

Pearson BTEC Entry Level Award in Health and Social Care (Entry 3)

Pearson BTEC Level 1 Award/Certificate/ Diploma in Health and Social Care

Specification

Issue 6: June 2016

First teaching September 2008

Amended specification for first teaching September 2013

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

These qualifications were previously entitled:

Pearson BTEC Entry Level Award in Health and Social Care (Entry 3) (QCF)

Pearson BTEC Level 1 Award in Health and Social Care (QCF)

Pearson BTEC Level 1 Certificate in Health and Social Care (QCF)

Pearson BTEC Level 1 Diploma in Health and Social Care (QCF)

The QNs remain unchanged.

This specification is Issue 6. Key changes listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Summary of Pearson BTEC Entry Level Award in Health and Social Care (Entry 3)/ Pearson BTEC Level 1 Award/Certificate/Diploma in Health and Social Care specification Issue 6 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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

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Purpose of this specification

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

- the qualifications' objectives
- any other qualifications which a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units that a learner must have completed before these qualifications 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 qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (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 Pearson 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 Pearson BTEC Specialist qualifications?

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Health and Social Care (Entry 3)
Qualification Number (QN)	500/5601/3
Date registrations can be made	1st September 2008
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
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 can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Award in Health and Social Care
Qualification Number (QN)	500/5487/9
Date registrations can be made	1st October 2008
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
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 can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Certificate in Health and Social Care
Qualification Number (QN)	500/5458/2
Date registrations can be made	1st October 2008
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	100
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Diploma in Health and Social Care
Qualification Number (QN)	500/6642/0
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	280
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a 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 *Pearson Information Manual* on our website at www.Pearson.com

Objective of the qualifications

The Pearson BTEC Entry Award (Entry 3) and Pearson BTEC Level 1 Award/Certificate/Diploma in Health and Social Care 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 or Level 1 vocationally-related qualification
- progress to employment in the health and social care sector
- progress to related general and/or vocational qualifications
- develop their own personal growth and engagement in learning.

The 6-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

The 7-credit Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus from the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content. For adult learners the Pearson BTEC Level 1 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus from the Pearson BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Progression opportunities through Pearson Entry 3 and Level 1 qualifications

The intended destinations for learners successfully achieving these qualifications include:

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

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

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 should 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 before undertaking this unit.

Unit 6: Introduction to Creative and Leisure Activities for Children and Adults

A range of different resources are required for this unit, for example painting materials, materials for modelling, different types of table-top games. If equipment is not available the learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and adults.

Unit	Resources required
Unit 7: The Role of the Carer at Mealtimes	Learners will need access to a selection of equipment designed to encourage independence at mealtimes for adults and children.
Unit 9: 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 10: Preparing for Work Placement	In order to make this unit relevant, the learner should be preparing to go on a suitable work placement. Employers must also be prepared for the learner arriving at the placement and support them in gathering relevant information.
Unit 11: Learning from Work Placement	Learners will need to have undertaken a period of work placement prior to undertaking this unit.
Unit 14: Creative Activities for Children	A range of different types of materials and tools will be necessary for the unit; for example, different types of paint and paintbrushes, clay, textiles, modelling materials, etc.
Unit 15: Learning Experiences for Children and Young People	A range of different resources are required for this unit, for example, access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and young people of different ages.
Unit 16: Creative and Leisure Activities for Adults in Health and Social Care	A range of different resources are required for this unit, for example access to painting and drawing materials, modelling material, digital cameras, games. If equipment is not available learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with different groups of adults.

Unit**Resources required**

Unit 17: Promoting Healthy Eating in Care

Learners will need appropriate resources to make drinks and snacks. If resources are not available learners may be able to complete some of this unit in a practical work setting.

