'Adult Filter' options.

Assessment – learners demonstrate correct and responsible use of the internet by practical demonstration during small group sessions, and through direct questioning (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

Evidence for 1.1, 1.2 and 1.3 may include a collection of documented evidence including printouts of faxes and emails sent, received and forwarded by the learner. The use of text messages should be evidenced by an observation report. The language and style of the email, fax and text message should be in line with the Level 1 functional skills for writing, and the learner should use language appropriate to the purpose and audience. It is important that the learner can establish they have used the most appropriate method of interaction and this may involve group discussion or one-to-one questioning, with the tutor ensuring that evidence is available for internal and external verification purposes.

2.1 and 2.2 may be assessed by the use of a tutor witness statement that lists the learner's correct and responsible use of the internet. Learners should show that they are aware of the need for security when using the internet.

Suggested resources

Books

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010)
ISBN 9781846909214

Barker A – *Improve Your Communication Skills* (Kogan Page, 2010)
ISBN 9780749456276

Websites

www.microsoft.com/atwork/getworkdone Microsoft provides advice on how to construct written documents

www.skillsca.org The Council for Administration

Unit 16: Making and Receiving Calls

Unit reference number: T/502/4007

QCF level: BTEC Level 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to develop the learners' knowledge, skills and understanding of administrative tasks associated with making and receiving telephone calls.

Unit introduction

In this unit learners will develop their communication skills when dealing with calls using the telephone or other suitable electronic equipment. Learners will be able to identify and use the correct protocols when making and receiving calls, and they will develop their awareness of the types of organisational procedures which must be followed.

Learners will also develop their knowledge of how to create a positive impression while making and receiving calls, and why it is important to an organisation that calls are handled correctly.

Essential resources

Centres need to have access to typical office equipment, such as a telephone and a computer, so that learners can practise and develop their skills when interacting with others.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to make calls	1.1	Identify the purpose of the call	<p><i>Making a call:</i> listening to instructions; identifying purpose of the call; confirming name and number of person to be contacted; asking questions if unsure; communicating information to achieve call purpose; summarising outcomes of the conversation before ending call; following instructions when making the call; giving clear, accurate information</p>
		1.2	confirm the name and number of the person to be contacted before making the call	
		1.3	make a call communicating basic information clearly and accurately	
2	Be able to receive calls	2.1	answer the call promptly and politely, observing any organisational procedures	<p><i>Answering a call:</i> following organisational procedures, eg answering call within set time; giving correct greeting; identifying caller and where they are calling from; identifying caller's needs; tone of voice; the need for clarity; listening; questioning; checking; providing accurate and up-to-date information; summarising outcomes of conversation before ending call</p>
		2.2	Identify the caller, where they are calling from and the reason for their call	
		2.3	follow any organisational procedures relating to confidentiality and security	
				<p><i>Confidentiality and security:</i> types of confidential information, eg personal calls, calls concerning personal details, eg payment; calls concerning company sensitive information; danger in giving confidential details over the telephone; organisational procedures concerning confidentiality and security, eg only certain people have access to some types of information, certain types of information are not given over the telephone</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Know why it is important to an organisation that calls are handled appropriately	2.4 take short messages	<i>Taking messages:</i> summarising call; noting date, time, caller's name and number, purpose of call; the need for clear, accurate messages; level of urgency; action required by recipient
	3.1 state how appropriate tone and language create a positive impression	<i>Positive impression:</i> tone of voice; politeness; clarity; listening; questioning; checking information when taking message; providing accurate, up-to-date information
	3.2 state how creating a positive impression during a call benefits the organisation	<i>Benefits:</i> gives caller confidence in the organisation; if an accurate message is taken, the caller's needs can be dealt with more quickly; may lead to repeat business

Information for tutors

Delivery

This is essentially a practical unit. It is important for learners to have the opportunity to demonstrate their communication skills when making and receiving calls. This may be under simulated conditions but within a realistic context. Learners can discuss, in a group or one to one, the different skills required when making and receiving calls.

Through role play and discussion, learners can participate in verbal communication activities on the telephone and be encouraged to provide constructive feedback on their peers' communication skills. Learners should be encouraged to focus actively on what others are communicating and to question things they are not sure about. Different scenarios should be provided so learners can practise communicating. Within a supportive classroom environment learners will have the opportunity to make positive contributions to discussions and this active involvement should help to develop confidence.

Useful activities to support delivery include discussions, visits to commercial organisations, role play and practical experience.

Learners should be provided with role-play scenarios so that they can practise making and receiving calls. Group or one-to-one discussions can look at procedures relating to security and confidentiality and the importance of giving a positive impression.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Learners watch DVD on good telephone practice.

Group discussion – what type of information is it necessary to be sure of before making a call? What type of information is it necessary to give while making the call?

Learners to start compiling a checklist of good telephone communication skills.

Role-play exercises – learners practise making calls and communicating information.

Assessment – learners to be observed preparing to make and then making a call based on a scenario provided by the tutor (Learning outcome 1).

Topic and suggested assignments/activities

Group discussion – why is it important to answer calls according to organisational procedures? Why are there specific procedures relating to confidentiality and security? Tutor to provide examples of organisational procedures for answering calls (these can be the centre's own procedures).

Tutor-led discussion on the use of appropriate tone and language when making and receiving calls, and how this can benefit an organisation.

Role-play exercises with peer observation – learners practise taking calls based on procedures provided by the tutor. Learners to recognise where the information requested may be confidential. Peer feedback on whether the learner created a positive impression.

Group discussion – what information is it necessary to include when taking a message?

Learners to add to their checklist of good telephone practice.

Assessment – learners to be observed receiving a call based on a scenario set by the tutor. They must write down at least two messages which should be retained as evidence (Learning outcome 2).

Assessment – learners to record how to create a positive impression through the use of appropriate tone and language, and how this benefits the organisation for future reference (Learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1, 1.2, 1.3 and 2.1, 2.2, 2.3, 2.4 can be evidenced through simulated activity such as role play, with learners making and receiving calls. For 1.1 and 1.2 the tutor can give learners a scenario with some background to the call to be made. Learners will need to make the call to achieve 1.3 and be observed giving clear and accurate information. This will need to be evidenced through taped evidence or through a witness or observation statement.

To achieve 2.1 and 2.2, learners will need to take the call within a set timescale identifying the caller and purpose of the call politely following any given organisational procedures. To achieve 2.3, they will need to observe any given procedures relating to confidentiality and/or security. To achieve 2.4, they will need to record a message. This may be written and include date, time, name of caller and purpose of call.

Assessment criteria 3.1 and 3.2 can be assessed through a group or one-to-one discussion with the tutor. Learners must identify how tone and language create a positive impression and in 3.2 they must state two benefits of this for the organisation. These criteria should be evidenced through dictaphone or video evidence.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Barker A – *Improve Your Communication Skills* (Kogan Page, 2010) ISBN 9780749456276

Websites

www.skillsca.org The Council for Administration

www.chalkface.com Worksheets on practical communication skills for the workplace

Unit 17: Welcome Visitors

Unit reference number: M/502/4006

QCF level: BTEC Level 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit aims to develop learners' knowledge, skills and understanding of administrative tasks associated with welcoming visitors.

Unit introduction

Learners who are interested in working in a business administration role are often required to welcome and deal with visitors, either while working on reception or as part of a wider role.

Working on a reception desk is a major administrative role and welcoming visitors properly is very important. It is important that those working in administrative roles are able to follow organisational procedures, such as asking questions in order to establish the purpose of the visit, contact the correct part of the organisation security and carry out procedures such as signing in. Learners also need to be able to ensure that visitors feel welcome during any period of waiting.

It is important that people working in administrative roles are able to present a good impression of their organisation, and learners will gain an understanding of the effect that their own verbal and body language can have. Finally, learners will develop their understanding of how visitors are welcomed can benefit the organisation.

Essential resources

Centres need access to a typical reception workplace, with suitable equipment and system that learners can practise and develop their skills. It could be a model office, the centre's administration office or a visit to an office at a local business. Visits to local organisations should be encouraged and guest speakers will add currency and vocational relevance to the topic.

Learning outcomes and assessment criteria

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

On completion of this unit, a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to welcome visitors in a positive way	1.1 welcome visitors and establish the purpose for their visit	<i>Welcome visitors:</i> types of visitors, eg members of the public, other members of the organisation, clients, suppliers, delivery people; greeting visitors, eg manner, smile, politeness; establishing purpose of visit <i>Purpose of visit:</i> different types of visit, eg to meet with an employee of the organisation; to attend a large meeting or conference as delegate; to deliver post or supplies; to request information
	1.2 follow organisational procedures for receiving visitors	<i>Organisational procedures:</i> security procedures, eg signing in, visitor badges; contacting appropriate person in organisation; giving directions if appropriate
	1.3 answer routine questions	<i>Routine questions:</i> types of routine question that may be asked, eg where facilities are; whether someone in the organisation is available; how long the visitor will need to wait; the need for polite, clear and accurate responses; contacting someone else when unsure of answer
	1.4 make visitors feel welcome during any period of waiting	<i>Waiting:</i> directing visitors to where they can wait, eg a seat in reception area; giving indication of how long the visitor may need to wait if appropriate; other factors eg offering tea/coffee
	1.5 use appropriate tone and language, including body language, when dealing with visitors	<i>Tone and language:</i> clarity of speech, politeness; friendly tone; body language, eg use of eye contact

Learning outcomes	Assessment criteria	Unit amplification
2 Know why it is important to an organisation that visitors are made welcome	2.1 State how treating visitors politely and in a positive way benefits organisation	<i>Benefits:</i> members of public or clients receive positive impression of organisation; may lead to, eg positive appointment or meeting, increased business in future

Information for tutors

Delivery

This is a practical unit. Learners will need to be able to develop and practise the administrative skills needed to welcome visitors, such as establishing the purpose of the visit and contacting the relevant person.

Learners could observe the reception areas of different establishments, including the centre's own, and gain an awareness of the types of visitors they receive. Learners could work in small groups with each group researching a different organisation and the types of visitor they have. The findings could be presented to the whole group for discussion.