Unit 22: Investigating Rights and Responsibilities at Work

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

Unit 23: Managing your Health at Work

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

Unit 24: Preparing for Work Placement

In order to make this unit relevant, the learner should 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 25: Learning from Work Placement

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

4 Qualification structures

Pearson BTEC Entry Level Award in Health and Social Care (Entry 3)

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

Minimum number of credits required to achieve the qualification.	6
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Minimum number of credits required from Group 1.	3
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Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 1					
5	T/501/7218	Health Needs	Entry 3	3	30
6	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
7	M/501/7220	The Role of the Carer at Mealtimes	Entry 3	3	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work	Entry 3	1	10
3	T/503/2821	Preparing for Work Placement	Entry 3	1	10
4	A/503/2822	Learning from Work Placement	Entry 3	2	10

Pearson BTEC Level 1 Award in Health and Social Care

Minimum number of credits required to achieve the qualification.	7
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Minimum number of credits required from Group 1.	4
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 1					
12	T/501/7221	Health and Social Care Needs*	1	4	30
13	H/504/9145	Personal Care in Health and Social Care	1	4	30
14	F/501/7223	Creative Activities for Children	1	4	30
15	J/501/7224	Learning Experiences for Children and Young People	1	4	30
16	L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
17	R/501/7226	Promoting Healthy Eating in Care	1	4	30
18	Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
19	D/501/7228	Job Opportunities in Health and Social Care	1	4	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work*	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work*	Entry 3	1	10
3	T/503/2821	Preparing for Work Placement*	Entry 3	1	10
4	A/503/2822	Learning from Work Placement*	Entry 3	2	10
5	T/501/7218	Health Needs*	Entry 3	3	30
6	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
7	M/501/7220	The Role of the Carer at Mealtimes	Entry 3	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 2					
8	K/503/2847	Investigating Rights and Responsibilities at Work*	1	1	10
9	M/503/2848	Managing Your Health at Work*	1	1	10
10	F/503/2854	Preparing for Work Placement*	1	1	10
11	J/503/2855	Learning from Work Placement*	1	2	10
20	K/504/9146	Carrying out an Individual Project	1	3	30
21	R/503/2843	Working in a Team	1	3	30
22	M/503/2879	Investigating Rights and Responsibilities at Work*	2	1	10
23	H/503/2880	Managing your Health at Work*	2	1	10
24	F/503/2885	Preparing for Work Placement*	2	1	10
25	L/503/2887	Learning from Work Placement*	2	2	10

* Barred combinations:

Learners may take either Unit 5 or Unit 12; they cannot take both.

Learners may take only one of Unit 1, Unit 8 or Unit 22.

Learners may take only one of Unit 2, Unit 9 or Unit 23.

Learners may take only one of Unit 3, Unit 10 or Unit 24.

Learners may take only one of Unit 4, Unit 11 or Unit 25.

Pearson BTEC Level 1 Certificate in Health and Social Care

Minimum number of credits required to achieve the qualification.	13
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Minimum number of credits required from Group 1.	8
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 1					
12	T/501/7221	Health and Social Care Needs*	1	4	30
13	H/504/9145	Personal Care in Health and Social Care	1	4	30
14	F/501/7223	Creative Activities for Children	1	4	30
15	J/501/7224	Learning Experiences for Children and Young People	1	4	30
16	L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
17	R/501/7226	Promoting Healthy Eating in Care	1	4	30
18	Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
19	D/501/7228	Job Opportunities in Health and Social Care	1	4	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work*	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work*	Entry 3	1	10
3	T/503/2821	Preparing for Work Placement*	Entry 3	1	10
4	A/503/2822	Learning from Work Placement*	Entry 3	2	10
5	T/501/7218	Health Needs*	Entry 3	3	30
6	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 2					
7	M/501/7220	The Role of the Carer at Mealtimes	Entry 3	3	30
8	K/503/2847	Investigating Rights and Responsibilities at Work*	1	1	10
9	M/503/2848	Managing Your Health at Work*	1	1	10
10	F/503/2854	Preparing for Work Placement*	1	1	10
11	J/503/2855	Learning from Work Placement*	1	2	10
20	K/504/9146	Carrying out an Individual Project	1	3	30
21	R/503/2843	Working in a Team	1	3	30
22	M/503/2879	Investigating Rights and Responsibilities at Work*	2	1	10
23	H/503/2880	Managing your Health at Work*	2	1	10
24	F/503/2885	Preparing for Work Placement*	2	1	10
25	L/503/2887	Learning from Work Placement*	2	2	10

* Barred combinations:

Learners may take either Unit 5 or Unit 12; they cannot take both.

Learners may take only one of Unit 1, Unit 8 or Unit 22.

Learners may take only one of Unit 2, Unit 9 or Unit 23.

Learners may take only one of Unit 3, Unit 10 or Unit 24.

Learners may take only one of Unit 4, Unit 11 or Unit 25.

Pearson BTEC Level 1 Diploma in Health and Social Care

Minimum number of credits required to achieve the qualification.	37
Minimum number of credits required from Group 1.	20
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 1					
12	T/501/7221	Health and Social Care Needs*	1	4	30
13	H/504/9145	Personal Care in Health and Social Care	1	4	30
14	F/501/7223	Creative Activities for Children	1	4	30
15	J/501/7224	Learning Experiences for Children and Young People	1	4	30
16	L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
17	R/501/7226	Promoting Healthy Eating in Care	1	4	30
18	Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
19	D/501/7228	Job Opportunities in Health and Social Care	1	4	30
Group 2					
1	H/503/2815	Investigating Rights and Responsibilities at Work*	Entry 3	1	10
2	K/503/2816	Managing Your Health at Work*	Entry 3	1	10
3	T/503/2821	Preparing for Work Placement*	Entry 3	1	10
4	A/503/2822	Learning from Work Placement*	Entry 3	2	10
5	T/501/7218	Health Needs*	Entry 3	3	30
6	A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
7	M/501/7220	The Role of the Carer at Mealtimes	Entry 3	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided Learning Hours
Group 2					
8	K/503/2847	Investigating Rights and Responsibilities at Work*	1	1	10
9	M/503/2848	Managing Your Health at Work*	1	1	10
10	F/503/2854	Preparing for Work Placement*	1	1	10
11	J/503/2855	Learning from Work Placement*	1	2	10
20	K/504/9146	Carrying out an Individual Project	1	3	30
21	R/503/2843	Working in a Team	1	3	30
22	M/503/2879	Investigating Rights and Responsibilities at Work*	2	1	10
23	H/503/2880	Managing your Health at Work*	2	1	10
24	F/503/2885	Preparing for Work Placement*	2	1	10
25	L/503/2887	Learning from Work Placement*	2	2	10

* Barred combinations:

Learners may take either Unit 5 or Unit 12; they cannot take both.

Learners may take only one of Unit 1, Unit 8 or Unit 22.

Learners may take only one of Unit 2, Unit 9 or Unit 23.

Learners may take only one of Unit 3, Unit 10 or Unit 24.

Learners may take only one of Unit 4, Unit 11 or Unit 25.

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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 (for example, 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.

Pearson 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 Pearson website.

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson 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 Pearson 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. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson 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 Pearson 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

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

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

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

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Unit introduction

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

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 Pearson 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 code: H/503/2815

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know rights of employees in the workplace	1.1	Identify aspects of working life where employees have rights	<ul style="list-style-type: none"> □ <i>Workplace rights</i>: own rights in the workplace e.g. salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act 1998)
2	Know how to respect the rights of others in the workplace	2.1	Outline how the rights of others should be respected in the workplace	<ul style="list-style-type: none"> □ <i>Respecting the rights of others</i>: respecting others e.g. right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information
3	Know employee responsibilities in the workplace	3.1	Identify responsibilities of employees in the workplace	<ul style="list-style-type: none"> □ <i>Workplace responsibilities</i>: health and safety; understand what the employee is expected to do at work; punctuality; reliability; honesty; complete tasks allocated; follow instructions
4	Know where to get help for problems with rights and responsibilities at work	4.1	Identify sources of help for problems with rights and responsibilities within the workplace	<ul style="list-style-type: none"> □ <i>Sources of help and advice</i>: advisers e.g. line manager, human resources department, occupational health, health and safety adviser; documents e.g. policies, staff handbook, intranet, trade unions

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, although it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would 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, the right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, not to be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). Knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights (for example, Jobcentre Plus, library, internet).