Visits to different organisations need to take place for learners to see how people on reception deal with customers. While politeness is always needed, reception in an office will have different types of customers for example, offices, builders' merchants. A warehouse, for example, would have a lot of visiting salespeople. Discussion should take place back at the centre of what has been observed before any role-play exercises take place. Videos of learners practising role play would help point out good and bad practice. Learners also need to be made aware of differing organisational procedures.

Learners could role play greeting visitors to practise the required communication skills. Learners could work in pairs to role play different types of visitor and the receptionist. It is important that learners understand that the receptionist represents the public face of the organisation and must always present a positive image to visitors, as well as to staff in the organisation.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Group discussion – what types of visitors might an organisation have? For example at the centre reception there may be learners wanting information, learners from different campuses, members of the public wanting information, people from other organisations meeting with members of staff, postal deliveries etc.

Guest speaker eg centre receptionist, to talk about organisational procedures and why it is important to follow them when dealing with visitors, the types of questions visitors ask, how to make visitors feel welcome. Learners to prepare questions in advance to ask the guest speaker.

Learners to compile a checklist of good practice when dealing with visitors.

Tutor-led discussion on tone and language, including body language. Learners watch a DVD or tutor demonstrates appropriate and inappropriate tone, language and body language.

Tutor-led discussion on how treating visitors politely and positively benefits the organisation.

Role-play exercises – learners practise welcoming visitors. Peer feedback on how well the learner dealt with the visitor.

Topic and suggested assignments/activities

Assessment – learners are observed either in role play, work placement or a model office or reception:

- welcoming a visitor and establishing the purpose of the visit
- following organisational procedures such as asking visitor to sign in and issuing visitor pass
- answering routine questions such as where facilities are, how long they will have to wait
- making the visitor feel welcome, for example offering somewhere to sit and a drink if appropriate
- using appropriate tone and language (Learning outcome 1).

Assessment – learners to record how treating visitors politely and in a positive way benefits the organisation for future reference (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

Most of the assessment criteria for learning outcome 1 could be evidenced through role-play scenarios, with evidence taking the form of witness statements or observation reports completed and signed by the tutor.

To achieve assessment criterion 1.1, learners must demonstrate welcoming a visitor in an appropriate manner and asking simple questions to establish the purpose of the visit.

To achieve 1.2, learners must demonstrate that they can follow at least two types of organisational procedure when welcoming visitors, for example contacting the correct person in the organisation and ensuring that visitors sign the visitor book.

To achieve 1.3, learners need to answer at least two routine questions correctly and clearly.

To achieve 1.4, learners need to ensure that the visitor feels welcome during a period of waiting, such as offering a place to sit or tea, coffee.

To achieve 1.5, learners must be observed using appropriate tone, language and body language while dealing with the visitor.

Criterion 2.1 can be achieved through group discussions or through a one-to-one discussion or question and answer session with the tutor. Alternatively, it could be evidenced through a written statement. Learners should give at least one benefit for the organisation of treating visitors positively and politely.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.skillsca.org	The Council for Administration
www.chalkface.com	Worksheets on practical communication skills for the workplace
www.hse.gov.uk	Health and Safety Executive: information on health and safety in the workplace

Unit 18: Handling Mail

Unit code:	A/502/4008
QCF level:	BTEC Level 1
Credit value:	2
Guided learning hours:	20

Unit aim

This unit aims to enable learners to develop skills in handling mail and aspects associated with it.

Unit introduction

In this unit, learners will gain an understanding of how to handle mail efficiently and why it is important for an organisation. It is important for those working in administrative roles to have a good understanding of how to handle mail to ensure the flow of communication meets an organisation's administrative needs.

In the first part of the unit, learners will develop a knowledge of the benefits for an organisation of efficient mail distribution, and of the negative impact of inaccuracies or delays. They will also learn about procedures for dealing with confidential post.

In the second part of the unit, learners will have the opportunity to carry out mail-related tasks, such as sorting and distributing incoming mail, collecting, sorting and despatching outgoing mail and considering how to deal with damaged or suspicious items.

Essential resources

Visits to local organisations should be encouraged and guest speakers will give currency and vocational relevance to the topic.

Learning outcomes and assessment criteria

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

On completion of this unit, a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Know why it is important for a business to handle mail efficiently and securely	1.1 state how efficient distribution of mail benefits a business	<i>Benefits of efficient distribution:</i> smooth flow of information; information reaches correct person to be dealt with, eg customer queries, complaints, booking forms, invoices, payment; types of post, eg internal, external, letters, invoices, packages of supplies
	1.2 state why inaccuracies or delays can have a negative impact	<i>Negative impact of inaccuracies or delays:</i> types of impact, eg information not received by correct person, information is received late so deadlines are missed, supplies, invoices or payments are not received or are received late, can lead to customer complaints and damage the organisation's reputation
	1.3 identify procedures to protect confidential information	<i>Confidentiality:</i> types of confidential information, eg customer or employee details, information sensitive to organisation; procedures, eg label post 'confidential' or 'personal', ensure that post marked confidential is not opened before delivery; ensuring confidential post is delivered correctly; using special envelopes for confidential post; using particular postal service, eg recorded delivery, special delivery, courier service
2 Be able to deal with incoming mail	2.1 sort incoming mail appropriately	<i>Sorting:</i> sorting post according to different offices, departments, teams, individuals
	2.2 state how to deal with suspicious or damaged items	<i>Suspicious or damaged items:</i> knowing when an item is suspicious or damaged; knowing who to report to; checking with sender; checking with receiver; recording damaged or suspicious items
	2.3 distribute incoming mail accurately and to a given deadline	<i>Distributing:</i> ensuring post is delivered to correct person; ensuring post is left in the correct place; delivering post at set times of day

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to deal with outgoing mail	<p>3.1 collect and sort outgoing mail accurately and on time</p> <p>3.2 despatch outgoing mail on time</p>	<p><i>Collecting:</i> collecting post at set times; identifying post to be collected</p> <p><i>Despatching:</i> types of services, eg special delivery, overnight post; different providers, eg Royal Mail, DHL; identifying best options, eg checking if mail is urgent, size of package; packaging items, eg size, sealing securely; ensuring post is clearly and accurately addressed; completing documentation, eg special delivery labels, supplier-related forms</p>

Information for tutors

Delivery

This is essentially a practical unit. Learners will need to be able to develop and practise the administrative skills needed to collect, sort and distribute mail.

Visits need to be arranged to different organisations for example, one with a mailroom, one where mail is dealt with on reception.

Learners could observe the mailroom, or mail procedures, of different organisations, including the centre, and be aware of the types of tasks undertaken. Learners could work in small groups with each group researching a different organisation. The findings could be presented to the rest of the group for discussion.

Learners can discuss the types of problems they might encounter when delivering or collecting items and prepare a poster of how these could be dealt with. Learners should practise securing packages correctly and will need access to the relevant materials. Learners can discuss the types of deliveries and collections made in an organisation. They can then work in small groups to discuss the security measures that need to be in place when handling post with regard to confidentiality and damaged or suspicious items. A guest speaker could provide useful information regarding aspects of confidentiality and security.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – what type of mail might a business receive? What might it send?

In small groups, learners discuss how efficient distribution of mail benefits a business and what would happen if there are inaccuracies or delays. Learners to record thoughts on a flipchart and feed back to the rest of the group.

Tutor-led delivery on the importance to businesses of handling mail efficiently and securely to underpin learner knowledge.

Assessment – learners to have one-to-one discussion with tutor and to state at least two benefits of the efficient distribution of mail to business, and at least two effects of inaccuracies and delays (Learning outcome 1).

Assessment – learners complete a checklist of procedures for dealing with confidential information for future reference (Learning outcome 1).

Topic and suggested assignments/activities

Visiting from speaker who works in the post room of an organisation to discuss procedures for sorting and distributing mail and dealing with suspicious or damaged items. Learners to prepare questions in advance.

In small groups, with materials and timelines supplied by the tutor, learners to practise sorting and distributing incoming post and sorting and despatching outgoing post, choosing the most appropriate postal service.

Assessment – learners to be observed sorting and distributing incoming post and collecting, sorting and despatching outgoing post according to agreed timelines (Learning outcome 2 and 3).

Assessment – learners produce a checklist of procedures for dealing with damaged or suspicious items for future reference (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1, 1.2 and 1.3 can be achieved through group discussions or through one-to-one or question and answer sessions with the tutor. Alternatively learners could produce short written statements, perhaps by completing a pro forma.

To achieve 1.1, learners will need to state two ways in which the efficient distribution of mail can benefit a business. 'Efficient' means mail is delivered on time and to the correct person. For 1.2 learners should then state two negative effects of inaccuracies or delays. To achieve 1.3, learners need to identify two procedures for protecting confidential information.

Assessment criteria 2.1, 2.3, 3.1 and 3.2 can be assessed through practical activities and it would be helpful if learners had access to a model post room or office and materials for packaging post.

2.1 and 2.3 can be achieved through sorting and distributing post correctly within a given timescale. Learners should be observed by a tutor and this observation should be taped or recorded observation on a witness statement. 2.2 can be achieved through a question and answer session and learners need to state two procedures relating to how to deal with damaged or suspicious items. This must be assessed through tutor observation.

To achieve 3.1 learners must be observed collecting and accurately sorting outgoing mail within a given timescale. To achieve 3.2 learners must despatch two different types of mail in a given timescale, choosing the most appropriate method of despatch and preparing the mail appropriately, for example for urgent or special delivery.

Any witness statements or observation records should be retained for verification purposes.