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

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

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

Assessment

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

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

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

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

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

Suggested resources

Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Websites

www.acas.org.uk/	Arbitration service, advice on health and wellbeing at work
www.citizensadvice.org.uk	Citizens Advice Bureau
www.gov.uk/browse/working	Advice on employment rights
www.gov.uk/browse/working/rights-trade-unions	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 code: K/503/2816

Level: BTEC Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know why it is important to be healthy at work	1.1	Outline why it is important to be healthy at work	<ul style="list-style-type: none"> □ <i>Importance of being healthy at work:</i> e.g. work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer someone is out of work the harder it is to get back into work
2	Know how to keep healthy at work	2.1	Identify ways of keeping healthy at work	<ul style="list-style-type: none"> □ <i>Keeping healthy:</i> appropriate equipment e.g. suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep, dealing effectively with stress
		2.2	Identify possible health issues that may arise in different work environments	<ul style="list-style-type: none"> □ <i>Health issues to consider in different work environments:</i> different needs for different environments e.g. working in hospital, office, outdoors; different types of illnesses and injuries e.g. repetitive strain injury, colds, flu and other illnesses; temperature in work environment e.g. summer heat, cold, air conditioning, heating

Delivery

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

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

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

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

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

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

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

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

Assessment

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

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

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

Suggested resources

Websites

www.dwp.gov.uk/health-work-and-well-being/	Department for Work and Pensions – government-run website focused on improving health and wellbeing of people of working age
www.gov.uk	Government-run website giving advice on services including working, jobs and pensions and employing people
www.worksmart.org.uk/index.php	A TUC-run website with information about rights at work

Unit 3:

Preparing for Work Placement

Unit code: T/503/2821

Level: BTEC Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

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

Essential resources

In order to make this unit relevant, the learner should 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, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know where to plan to do work placement	1.1	Identify key information about where to plan to do work placement	<ul style="list-style-type: none"> □ <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
2	Know what is expected during the work placement	2.1	Identify different tasks likely to perform as part of the work placement	<ul style="list-style-type: none"> □ <i>Work placement tasks:</i> tasks, e.g. administrative, customer service, logistics
		2.2	Identify appropriate behaviours and attitudes for the work placement	<ul style="list-style-type: none"> □ <i>Appropriate behaviours:</i> behaviours e.g. being punctual, being reliable in carrying out tasks, showing tolerance and respect for others □ <i>Appropriate attitudes:</i> attitudes, e.g. motivated, enthusiastic, willing to learn, flexible, accommodating, cheerful
3	Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.1	Identify factors which may cause anxiety or uncertainty during a work placement	<ul style="list-style-type: none"> □ <i>Factors:</i> personal, e.g. transport arrangements, financial issues, childcare arrangements; work-related, e.g. strained relationships with colleagues, asked to complete inappropriate or confusing tasks, unclear instructions given
		3.2	Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement	<ul style="list-style-type: none"> □ <i>Appropriate sources of support in situations of anxiety or uncertainty:</i> e.g. work placement supervisor or personal mentor assigned for the work placement, team leader, work placement coordinator, work placement notes, training guide, instruction manual
4	Be able to set goals for the work placement	4.1	Set appropriate goals for the work placement	<ul style="list-style-type: none"> □ <i>Appropriate goals:</i> personal targets, e.g. arrive on time, attend each day, dress appropriately; work-related targets, e.g. learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear

Delivery

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

Suggested resources

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
www.worksmart.org.uk	TUC-run website giving advice on a variety of employment issues

Unit 4:

Learning from Work Placement

Unit code: A/503/2822

Level: BTEC Entry 3

Credit value: 2

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

Essential resources

The learner must attend a work placement before undertaking this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to reflect on the experience of the work placement	1.1	List what went well during the work placement and why it went well	<ul style="list-style-type: none"> □ <i>Reflect</i>: sources of feedback, e.g. tutor, supervisor or line manager, colleagues; gathering information e.g. listing tasks undertaken, checklist of skills needed to do tasks
		1.2	List what they could have done better during the work placement and how it could have been done better	
2	Know what has been learned from the work placement	2.1	Identify what was learned about the job role and the work placement	<ul style="list-style-type: none"> □ <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	<ul style="list-style-type: none"> □ <i>Personal learning</i>: self-management, e.g. flexibility, time keeping, enthusiasm, punctuality; effectiveness in working with other people; skills to do a particular task; interests or talents, e.g. good at working with animals, interest in working with computers, enjoys talking to people on the telephone
3	Be able to use learning from the work placement to set goals	3.1	With guidance, set realistic goals which build on learning from the work placement	<ul style="list-style-type: none"> □ <i>Goals</i>: short-term; achievable; measurable; career plans; qualifications or study plans

Information for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

Suggested resources

Website

www.gov.uk

Government-run website giving advice on services, including working, jobs, employing people, education and learning

Unit 5: Health Needs

Unit code:	T/501/7218
Level:	BTEC Entry 3
Credit value:	3
Guided learning hours:	30

Unit aim

This unit aims to develop learners' knowledge of health and social care needs and factors that affect health. Learners will also learn about social care available for individuals.

Unit introduction

Those working in health and social care must understand health needs in order to meet the health needs of individuals. In this unit learners will consider their own health needs and will learn about factors that affect health. They will learn that being healthy is about more than not being ill. They will explore the health needs of different individuals and will find out about the social care provision to meet these needs.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about own health needs	1.1	Outline own physical, emotional and social health needs	<ul style="list-style-type: none"> □ <i>Physical health needs:</i> food; water; fresh air; exercise; medical care; safe environment; warmth; shelter; hygiene □ <i>Emotional and social health needs:</i> love/emotional support; sense of belonging; independence; stimulation; self-esteem; social interaction
2	Know factors that affect health	2.1	Describe factors that affect health	<ul style="list-style-type: none"> □ <i>Factors:</i> illness; disability; housing; poverty; unemployment; pollution; environment; lifestyle; smoking; drug use; alcohol use; being overweight; exercise; diet
3	Know that individuals have different health needs	3.1	Discuss different health needs of individuals	<ul style="list-style-type: none"> □ <i>Life stages of individuals:</i> children; young people; older people □ <i>Health needs of individuals:</i> diet and nutrition, e.g. key nutrients, need for balanced diet, maintaining healthy weight; exercise to, e.g. develop gross motor skills, maintain weight, maintain muscle tone, maintain bone strength; social network, e.g. maintaining relationships with family and friends; other needs, e.g. effect of disability, illness and disease, overcoming barriers
4	Know what social care is	4.1	List social care available for individuals	<ul style="list-style-type: none"> □ <i>Social care:</i> home care; day care; adult residential care, e.g. for elderly, those with disabilities; respite care; community care, e.g. for those with physical disabilities, those with learning disabilities, those with mental health problems; children's residential care

Information for tutors

Delivery

As many practical activities should be included as possible to help learners relate to the unit content.

Tutors could start delivery of this unit by discussing what is meant by health so that learners understand the concept of overall health. Tutors could hold question and answer sessions with learners to determine physical, emotional and social health needs and why they are important to health. Key words could be written on the board/flipchart. Learners could complete posters which could be displayed in the classroom to refer to throughout the unit. Learners could design and complete a checklist to consider their own health needs which may be used as evidence for assessment criterion 1.1.

To gain an understanding of the different factors that affect health for Learning outcome 2, a mixture of tutor-led input and learner research is required.

Learners could work in groups to find out about the different factors, for example, using internet sites. Each group could share their findings with other learners.

To introduce learning outcome 3 tutors could consider the health needs of characters in soap operas.

Case studies of individuals with different health needs could be discussed by learners in groups. Learners could answer questions on a worksheet. Whole group discussion will help to consolidate learning. Evidence for this could be used for 3.1.

Learners could visit day-care centres, sheltered housing and residential care homes to observe some of the provision available for individuals. On return to the centre learners could discuss how the provision met the needs of individuals.

Using the internet and visiting social care settings, learners could find out about local social care provision suitable to meet the needs of the individuals in the case studies used in learning outcome 3. Guest speakers from settings could be invited to talk to learners about their provision.