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.hse.gov.uk Health and Safety Executive: information on health and safety in the workplace

www.skillsca.org The Council for Administration

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Know that there are different types of business document	1.1 Identify different types of business document and when they might be used	<i>Business documents:</i> types of business document, eg letter, memo, notice, notes, agenda, minutes, reports, order forms, delivery notes, invoices, promotional flyers, emails, faxes <i>Purpose:</i> to request information; to provide information; to give instructions; to attract potential customers; to confirm agreements
	1.2 state why templates are used for some business documents	<i>Templates:</i> to ensure consistency, eg in layout, in information given; to ensure clarity
2 Know why it is important to use the right communication style in business documents	2.1 give examples of when to use a formal or informal communication style	<i>Formal:</i> when to use, eg when contacting external customers, senior managers, company wide communications; situations, eg replying to customer queries, when confirming payment <i>Informal:</i> when to use, eg peers, team members; situations, eg when arranging a team meal
	2.2 state why some businesses adopt a 'house style' for certain documents	<i>House style:</i> purpose, eg to encourage consistency in layout, to reflect company image, to look professional

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to produce routine business documents	3.1 produce routine business documents using the appropriate communication style 3.2 check documents for accuracy	<i>Produce documents:</i> using correct spelling, grammar, punctuation; appropriate greeting; complimentary close; clear structure and format; appropriate <i>Communication style:</i> choosing style according to the purpose of the document; formal; informal <i>Accuracy:</i> ensuring document includes correct information; clarity; spelling; grammar; punctuation; proofreading for accuracy; checking clarity and accuracy with supervisor

Information for tutors

Delivery

This is essentially a practical unit and learners will need to develop and practise the skills required to produce business documents. Tutor input will be needed to explain the format of letters, memos and other standard documents. Examples of standard documentation used in business should be available for learners. Learners can work in groups with each group researching and collecting different documents for a different purpose (as listed in the unit content). They could present their findings to the rest of the group and describe the purpose of each document.

The importance of producing well-presented and accurate business documents needs to be stressed, as this is the professional image of the organisation. Learners should have the opportunity to produce different documents using different styles and layouts. Learners will need to check their own work for spelling, grammar and punctuation. They could check each other's work and also complete activities identifying errors and correcting them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor to supply learners with examples of routine business documents. In small groups, learners discuss the format of the business documents and identify the purpose of each.

Whole class discussion on the format and purpose of different business documents and why templates are used for some documents.

Assessment – learners to complete a grid identifying common business documents, when they might be used and why a template may be used for some documents (Learning outcome 1).

Tutor-led discussion on formal and informal communication styles.

Exercise – tutor to give learners example documents in different styles, and learners to identify which style.

Exercise – learners practise writing short documents in formal and informal styles.

Tutor-led discussion on house style and why businesses use this, with examples.

Exercise – learners practise writing documents according to a given house style.

Assessment – learners to complete a grid identifying when formal or informal communication styles should be used (Learning outcome 2).

Tutor-led discussion on the importance of checking documents for accuracy. Learners to create a checklist for checking documents.

Assessment – learners to produce three routine business documents, including one in a formal and one in an informal style. Learners to check documents for accuracy using their checklist (Learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1 learners need to identify which business documents would be used for which purpose. Evidence may be a written list of business documents identifying at least one purpose for each type of document. To achieve 1.2 learners need to state why templates are used for some business documents. This can be evidenced through a verbal response or could be added to the list of business documents.

To achieve 2.1, learners must give at least two examples of situations where a formal communication style should be used and at least two examples of when an informal communication style should be used. To achieve 2.2, learners should give at least two reasons why businesses adopt a house style. This can be evidenced through a question and answer session with the tutor, or through written responses.

To achieve 3.1, learners must produce at least two different types of routine business documents. To achieve 3.2, learners will need to check their documents for accuracy. A checklist giving a clear indication that the learner has checked the document for clarity, grammar, spelling and punctuation could be used as evidence.

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN: 9780956773814

Tetley C – *Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

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

Advice and worksheets for improving writing skills

www.microsoft.com/atwork/getworkdone

Microsoft provides advice on how to construct written documents

www.skillsca.org

The Council for Administration

Unit 20: Recording Business Transactions

Unit code: J/501/7238

QCF: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit introduces learners to the types of documents used in business administration to record business transactions. Using the administrative task of ordering supplies, there is an opportunity for learners to confirm their numerate abilities and practise these functional skills.

Unit introduction

A range of documents are used within business administration including receipts, delivery notes and invoices. This unit will help the learner understand the types of documents used in business administration to record business transactions and their purpose. It is likely that those employed in junior administrative roles will have some responsibility for ordering and receiving office supplies, and it is important that they recognise and complete the relevant documents accurately.

It may be necessary for learners to participate in role play or scenarios to demonstrate their knowledge and understanding of learning outcome 2.

Essential resources

Centres need access to resources to support learners in developing and practising their skills when recording financial transactions. Examples of all documents outlined in the unit content should be provided, and learners should have access to office supplies catalogues, both paper-based and through websites.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know the documents used to record business transactions	1.1 identify the types and purpose of documents used to record business transactions	<i>Documents recording buying and selling of goods:</i> purchase orders, delivery notes, goods received notes, invoices, credit notes, remittance advice slips, cheques, receipts <i>Petty cash:</i> types of things bought with petty cash, eg small items of equipment, stamps, refreshments; documentation for accounting for petty cash, eg receipts, recording purchases; following procedures
		2	Be able to complete an order form for office supplies
2	Be able to complete an order form for office supplies	2.1 make plans to order appropriate supplies for a given situation	<i>Receive goods:</i> procedures, eg checking delivery notes, checking invoice, procedures for payment, filling out cheque, having cheque signed, sending cheque to supplier, receiving and checking receipt
		2.2 accurately complete a purchase order form	
		2.3 receive the supplies and delivery notes	
		2.4 receive the invoice from the suppliers	
		2.5 make out the cheque to pay the invoice	
		2.6 receive the supplier's receipt for payment of the invoice	

Information for tutors

Delivery

Delivery of this unit should be through practical tasks such as completing order forms. When investigating business documents used for buying and selling learners need to develop practical skills and should be encouraged to practise completing documents in group exercises, preferably for a buying scenario. This should help learners to understand and experience how real businesses use these documents. A guest speaker would be useful to cover the importance of keeping financial records.

Learners must be able to recognise the documents listed in the unit content. They should also understand the simple sequencing of these documents. The sequencing will follow the most common conventions of business practice, for example:

1. petty cash voucher → cash payment → receipt
2. purchase order → delivery note → invoice → cheque → receipt.

Learners will be expected to know the basic purpose of the document. They will need to understand the need for accuracy when completing purchase order forms.

When examining the process for ordering office goods and supplies, tutors could use the centre's own procedures as an example. Learners could investigate procedures in a local business, or a guest speaker could explain how these work in their organisation. Tutors should provide plenty of practical exercises to develop numerical skills through completing orders.

In all situations, learners must be aware of the use of the documents produced and understand the need to consider such aspects as language and choice of images appropriate to the reader.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on a range of documents used to record business transactions and the purpose of the different records.

Activity – learners to undertake card matching activity to match the correct recording document to the purpose.

Guest speaker from the finance department of the college or a local business explains the types of records kept. Learners to prepare and ask questions about the importance of this information.

Follow up by small group discussion to identify key points.

In pairs, learners to role-play scenarios and to practise completing records and using number skills.

Activity – learners to place financial documents in order, to show understanding of the sequencing of the recording documents (eg petty cash voucher – cash payment – receipt).

Assessment – learners to be given a series of documents by the tutor. Learners to identify each type of document and the purpose of each document by completing a grid (Learning outcome 1).

Topic and suggested assignments/activities

Guest speaker from a college explains the procedure for ordering and receiving goods. Learners to prepare and ask questions about the importance of following procedures.

Follow up with small group discussion to identify key points.

Role-play with peer observation – practical exercises to complete orders.

Assessment – learner to order office supplies through:

- accurate completion of purchase order form
- receiving goods and checking supplies and delivery notes
- receipt of invoice from suppliers
- accurate completion of cheque to pay invoice
- receiving supplier's receipt for payment of invoice.

The sequencing of the documentation can be recorded on a checklist or grid (Learning outcome 2).

Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners need to be able to identify the purpose of each document. Evidence may be a written list of business documents, identifying at least one purpose for each type of document matched appropriately to a given situation.

Criteria 2.1-2.6 require the learner to order office supplies and complete the appropriate documentation according to instructions. Evidence is likely to be in the form of a collection of documents showing sources of supply, an accurately completed order form showing calculations, goods received note, invoice, cheque and receipt. Tutors can check understanding of following administrative procedures and using approved suppliers through oral questioning.

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.bbc.co.uk/skillwise/numbers/measuring/money BBC Skillswise page on Money – factsheets, worksheets and quizzes to improve money skills

www.skillsca.org The Council for Administration

Unit 21: Supporting Business Meetings

Unit code: F/501/7240

QCF level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit focuses on those providing support for a business meeting. Learners will be introduced to the tasks involved in preparing documentation and will learn the requirements for supporting meetings successfully. Learners will need to be aware of the requirements for different types of meetings, such as internal meetings and meetings involving people from outside the organisation.

As this will involve working with others, learners will need to be aware of behaviour appropriate to the formality of the meeting and the participants.

Unit introduction

Administrative staff are often involved in the setting up of business meetings and then supporting the actual meeting. Learners need to understand the processes involved in setting up a meeting including inviting delegates, booking venues and refreshments, ensuring relevant documentation is available etc. Learners also need to know their role in supporting the meeting eg ensuring the meeting room is laid out in accordance with the Chair's requirements, making notes, ensuring delegate needs are met. The final outcome focuses on follow up activities which may include sending notes to delegates, action points etc.

Where possible, learners should be given the opportunity to observe different types of meetings to gain an understanding of how personnel support meetings. Learners could also have the opportunity to participate in role play to practise skills required.

Essential resources

Centres need access to a suitable meeting room with facilities for learners to practise and develop their meeting support skills. This may be the classroom, meeting rooms at the centre or through a visit to a local business. Role play and simulations provide valuable opportunities for learners to practise skills. Examples of action planning checklists would be useful. Guest speakers and attendance (even briefly) at different business meetings can provide a valuable input to support learning.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	1.1	<p><i>Requirements:</i> date of meeting; likely length of meeting; number of participants; location eg in house, off site, number of rooms; size of room(s); resources to support the meeting, eg equipment, refreshments, documentation; participant list; supporting meeting organiser</p> <p><i>Types of meeting:</i> formal, eg meeting involving people outside the organisation; informal eg team briefing, staff training; location, eg in-house, off-site</p> <p><i>Documentation:</i> agenda, records of previous meetings, eg minutes, other supporting documentation, notification to delegates, presentations</p>
	1.2	
2	2.1	<p><i>Setting up the room:</i> making up and setting out delegate packs; confirming refreshment availability eg consumables, cups, timing of refreshments; equipment, eg flipchart and pens, data projector, power supply; temperature; lighting</p> <p>Order of performing tasks: following instructions; order of tasks; completion of tasks to time</p>
	2.2	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to support a meeting	3.1	provide support at a meeting	<i>Contribution:</i> welcoming delegates, eg signing in, providing name badges if appropriate; recording attendees and non-attendees; taking simple notes; serving refreshments
		3.2	take notes at a meeting showing the key action points agreed	
4	Be able to complete follow-up activities after a meeting	4.1	clear a room after a meeting	<i>Clearing a room:</i> timing, eg ready for next meeting, after participants have left; helping colleagues, eg taking papers and equipment back to office, awareness of the need of senior staff for privacy; tidying up, eg removal of waste, retaining confidential documents, identifying material for secure disposal; leaving room as you would expect to find it <i>Follow-up activities:</i> having notes checked for accuracy; distributing documents after the meeting eg notes/minutes, copies of slides, delegate lists
		4.2	complete follow-up activities after a meeting	

Information for tutors

Delivery

Delivery of this unit will focus on learners developing practical skills involved in setting up, supporting and clearing up after a meeting. It would be useful for learners to investigate different types of meeting held in the centre to determine levels of formality and the types of procedures followed. The range of tasks involved in supporting meetings is varied and initially learners can be introduced to the practical requirements, such as booking venues and equipment, as well as other preparatory work including sending information to attendees and the organisation of resources. Learners can work in groups and visit a suitable local organisation to research the administrator's responsibilities for setting up the meeting room, complying with health and safety requirements and assisting delegates. Findings can be presented to the rest of the group for further discussion.

Learners can work in groups to share experiences of attending meetings, listing the requirements for a successful meeting. Case study material may be helpful to learners as it could give them the opportunity to plan for a mock meeting. The use of role-play scenarios would give learners the opportunity to practise setting the room up for a meeting in class and also the opportunity for other learners to give feedback on the organisation of the meeting. At all times learners should be encouraged to give constructive and positive feedback. It would be useful to show learners video/DVD clips of meeting protocol and then let them discuss the types of planning problems that can happen and how these can be dealt with.

It is important for learners to practise note taking at both formal and informal meetings. Tutors might find it useful to use real staff meetings at the centre for learners to practise and develop these skills, especially when checking the accuracy of the recorded notes.

Finally, in consolidating learning outcome 4 it would be beneficial for learners to practise clearing a room after a meeting. There are specific points to observe when clearing and vacating a meeting room, such as ensuring that the room is clean and tidy; that equipment and any forgotten personal belongings have been returned; that any relevant documentation is dealt with according to instructions; and that confidential material is not left behind. Tutors should raise the issue that sometimes senior staff may wish to continue discussions after the meeting, and therefore need privacy before the room is cleared. Learners could work in small groups in preparing a presentation or poster on the follow-up activities which should be completed after the meeting.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on different types of business meetings – why are meetings held? What are the different types of meetings that take place within the college?

Learners to watch a DVD to observe a formal meeting, or if possible, to observe a formal meeting taking place in college or a business.

Guest speaker, or speaker from college to speak about the administrator's responsibilities for setting up a meeting room. Learners to prepare questions for the speaker.

Assessment – learners to produce a check list of requirements for setting up a formal meeting (Learning outcome 1).

Tutor-led discussion on the range of documentation required to hold a meeting. What is the purpose of these documents?

Assessment – learners to complete a grid showing a list of documents required to hold a business meeting. Learners to state their purpose (Learning outcome 1).

In small groups, learners to discuss the stages for setting up a room to hold a meeting.

In small groups, learners should practise setting the room up for a formal and an informal meeting, followed by peer assessment and tutor feedback.

Assessment – tutor to provide learner with a scenario for a business-related meeting eg a meeting to discuss a planned trip overseas for staff. Learner to prepare a written plan for setting up a room for a meeting, and then to set up the room according to the plan (Learning outcome 2).

Role-play exercises – learners to practise welcoming delegates, taking a register, and offering refreshments to delegates.

Note-taking activity – in pairs, one learner must talk for one minute, while the other must take notes on the key points. The learners should then swap roles and repeat the exercise. They can then feedback to the group.

Tutor-led discussion on clearing a room and the activities to be carried out after a meeting. Why are these important?

In small groups, learners to prepare a checklist for clearing a room after a meeting.

Learners to prepare a poster to illustrate follow-up activities required after a meeting, including proof reading of notes, preparing a distribution list, and providing delegates with a copy of slides/handouts from the meeting.

Assessment – in small groups, learners to role-play supporting a meeting. The learner should take brief notes listing those present at the meeting, and any action points agreed. Learners should then clear the room after the role-play activity, according to their checklist. Learners should check and prepare their notes in order to provide these to delegates with a list of the delegates and any paperwork tabled at the meeting (Learning outcome 3 and Learning outcome 4).

If appropriate, learners could be assessed while supporting a suitable meeting in the college, or in a local business.

Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners need to be able to show they know what is required to support a formal business meeting. Evidence could be a written list identifying the requirements for one formal meeting, or this criterion could be evidenced through oral questioning.

1.2 requires the learner to identify the documents used to support business meetings. Evidence may be a written list of documents identifying a purpose for each type of document. A proforma could be used for this purpose. Alternatively, this criterion could be evidenced through oral questioning.

For 2.1 and 2.2, the learner needs to know the stages for setting up a room and demonstrate carrying out these tasks for one type of meeting. Ideally, this would be a real work-based meeting but where this is not possible the meeting could be based on a scenario given by the tutor with a clear business purpose. Evidence may be a written plan with a checklist of activities for setting up a room supported by an observation record confirming the learner can set up a room appropriately.

For 3.1 the learner should demonstrate providing appropriate support during the meeting. Evidence may be an observation report from the tutor confirming appropriate support was provided.

To meet 3.2 the learner should produce simple notes of the meeting. It is not expected that the learner produce detailed minutes, but the notes should include those present and key action points agreed.

To meet 4.1 the learner needs to show they can follow instructions for clearing a room by undertaking specific administrative tasks and for the room to be ready for the next user. Evidence may be an observation report from the tutor confirming that the room was cleared appropriately.

4.2 could be assessed through small group discussion or one-to-one questioning by the tutor to establish that the learner knows the types of information which would be distributed to delegates after the meeting. All evidence must be available for both internal and external verification purposes.

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.businessballs.com/meetings.htm	Advice on running meetings
www.effectivemeetings.com/meetingplanning/agenda/agenda.asp	Advice on planning for and running meetings, including writing an agenda
www.hse.gov	<i>Health and Safety Executive</i> : information on health and safety in the workplace
www.meetings.org/meeting4.htm	Information on meeting and conference venues
www.skillsca.org	The Council for Administration

Unit 22: Business Administration Group Project

Unit code: J/501/7241

QCF level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to help the learner develop work-related skills by giving them the opportunity to work with others to find out about an aspect of business administration. The learner will be introduced to a range of business administration topics and will work with members of a group to find out about a topic that interests them. Throughout this unit the learner will have the opportunity to develop the team working skills essential for working in business administration including communication skills, self-management and problem solving skills.

Unit introduction

Anyone working within a business environment must be able to work as part of a team. They must have excellent communication skills, be able to manage their own time and be able to solve problems. The aim of this unit is to provide a context in which the learner can demonstrate these skills.

Working in a small group, learners will choose a topic relating to business administration that is of interest to them. They will then work as a group to research and present the information they have gathered.

The final outcome requires the learner to assess their contribution to the group project. They should receive feedback and set targets as a result of that feedback.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	1.1 identify an aspect of local business administration	<i>Aspects of business administration:</i> eg supporting a meeting or event; administrative procedures in an organisation eg reception; communication channels; security procedures; health and safety procedures; environmental procedures eg minimising waste; information systems; organisational structures; external agencies which interact with the organisation eg office suppliers, equipment maintenance <i>Sources of information:</i> sources, eg internet search engines, questionnaires, interviews, collecting evidence, confidentiality
	1.2 work as a team member, in finding relevant information	<i>Teamwork:</i> contributing to team, eg helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting the contribution of others
2	2.1 use communication skills to present information clearly and accurately	<i>Communication skills:</i> communication, eg applying literacy skills, able to produce clear and accurate records, listening and questioning skills
	2.2 make a positive contribution as a team member in presenting the information	<i>Team member:</i> contributing to team, eg helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting others
	2.3 use self-management skills to meet deadlines and solve problems	<i>Self-management:</i> self-management skills, eg flexibility, organising self, accepting responsibility; meeting agreed deadlines, eg completing all set tasks, completing tasks on time <i>Problem solving:</i> types of problem, eg equipment failure, loss of documents, venue unavailable; recognising problems, making suggestions on how to solve problems, thinking creatively to solve problems

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to assess own work-related skills in finding out about an aspect of business administration	3.1	receive feedback	Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development
	3.2	set targets	

Information for tutors

Delivery

This unit has been designed to enable learners to develop their team working skills by working in groups to research an aspect of local business administration.

The tutor could start delivery of this unit by introducing a wide range of possible topics to act as a stimulus to help learners select a topic that interests them.

Tutors could use a wide range of techniques including presentations, practical workshops, external trips and guest speakers to stimulate learners' interest. Additional resources can include local newspapers, journals, videos, DVDs, case studies.

Learners should be involved in selecting the aspect of local business administration for their team to research. Teams could be made up of around three to five people.

In small groups learners can discuss and analyse appropriate methods to use when researching aspects of business administration and then report back to the rest of the group.

In their team, learners can discuss possible tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'what if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Learners will need a mixture of tutor support and individual research to complete their agreed tasks. This may include suggestions by the tutor of suitable websites, appropriate methods for obtaining relevant information and helpful local organisations and personnel who could be contacted.

Learners could work in teams to design a checklist to record when and how they used work-related skills during planning, researching and presenting their research.

Presentation of the team's research to the whole group could provide an opportunity for individuals to demonstrate their communication skills and make a positive contribution as a team member. The whole group could be involved in peer assessment of communication skills, which would be helpful to learners when completing a self-assessment of their work-related skills for learning outcome 3.

Learners should analyse their own performance in the team task for learning outcome 3, using evidence from their checklist. Learners should concentrate on their own work-related skills as a member of the team rather than on how well the team outcome was achieved. Ways for learners to develop work-related skills could be explored through tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to the unit and content overview.

Tutor-led discussion – What makes a good team? What roles are there within a team?

Group activity – ground rules for teamwork.

Team-building activities.

Tutor-led discussion on what is involved in a group project, eg what information to gather, how to gather information, how to present the information, timescales and team roles.

Activity – work-related skills design a format to log communication skills and their contribution as a team member.

Tutor-led discussion on possible topics to research.

Small-group tutorial to select a topic to research from a given list and agree deadlines (if learners are particularly interested in a topic not on the list, this may also be acceptable).

Assessment: group work – plan research including allocation of individual tasks. (learning outcome 1)

Tutor-led discussion on self-management skills, eg managing time, solving problems.

Activity – work-related skills add the self-management skills to the log.

Small group work – gather information for group project.

Small group tutorials on a regular basis to monitor progress.

Work on presentation for group project.

Present information.

Assessment – ongoing recording of work-related skills. One-to-one tutorials to review own work-related skills (learning outcome 2; learning outcome 3).

Assessment feedback, review and evaluation of unit

Assessment

For 1.1 the learner will need to outline the aspect of local business administration they have chosen to investigate with the group.

How the team negotiated and planned the tasks, the methods chosen to find the relevant information, the tasks allocated to individual team members and the contribution of individuals may be presented in the form of a record of group discussions to meet the requirements for 1.2. The contribution of individuals will need to be identified and assessed, which may be through witness testimonies, peer group assessment or by the tutor. Documentation will need to be retained for internal and external verification.

Evidence for 2.1 will depend on the method chosen by the group to present the information. This may be in the form of a short talk, a poster or leaflet. The communication skills used by individuals will need to be assessed. This may be evidenced through witness testimonies, peer group assessment, and/or one-to-one discussions with the tutor/line manager. Documentation will need to be retained for internal and external verification.

Learners could complete a self-assessment checklist where they record the contribution they made as a team member, how and when they used self-management skills, when they met deadlines agreed by the team and situations when they used problem-solving skills to meet 2.2 and 2.3.

This checklist will be a valuable source of evidence for 3.1 and 3.2 when the learner is required to assess their own work-related skills. These criteria may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.businessballs.com	Advice for businesses and organisations
www.direct.gov.uk/en/youngpeople/index.htm	Advice on education and learning including options for 14-19 age group and adult learners
www.effectivemeetings.com	Advice on running meetings
www.hse.gov.uk	Information on health and safety in the workplace
www.meetings.org	Advice on running meetings
www.microsoft.com/atwork/getworkdone	Advice on constructing written documents
www.skillsca.org	The Council for Administration

Unit 23: Ideas for Small Businesses

Unit code: L/501/7242

QCF level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will give learners the opportunity to consider ideas for a small business developing or selling a product or service, including factors such as customer needs and production and selling costs.

Learners will develop the skills necessary to research and plan for a business idea such as communication, teamwork and problem solving. They will devise a simple business plan for the idea. This will include areas such as the target market, resources and the business aims.

Unit introduction

A range of work based skills are required for successful employment including planning, team work, communication skills, self and time management and problem solving. This unit gives learners the opportunity to develop these skills within the context of setting up a small business. Learners will need to work within a group to select a suitable business opportunity, product or service that they can develop. They will then carry out market research, prepare their business plan based on the outcomes and they market their business opportunity.

Topics could include selling items for a chosen charity, organising an event, developing and providing a service etc. Throughout this unit learners will be able to demonstrate their work skills through the agreed task.

Essential resources

Learners will benefit from case study materials which focus on specific aspects of how market research is carried out and the contribution it can make to starting and running a business. Tutors should provide examples of questionnaires and other market research methods, such as structured interview formats and scripts for telemarketing.

Tutors could develop a bank of role-play exercise materials that learners can use to develop their selling and customer relationship 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	<p>Be able to select an idea for a small business using work-based skills</p> <p>1.1 select a small business idea to research</p> <p>1.2 demonstrate work-based skills by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicating clearly <input type="checkbox"/> working as a team member <input type="checkbox"/> demonstrating self-management skills <input type="checkbox"/> problem solving 	<p><i>Business idea:</i> providing products or services</p> <p><i>Customer needs:</i> when and where do they want to buy the product or service</p> <p><i>Production costs:</i> ingredients, components, equipment, facilities, skills, time</p> <p><i>Selling costs:</i> printing, leaflets, fliers; facilities; eg hiring of stall at charity event</p> <p><i>Sources of information:</i> internet, newspapers, Yellow Pages</p> <p><i>Communication skills:</i> methods of communication, eg listening and questioning skills, speaking clearly; clear, accurate documents</p> <p><i>Team member:</i> contributing to team, eg helping other team members, contributing ideas, cooperating, negotiating, persuading, respecting others</p> <p><i>Self-management:</i> self-management, eg flexibility, organising self, accepting responsibility; meeting agreed deadlines, eg completing all set tasks, completing tasks on time</p> <p><i>Problem solving:</i> recognising problems, making suggestions on how to solve problems, thinking creatively to solve problems</p>
2	<p>Be able to carry out market research for the small business idea</p> <p>2.1 plan simple market research</p> <p>2.2 carry out simple market research</p>	<p><i>Market research techniques:</i> questionnaires, surveys; observation – customer action and choice; focus groups; published research information</p>

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to produce a simple business plan	3.1 produce a simple business plan reflecting the market research	<i>Business plan:</i> product or service to be offered; where, when, price; target market; human/physical/financial resources needed; targets and goals; sources of finance; promotional media, eg poster, leaflet, flyer; need for clear, accurate information

Information for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to work in a highly applied way. Group working and discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

The business idea does not have to be a large-scale activity. The idea 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 a discussion as to what small businesses offer and, through the discussion, ideas could be generated regarding different types of products and services. It is important to emphasise that the idea must be possible within the learner's current skill level. These ideas could be explored individually or through group activity.

A question and answer session could be held to determine the strengths and weaknesses of different small business ideas. The advantages and disadvantages of ideas could also be explored through discussion within the group, with peers commenting on the ideas, or through one-to-one discussion with the tutor. Learners could also devise questionnaires for other members of the group to complete.

Group discussion could be used to explore the work-based skills involved in planning a small business idea. Learners could also interview business people for ideas on the kind of roles and skills needed for different types of small businesses.

Learners could investigate the cost of their chosen idea by active research 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 prices customers are prepared to pay for a product or service.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion – what are suitable ideas for small businesses?

In small groups, learners to discuss an area of work skills and the importance of these skills, including communication, contributing to a team, self-management skills and problem solving. Learners to record key points of discussion on a flip chart to present back to the rest of the group.

Assessment – in small groups learners to thought shower and come up with ideas for a small business. Learners to discuss the pros and cons of these ideas, and to record these on a checklist. Tutor to make an observation of learners' work-related skills. Learners to select one idea to research (Learning outcome 1).

Topic and suggested assignments/activities

In groups, learners to discuss a range of market research techniques.

Learners to carry out research and gather information on any competitor businesses in the locality eg using the internet, local press, Yellow Pages™. If possible, learners to visit a potential competing organisation.

In their group, learners to discuss a range of questionnaire and survey methods that might be suitable for their market research.

Assessment – learners to plan simple market research, for example by producing a questionnaire or survey, and to carry out market research according to the plan (Learning outcome 2).

Learners to produce evidence on any business competitors in the locality, and the results of their market research, and to suggest a target market.

Tutor-led discussion on target marketing.

Matching exercise – in pairs, learners discuss a range of different adverts and match them to the target group. Learners should then explain why they are suitable for the chosen group.

Learners to research suitable adverts for a target group in magazines, newspapers and leaflets.

Class discussion of the different adverts and their suitability for a target group.

Tutor-led discussion on business plans. What aspects need to be taken into account when planning a business? Tutor to provide learners with examples of business plans to look at.

Assessment – learners to agree and produce a simple business plan including:

- the product or service to be offered
- when, where, price
- target market
- resources needed
- sources of finance
- promotional methods.

Assessment feedback, review and evaluation of unit.

Assessment

To meet 1.1, learners need to show they have identified a small business idea through a selection process. Evidence is likely to include the pros and cons of the idea, which can be supported with a tutor observation report.

2.1 and 2.2 require the learner to demonstrate they can carry out market research into their small business idea. This could be evidenced through information gathered about the target market and competition, supported by oral questioning on the most appropriate market research method for their idea.

To meet 3.1, learners will need to produce an outline business plan which should include the product or service to be offered; when, where and price; the target market; the human and physical and financial resources needed; sources of finance; and the promotional methods to be used.

Suggested resources

Books

Burke R — *Entrepreneur's Toolkit* (Burke Publishing, 2006) ISBN 07980958239141

Burke R — *Small Business Entrepreneur* (Burke Publishing, 2006)
ISBN 0780958239165

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010)
ISBN 9781846909214

Websites

www.fsb.org.uk

The Federation of Small Business – information, support and guidance about small businesses in the UK

www.nfte.co.uk

Network for Teaching Entrepreneurship

www.young-enterprise.org.uk

Young Enterprise

Unit 24: **Job Opportunities in Business Administration**

Unit code: R/501/7243

QCF level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The principal aim of this unit is for learners to develop a plan for starting work in business administration by being given the opportunity to explore job opportunities across different areas of business. The learner will explore conditions of employment, and the qualifications and skills required for different jobs. The learner will have the opportunity to set realistic short-term and medium-term goals for their career pathway in business administration.

Unit introduction

There are a wide range of job opportunities within business administration including work in small private businesses or large corporate companies. This unit gives the learner the opportunity to identify jobs in different sectors of business administration including supervisors, project officers, administrative support eg mail room workers and management. Learners will carry out research to identify different job roles using a range of methods including internet searches, reviewing information from media sources, inviting speakers to share their experiences, visiting organisations etc.

Learning outcome 2 focuses on the terms and conditions of employment within business administration. Learners will gain a general overview of working in this sector. Information will include working patterns, salaries and benefits.

Learners will then go on to find out the necessary skills and qualifications required for different jobs within the sector. Using this information the learner can then identify their own skills gaps and develop a plan to allow them to seek employment within business administration.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know about job opportunities in business administration	1.1 identify jobs in different sectors of business administration	<i>Job opportunities:</i> job opportunities in business administration eg, word processor operator, data in putter, mail room assistant, receptionist, team administrator, departmental administrator, personal assistant, team leader, supervisor manager, project coordinator, meeting room coordinator, events coordinator
		1.2 describe the job roles in one functional area of business administration	<i>Functional areas within business administration:</i> functional areas, eg finance, IT support, operations, marketing and sales, customer service, research and development, production, facilities
2	Know about terms and conditions of employment within business administration	2.1 describe the terms and conditions of employment within business administration	<i>Work patterns:</i> hours of work, work patterns, shift work, eg early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern; flexitime, days off during week; annual leave <i>Pay:</i> eg hourly, weekly, monthly, salary scales, increments <i>Benefits:</i> types of benefit, eg pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development

Learning outcomes	Assessment criteria	Unit amplification
3 Know about the qualifications and skills needed for jobs in business administration	3.1 present information about the qualifications and skills required for selected jobs in business administration	<p><i>Qualifications:</i> essential; desirable; general qualifications eg GCSEs, GCEs; work-based qualifications, eg NVQs in business and administration, customer service, management; vocational qualifications, eg BTEC Firsts/Nationals in Business; apprenticeships; skills qualifications, eg wordprocessing/keyboarding, audio transcription, shorthand; practical qualifications, eg moving and lifting, First Aid</p> <p><i>Skills and qualities:</i> personal qualities, eg organising self, ability to interrelate with others; work-related skills, eg communication, teamwork, problem solving, self-management; level of fitness</p>
4 Be able to plan how to start work within business administration	4.1 produce a plan to start work within business administration	<p><i>Planning:</i> personal skills audit, own abilities; interests; values; personal qualities; lifestyle constraints</p> <p><i>Finding out about jobs:</i> career pathways; experience requirements; methods, eg websites, Connexions, Careers Fairs, journals, people, eg family, friends, tutor</p> <p><i>Making plans:</i> considering options; realistic short-term goals, medium-term goals</p>

Information 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.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the business administration sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different business administration settings and interview or work shadow an employee. On return learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a fact sheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector.

In groups learners could complete web-based research into job roles in different settings and departments within business administration and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts and list the terms and conditions associated such as work patterns, pay and benefits.

The opportunity to analyse real job descriptions, covering a wide range of jobs in business administration, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

The learners could visit Connexions or access careers advice from Learndirect (www.learndirect-advice.co.uk) to help them begin their career plan. The need for goal setting and the difference between long-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long-term and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on job opportunities in business and administration.

Small group research – learners select one of the above and gather information about the following:

- range of jobs
- working patterns
- pay
- benefits
- qualifications
- skills and qualities.

Research could involve internet, visits to Connexions, visits to settings, professional journals.

Activity – group presentation of information to include a factsheet for other learners.

Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners may visit an appropriate work setting or talk to an employee to gather information.

Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, eg using a template or online assessment.

One-to-one tutorial to discuss opportunities in line with skills audit.

Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit (Learning outcome 1, Learning outcome 2, Learning outcome 3, Learning outcome 4).

Assessment feedback, review and evaluation of unit.

Assessment

The criteria for this unit may be combined into one assignment task as a plan for starting work. This may take the form of a loose-leaf folder.

To meet 1.1, learners will need to identify different jobs within the business administration sector.

To meet 1.2, learners will need to select one business administration organisation and explain the different types of job roles within it, for example receptionist, mail room assistant, customer service advisor.

To meet 2.1, learners could select at least two jobs within different organisations, and compare the work patterns and pay benefits. This could be presented in chart form.

For 3.1 learners will need to give details about the skills, qualities and qualifications required for three jobs within business administration. These could be the jobs selected for 2.1.

To produce the career plan for 4.1 the learner needs to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in business administration, this may be evidenced with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or careers advisers.

The career plan should identify one long-term goal and two short-term goals.

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.bized.co.uk	Business education resource site
www.businessbritainuk.co.uk	Information about businesses in Britain and links to other businesses and business news sites
www.fsb.org.uk	The Federation of Small Business – information, support and guidance about small businesses in the UK

Unit 25: Investigating Rights and Responsibilities at Work

Unit code: J/501/6414

QCF level: BTEC Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to help the learner understand what is meant by the terms 'rights' and 'responsibilities' and how they are enforced.

Unit introduction

Employees and employers have responsibilities to each other. They 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. The Health and Safety at Work Acts set out responsibilities and rights for both employees and employers. Employees are expected to carry out their work in a way that has regard to the safety of others. Employers are expected to abide by a range of requirements governing such aspects as providing safe machinery and equipment, carrying out regular health and safety checks, ensuring the training of employees in health and safety issues, and carrying out a risk assessment to assess the dangers of particular work activities.

The learner will also gain an understanding of some of the legislation that is there to protect them and the employer. The unit will also help the learner find sources of help and advice relating to their rights and responsibilities.

Essential resources

Learners will require access to appropriate sources of information about 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1	<p>Understand why rights and responsibilities are important in a workplace</p> <p>1.1 explain reasons why rights and responsibilities are important in a workplace</p> <p>1.2 understand how rights and responsibilities are established and enforced in a workplace</p>	<p><i>Reasons why rights and responsibilities are important:</i> 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, protection of employers</p> <p><i>Types of rights:</i> rights, eg human rights, rights in workplace, rights of the child, legal rights, informal rights, eg club membership</p> <p><i>Types of responsibilities:</i> eg member of society, workplace responsibilities, family responsibilities</p> <p><i>How rights and responsibilities are established and enforced:</i> use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations</p>
2	<p>Understand why employees and employers have certain rights and responsibilities</p> <p>2.1 identify the rights and responsibilities an employee has at work</p> <p>2.2 explain the implications of employee rights and responsibilities</p>	<p><i>Rights and responsibilities:</i> 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</p> <p><i>Implications:</i> safe work environment; policies and procedures; work culture</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to access sources of guidance and information about rights and responsibilities at work	3.1 identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities 3.2 describe the type of advice given by key representative bodies	<i>Representative bodies:</i> eg HSE (Health and Safety Executive), Citizens' Advice Bureau, Equality and Human Rights Commission, trade unions, staff associations, CRB (Criminal Records Bureau) <i>Type of advice:</i> safety of working environment and practices; financial; legal; benefits

Information for tutors

Delivery

Although this unit could be presented 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, consumers' or patients' rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (eg within a school, society or club): they could consider issues such as justice, fairness, equality, citizenship and safety. They can 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-playing 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

In order to achieve 1.1, the learner must be able to give 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 established and enforced at work. Learners could be provided with a case study which requires them to identify 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 and 2.2, the learner is required to identify at least two rights and responsibilities for each area listed in the content. Employer rights are much fewer than employer responsibilities; it is reasonable, therefore, that the learner should focus largely on employer responsibilities. They must also be able to explain the implications of the rights and responsibilities, rather than just listing them. So, for example, a learner listing an employee's right to one week's notice for every full year worked, could note that this means that an employer cannot dismiss a member of the workforce on the spot simply because they are no longer needed.

For 3.1, the learner must identify three key representative bodies. 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 as sources of information and guidance. A case study may be used as an assessment method for this criterion.

Suggested resources

Other

Gunn I, Glencross K, Love D, Mason J, Milford S and Walker N – *WorkSkills Level 2 Complete Learning and Teaching Pack* (Pearson, 2011) ISBN 9781846909740

Websites

www.acas.org.uk/	Arbitration service, advice on health and well being at work
www.citizensadvice.org.uk/	Citizen's Advice Bureau
www.direct.gov.uk/en/Employment/Employees/index.htm	Advice on employment rights
www.direct.gov.uk/en/RightsAndResponsibilities/Yourright	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.tuc.org.uk/	Trades Union Congress websites with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	A TUC run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 26:

Managing your Health at Work

Unit code:	J/501/6137
QCF level:	BTEC Level 2
Credit value:	1
Guided learning hours:	10

Unit aim

In this unit, the learner will find out what their responsibility is in maintaining good health at work. The learner will also learn what services the employer might offer to the employee and other sources of help available to ensure good health at work.

Unit introduction

The aim of this unit is to help the learner understand 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. They will consider the importance of taking regular breaks throughout the day, maintaining a balanced diet and wearing suitable clothing for the job. There are a range of services available to employees to ensure good health. Learners will investigate these services and their benefits.

Essential resources

Learners will require access to appropriate sources of information about maintaining 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the employee's role in maintaining good health at work	1.1 explain how employees can maintain good health in the workplace	<i>Employee's role: 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</i>
2	Know the services employers can provide to help maintain the health of the workforce	2.1 explain services that can be provided by employers to help maintain the health of the workforce	<i>Services provided by employers: first aid; health surveillance and medical check-ups; access to health support networks, eg advice on dealing with addictions, counselling services; sick pay; health initiatives to benefit employees, eg healthy eating campaigns in workplace canteen, keeping active campaigns, subsidised gym memberships or bicycle purchases for staff, onsite gym or recreational facilities, free annual flu vaccinations at work</i>
3	Know sources of help to ensure good health at work	3.1 describe different sources of help to ensure good health at work	<i>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)</i>
		3.2 explain the services offered by different sources of help	<i>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</i>

Information 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 presentation and group work.

In the learning outcome 1, learners will need to explore the role they have to play in maintaining their own health at work. Practical scenarios may be given 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 work place?' Learners could also be provided with newspaper or magazine articles to find out what types of health situations arise and how good health may be promoted.

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

Learners should be given 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 to consider services available to the self-employed worker.

Assessment

In order to achieve 1.1, 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, for example the employee is 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 information could be evidenced in a number of different ways, for example the learner may gather the information and present it to the group or they may prepare an article for an internal newsletter for colleagues. If this assessment method is chosen, the learner should use language, formatting and structure that is appropriate for the intended audience.

For 2.1, the learner must explain two different services that an employer provides to promote healthy working. This evidence may be provided in the form of a letter to employees naming the service on offer and explaining what the service is. Alternative methods of evidencing learning may be used.

3.1 and 3.2 require the learner to describe different sources of help to ensure healthy working and explain the services provided. Three different sources should be described and an explanation of the services offered should be given for each source.

The learner could produce a leaflet or poster to evidence this. Alternatively they may participate in a discussion which highlights sources of help to ensure healthy working, with the tutor recording the required descriptions and explanations provided by the learner.

Suggested resources

Other

Gunn I, Glencross K, Love D, Mason J, Milford S and Walker N – *WorkSkills Level 2 Complete Learning and Teaching Pack* (Pearson, 2011) ISBN 9781846909740

Websites

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

Advice on health and safety at work

www.worksmart.org.uk/index.php

A TUC run website with information about rights at work

Unit 27: Preparing for Work Placement

Unit code: T/501/6148

QCF level: BTEC Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

The unit will help the learner find out about the company or organisation where they are going to be working, prior to starting their placement. The learner will find out how to set goals which meet their employer's expectations.

Unit introduction

Attending a work placement will give 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 learner is not prepared for work placement and does not know what they expect to learn, then this valuable experience may not reach its full potential.

The unit will help the learner find out, prior to starting their placement, about the company or organisation where they are going to be working. It will also raise their awareness to the skills and knowledge that they already have and could use during the work placement. The learner will find out 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 may be preparing.

Essential resources

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the company or organisation where they plan to do the work placement	1.1 Explain key information about the company or organisation providing the work placement and where this information was obtained	<i>Information about the company/organisation:</i> type of company or organisation; ownership eg public or private; function, eg service provision, retail, construction, logistics, administrative; location; size, eg small, large, number of employees, number of departments, international, national or local organisation; internal and external customers <i>Sources of information:</i> eg company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, Connexions, Job Centre 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 Understand information they need before starting work placement	2.1 explain the terms and conditions of the work placement	<i>Terms and conditions of work:</i> hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, eg evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; seeking advice relating to work and/or colleague relationships
	2.2 explain the tasks they would need to perform as part of the work placement	<i>Tasks:</i> daily routine tasks eg opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Understand what the company or organisation expects of the learner during the work placement</p>	<p>3.1 Explain why workplace values are important for success at the workplace</p> <p>3.2 describe personal presentation requirements appropriate to the placement</p> <p>3.3 explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement</p>	<p><i>Workplace values:</i> definition of values, eg concepts and ideas that lead to workplace satisfaction; different types of values, eg place customer service at heart of business, produce quality products, celebrate diversity, promote mutual respect, encourage creativity, recognise and reward achievement and good work</p> <p><i>Importance of workplace values in a work placement:</i> helps learner understand what is expected of them by employer and helps in meeting those expectations eg 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</p> <p><i>Personal presentation:</i> appropriate clothing for job role; personal hygiene; attitudes and behaviours; body language</p> <p><i>Dealing effectively with situations of emotional stress, difficulty or confusion:</i> use appropriate sources of support and guidance in situations of emotional stress eg 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</p>
<p>Be able to set goals for the work placement including skills development</p>	<p>4.1 set specific, realistic goals for the work placement, including a goal that relates to skills development</p>	<p><i>Goal setting for the work placement:</i> different types of goals eg 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 a current skill or knowledge of learner or skills and knowledge the learner would like to acquire</p>

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

To help the learner understand the concept of 'terms and conditions' of work, they could undertake a comparison of different terms and conditions of work to identify the common elements. Although some aspects will not be relevant for work placement (eg 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 should extract the relevant details about the main tasks relating to the job role or main areas of learning 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 group discussions. Ideally, the learner will have an interview with the employer prior to starting the work placement. This would provide them with an opportunity to find out about the tasks that 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 placement. To help learners understand the concept of 'workplace values', they could think about their own values, for example honesty, being trustworthy, 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, in order to help them get the most out of their time on work experience.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed 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; it could also assist 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 resolve the stress, difficulty or confusion in that workplace scenario. This could help address learners' fears and concerns about handling uncertain or difficult situations they may encounter.

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

Assessment

In order to achieve 1.1, the learner must be able to explain key information about their proposed work placement and where this information was obtained. This explanation needs to provide information on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

2.1 requires the learner to provide an explanation of the terms and conditions of work that are relevant to their work placement. Information could include detail such as hours of work, dress code, number of days attending work placement, breaks, absence procedures.

2.2 requires the learner to provide an explanation of the tasks that they are likely to do during work placement. This explanation 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, time scales (if relevant).

To achieve 3.1, the learner must be able to explain the importance of at least two workplace values and why they are important to a work placement experience. Part of this explanation should demonstrate the learner's understanding of what workplace values are.

Evidence of understanding of 3.2 could be included as part of 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 two examples of situations in the workplace where they might encounter stress, difficulty or confusion. For each example, the learner must explain at least one positive action they could take to help resolve the stress, difficulty or confusion. The learner's explanation of the positive action must be appropriate and relevant to the nature of the stressful, difficult or confusing situation which they have given as an example.

For 4.1, the learner must be able to demonstrate their ability to set specific, realistic goals for the work placement. The learner should need to provide four goals, one of which must be related to skills development. The skills development goal may relate to an existing skill which the learner would like to use during the work placement, or a new skill which the learner would like to acquire during the work placement.

Suggested resources

Books

Ball J and Cox E – *WorkSkills Activator level 2* (Pearson, 2008)
ISBN 9781846903359

Other

Gunn I, Glencross K, Love D, Mason J, Milford S and Walker N – *WorkSkills Level 2 Complete Learning and Teaching Pack* (Pearson, 2011) ISBN 9781846909740

Websites

www.projectsmart.co.uk/smart-goals.html	Project management resource giving advice on setting SMART goals
www.totalprofessions.com/school-student/parents/work-experience	Totalprofessions.com – offers advice on organisations offering work experience placements
www.work-experience.org	National Council for Work Experience

Unit 28: Learning from Work Placement

Unit code: L/501/6186

QCF level: BTEC Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

This unit uses the evidence gathered work placement to reflect on what has been learned and how to use that learning for goal setting, career plans and future development.

Unit introduction

Work placement can be a valuable experience for all learners. It can help them develop new skills and increase their knowledge of a vocational area. However, in order to achieve this, the learner must be able to reflect on what they have learned and use that learning for future development and goal-setting. Although this unit has been designed to be used after a learner has experienced a work placement, they will need to have gathered evidence during their work placement which they can apply in carrying out the requirements of the unit.

Essential resources

Learners will need to have undertaken a period of work experience.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to present evidence of learning gained from tasks undertaken during the work placement	1.1 show evidence that explains the learning gained from tasks undertaken during the work placement	<i>Evidence of tasks undertaken:</i> employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended <i>Presenting evidence:</i> methods, eg portfolio, CD, video, handwritten, electronic, word processed; verbal and written presentations; informal and formal presentations <i>Explaining learning gained from tasks undertaken:</i> what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced
2 Understand what skills were used or gained during the work placement	2.1 explain how they used their strengths or skills during the work placement and where they experienced challenges	<i>Strengths and skills:</i> personal skills, eg self-management, team work, business and customer awareness, communication; prior knowledge and experience, eg hobbies, interests, previous work experience, knowledge gained in school or college subjects; personal qualities, eg enthusiasm, patience, confidence, curiosity <i>Challenges:</i> learning new skills, retaining information, establishing relationships with other people, prioritising tasks, asking others for help
3 Understand aspects of the work placement that could have been improved	3.1 explain any aspect of the work placement experience that could have been improved and how it could have been improved	<i>Aspects that could have been improved:</i> eg additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to use learning from the work placement to set career-related goals	<p>4.1 describe how the work placement experience might assist them in making choices about a future career</p> <p>4.2 set short-term and long-term goals which build on their learning from the work placement</p>	<p><i>Making choices about a future career as a result of work placement:</i> eg 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</p> <p><i>Setting goals:</i> SMART goals; skills and knowledge development, eg further study, investigate specific career options or work areas; employment opportunities or goals, eg apply for full time employment, seek voluntary work in a particular area</p>

Information for tutors

Delivery

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

The learner 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. The learner is also expected to have gathered evidence showing 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.

Prior to starting the work placement, a group discussion may 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 must adhere to the company policy on confidentiality and intellectual property.

Different methods of record keeping should be discussed. Examples of previous learner work could be shown. Paper based and/or electronic record keeping methods may be used.

Learning outcome 2 focuses on the learner's skills, strengths and the challenges faced. 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. Checklists could be developed which allow the learner to describe when they demonstrated their skills during their work placement. Checklists 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.

The learner also needs to consider their strengths based on their personal skills, knowledge and experience. One-to-one discussions or small group discussions may be used to identify what the learner's strengths are. Alternatively, the learner may 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 may be developed to allow the learner to identify the challenges and then state how they overcame them.

In order to achieve 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 web site for more detailed information is
<http://www.projectsart.co.uk/smart-goals.html>

Assessment

In order to achieve 1.1, the learner must present evidence of tasks undertaken in the work placement and what was learned from the tasks undertaken. This evidence can then be used as a basis for the remaining assessment criteria. The evidence presented must show that the learner has learned something new, ie skills or knowledge. The learner needs to relate the development of the skill or knowledge to their specific experiences and completed work tasks. It is not sufficient for the learner to simply write a description of an activity or task undertaken. They must also be able to explain how they have evidenced that they have learned something new, for example checklist completed by work placement supervisor, witness statement, practical demonstration of a new skill.

For 2.1, the learner must explain how they used their strengths or skills and where they experienced challenges. (These could be strengths or skills which the learner had before the work placement or those which they acquired during the work placement). This could be cross-referenced to the evidence provided for P1 or a separate explanation could be provided which highlights a range of strengths and challenges.

3.1 requires the learner to give an explanation of what could be improved and how it could be improved. This could be cross-referenced to the evidence provided in 1.1. Alternatively, a separate piece of work which is more generic, could be provided.

In 4.1, the learner needs to make straightforward value judgements on how their work placement has helped them in planning their career choices. The learner must make at least one suggestion regarding how the work placement experience has influenced their thinking about their future. The suggestion need not be lengthy or complex.

In achieving 4.2, the learner must be able to 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. The method used to evidence the learner's goals may take the form of a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or other appropriate format.

Suggested resources

Books

Ball J and Cox E – *WorkSkills Activator level 2* (Pearson, 2008)
ISBN 9781846903359

Other

Gunn I, Glencross K, Love D, Mason J, Milford S and Walker N – *WorkSkills Level 2 Complete Learning and Teaching Pack* (Pearson, 2011) ISBN 9781846909740

Websites

www.direct.gov.uk/en/EducationAndLearning/index.htm Advice on education and learning including options for 14-19 age group and adult learning

www.direct.gov.uk/en/youngpeople Advice for 13-19 age group

13 Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschool.com/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

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/Pages/home.aspx

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

14 Professional development and training

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- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

Annexe A

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 1 (QCF) qualifications in Business Administration against the underpinning knowledge of the Level 1 NVQ in Business Administration, SSC National Occupational Standards.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NVQs	Unit																												
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	
Level 1 NVQ Award in Business Administration																													
Q101 Manage own performance in a business environment									#																				
Q102 Improve own performance in a business environment									#																				
Q103 Work in a business environment					#									#															
Q104 Solve business problems				#								#															#		
Q105 Work with other people in a business environment					#									#															

NVQs	Unit																												
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27	Unit 28	
Q106 Communicate in a business environment					#									#	#														
Q107 Make and receive telephone calls																#													
Q108 Assist in handling mail																	#												
Q110 Prepare text from notes using touchtyping																			#										
Q111 Use a filing system																													
Q112 Archive information																													
Q113 Use occupational and safety guidance when using keyboards																													
Q221 Use office equipment																	#												
EML1 Using email								#																					
WP1 Word processing software								#																					

Annexe B

Mapping to Functional Skills

Entry 3	Unit number									
English – Speaking and listening	1	2	3	4	5	6	7	8	9	10
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading										
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓							✓		✓
English – Writing										
Write texts with some adaptation to the intended audience								✓		

Entry 3	Unit number									
English – Speaking and listening	11	12	13	14	15	16	17	18	19	20
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading										
Read and understand the purpose and content of straightforward texts that explain, inform and recount information					✓				✓	✓
English – Writing										
Write texts with some adaptation to the intended audience					✓				✓	✓

Entry 3	Unit number							
English — Speaking and listening	21	22	23	24	25	26	27	28
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading								
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓	✓	✓					
English — Writing								
Write texts with some adaptation to the intended audience	✓	✓	✓					

Entry 3	Unit number									
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10
Representing <ul style="list-style-type: none"> <input type="checkbox"/> understand practical problems in familiar contexts and situations <input type="checkbox"/> begin to develop own strategies for solving simple problems <input type="checkbox"/> select mathematics to obtain answers to simple given practical problems that are clear and routine 										
Analysing <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematics to obtain answers to simple given practical problems that are clear and routine <input type="checkbox"/> use simple checking procedures 										
Interpreting <ul style="list-style-type: none"> <input type="checkbox"/> interpret and communicate solutions to practical problems in familiar contexts and situations 										

Entry 3	Unit number									
Mathematics – Learners can	11	12	13	14	15	16	17	18	19	20
Representing <ul style="list-style-type: none"> <input type="checkbox"/> understand practical problems in familiar contexts and situations <input type="checkbox"/> begin to develop own strategies for solving simple problems <input type="checkbox"/> select mathematics to obtain answers to simple given practical problems that are clear and routine 										
Analysing <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematics to obtain answers to simple given practical problems that are clear and routine <input type="checkbox"/> use simple checking procedures 										
Interpreting <ul style="list-style-type: none"> <input type="checkbox"/> interpret and communicate solutions to practical problems in familiar contexts and situations 										✓

Entry 3	Unit number							
Mathematics – Learners can	21	22	23	24	25	26	27	28
Representing <ul style="list-style-type: none"> <input type="checkbox"/> understand practical problems in familiar contexts and situations <input type="checkbox"/> begin to develop own strategies for solving simple problems <input type="checkbox"/> select mathematics to obtain answers to simple given practical problems that are clear and routine 								

Entry 3	Unit number							
Analysing <ul style="list-style-type: none"> □ apply mathematics to obtain answers to simple given practical problems that are clear and routine □ use simple checking procedures 								
Interpreting <ul style="list-style-type: none"> □ interpret and communicate solutions to practical problems in familiar contexts and situations 								

Entry 3	Unit number									
ICT – Use ICT systems	1	2	3	4	5	6	7	8	9	10
Interact with and use ICT systems to meet needs								✓		
Store information								✓		
Follow safety and security practices								✓		
ICT – Find and select information										
Use simple searches to find information								✓		
Select relevant information that matches requirements of given task								✓		
ICT – Develop, present and communicate information										
Enter and develop different types of information to meet given needs								✓		
Bring together different types of information								✓		
Use ICT-based communication								✓		

Entry 3	Unit number									
ICT – Use ICT systems	11	12	13	14	15	16	17	18	19	20
Interact with and use ICT systems to meet needs					✓					
Store information					✓					
Follow safety and security practices					✓					
ICT – Find and select information										
Use simple searches to find information					✓					
Select relevant information that matches requirements of given task					✓					
ICT – Develop, present and communicate information										
Enter and develop different types of information to meet given needs					✓					
Bring together different types of information					✓					
Use ICT-based communication					✓					

Entry 3	Unit number							
ICT – Use ICT systems	21	22	23	24	25	26	27	28
Interact with and use ICT systems to meet needs								
Store information								
Follow safety and security practices								
ICT – Find and select information								
Use simple searches to find information		✓						
Select relevant information that matches requirements of given task		✓						

Entry 3	Unit number							
ICT – Develop, present and communicate information								
Enter and develop different types of information to meet given needs								
Bring together different types of information								

Level 1	Unit number									
English – Speaking and listening	1	2	3	4	5	6	7	8	9	10
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading										
Read and understand a range of straightforward texts								✓		
English – Writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience								✓		

Level 1	Unit number									
English – Speaking and listening	11	12	13	14	15	16	17	18	19	20
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading										
Read and understand a range of straightforward texts									✓	✓
English – Writing										
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience					✓				✓	✓

Level 1	Unit number							
English — Speaking and listening	21	22	23	24	25	26	27	28
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading								
Read and understand a range of straightforward texts		✓	✓					
English — Writing								
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience		✓	✓					

Level 1	Unit number									
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10
Representing										
<ul style="list-style-type: none"> □ understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine □ identify and obtain necessary information to tackle the problem □ select mathematics in an organised way to find solutions 										
Analysing										
<ul style="list-style-type: none"> □ apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes □ use appropriate checking procedures at each stage 										
Interpreting										
<ul style="list-style-type: none"> □ interpret and communicate solutions to practical problems, drawing simple conclusions 										

Level 1	Unit number									
Mathematics – Learners can	11	12	13	14	15	16	17	18	19	20
Representing <ul style="list-style-type: none"> <input type="checkbox"/> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine <input type="checkbox"/> identify and obtain necessary information to tackle the problem <input type="checkbox"/> select mathematics in an organised way to find solutions 										
Analysing <ul style="list-style-type: none"> <input type="checkbox"/> apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes <input type="checkbox"/> use appropriate checking procedures at each stage 										
Interpreting <ul style="list-style-type: none"> <input type="checkbox"/> interpret and communicate solutions to practical problems, drawing simple conclusions 										✓

Level 1	Unit number							
Mathematics – Learners can	21	22	23	24	25	26	27	28
Representing <ul style="list-style-type: none"> <input type="checkbox"/> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine <input type="checkbox"/> identify and obtain necessary information to tackle the problem <input type="checkbox"/> select mathematics in an organised way to find solutions 								

Level 1	Unit number							
Analysing <ul style="list-style-type: none"> □ apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes □ use appropriate checking procedures at each stage 								
Interpreting <ul style="list-style-type: none"> □ interpret and communicate solutions to practical problems, drawing simple conclusions 								

Level 1	Unit number									
ICT – Use ICT systems	1	2	3	4	5	6	7	8	9	10
Identify the ICT requirements of a straightforward task								✓		
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context										
Manage information storage										
Follow and demonstrate understanding of the need for safety and security practices					✓			✓		
ICT – Find and select information										
Use search techniques to locate and select relevant information										
Select information from a variety of ICT sources for a straightforward task										

Level 1	Unit number									
ICT – Develop, present and communicate information										
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks								✓		
Use appropriate software to meet requirements of straightforward data-handling task										
Use communications software to meet requirements of a straightforward task										
Evaluate the selection and use of ICT tools and facilities used to present information										
Combine information within a publication for a familiar audience and purpose										
Evaluate own use of ICT tools										

Level 1	Unit number									
ICT – Use ICT systems	11	12	13	14	15	16	17	18	19	20
Identify the ICT requirements of a straightforward task					✓					
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context										
Manage information storage										
Follow and demonstrate understanding of the need for safety and security practices					✓					
ICT – Find and select information										
Use search techniques to locate and select relevant information										
Select information from a variety of ICT sources for a straightforward task										

Level 1	Unit number									
ICT – Develop, present and communicate information										
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks					✓					
Use appropriate software to meet requirements of straightforward data-handling task										
Use communications software to meet requirements of a straightforward task										
Evaluate the selection and use of ICT tools and facilities used to present information										
Combine information within a publication for a familiar audience and purpose										
Evaluate own use of ICT tools										

Level 1	Unit number							
ICT – Use ICT systems	21	22	23	24	25	26	27	28
Identify the ICT requirements of a straightforward task								
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context								
Manage information storage								
Follow and demonstrate understanding of the need for safety and security practices								
ICT – Find and select information								
Use search techniques to locate and select relevant information		✓	✓					
Select information from a variety of ICT sources for a straightforward task		✓	✓					
ICT – Develop, present and communicate information								
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks								
Use appropriate software to meet requirements of straightforward data-handling task								
Use communications software to meet requirements of a straightforward task								
Evaluate the selection and use of ICT tools and facilities used to present information								
Combine information within a publication for a familiar audience and purpose								
Evaluate own use of ICT tools								

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