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>Group discussion – ‘What is health?’</p> <ul style="list-style-type: none">• identification of individual health needs• physical/social/emotional health needs• practical – posters of health needs• practical – checklist of health needs. <p>Assessment – learners record own health needs on checklist (Learning outcome 1).</p>
<p>Learners watch video/TV programme – discuss lifestyle factors of individuals which contribute to their health.</p> <p>Research – learners find images which illustrate factors in health issues (for example, smoking; eating fatty foods; binge drinking; anorexia).</p> <p>Tutor-led feedback – discuss images and how they relate to health.</p> <p>Assessment – learners design individual poster to show factors that affect health (Learning outcome 2).</p>
<p>Case studies – individuals at three different life stages to identify different health needs.</p> <p>Guest Speakers/learner interview with friends/family.</p> <p>Paired research or visits – social care available for individuals in each of the three life stages.</p> <p>Paired presentation of information gathered.</p> <p>Assessment – using case studies and personal interviews ask and respond to straightforward questions about the health needs of the individuals and social care available (Learning outcomes 3 and 4). [Functional Skills, Entry 2: Speaking and Listening]</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners will need to outline their own physical, emotional and social health needs. Learners could design a checklist to complete or they could use a proforma. For example, if the learner identifies self-esteem as a need, they could write ‘I need praise when I have done something well as it makes me feel good about myself.’

Learners will need to give clear information about different factors that affect health for 2.1. This may be produced as a leaflet or as a poster.

3.1 and 4.1 may be combined into one assignment task in response to different case studies of individuals with different health needs.

For 3.1, learners will need to identify the particular health needs of the individuals described in each case study and for 4.1, suggest appropriate social care provision that may meet their needs. The evidence may be presented on one sheet of A4 paper for each case study.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.bbc.co.uk/health	Health page giving information on healthy living, health by age, gender
www.gov.uk/government/organisations/department-of-health	The Department of Health – provides information on health services in the UK
www.nhs.uk/	NHS Choices – provides information on health services in the UK
www.skillsforcare.org.uk	Skills for Care and Development, the Sector Skills Council for the social care sector – information and advice for those working within the social care sector
www.skillsforhealth.org.uk	Skills for Health, the Sector Skills Council for the health sector – information and advice for those working in the health sector.

Unit 6:

Introduction to Creative and Leisure Activities for Children and Adults

Unit code: A/501/7219

Level: BTEC Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to creative and leisure activities for children and adults. Learners will have the opportunity to participate in an activity and develop their work-related skills.

Unit introduction

In this unit learners will develop the skills required for working with children and adults. Learners will have the opportunity to find out about different types of creative and leisure activities that children and adults may experience in health and social care settings.

The learner will be introduced to a range of activities and experiences suitable for children and adults. Throughout the unit the learner will be given the opportunity to develop the work-related skills essential for working with children and adults including self-management, communication skills and working safely.

Essential resources

A range of different resources are required for this unit; for example, painting materials, materials for modelling, different types of table-top games. If equipment is not available the learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and adults.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative, play and leisure activities for children and adults	1.1	List creative and play activities for children	<ul style="list-style-type: none"> □ <i>Creative activities for children aged 3–11 years</i>: painting, e.g. bubble painting, splatter painting; printing; modelling e.g. junk, play dough; collage; drama □ <i>Play activities for children aged 3–11 years</i>: language activities, e.g. books, rhymes; music, e.g. singing, dancing; indoor games, e.g. board, computer; role play; sand; water; outdoor play; climbing; ball games; outings
		1.2	List creative and leisure activities for adults	<ul style="list-style-type: none"> □ <i>Creative activities for adults</i>: painting, e.g. oil, watercolour; drawing, e.g. charcoal, pastel, inks; photography; drama; pottery/clay modelling □ <i>Leisure activities for adults</i>: reading, e.g. books, newspapers, large print books and newspapers, audio books; exercise, e.g. exercise classes, walking; gardening/growing; outings, e.g. to museums, galleries, gardens; games, e.g. word games, puzzles, quizzes, computer
2	Be able to use work-related skills required to provide children's and adults' creative, play and leisure activities	2.1	Participate in an activity appropriate for creative play or leisure and demonstrate: <ul style="list-style-type: none"> • self-management • communication skills • the ability to work safely 	<ul style="list-style-type: none"> □ <i>Self-management skills</i>: accepting responsibility, e.g. agreeing own tasks, following instructions; assertiveness, e.g. asking for help; self-starting, e.g. do not need to be reminded to start tasks; time management, e.g. complete tasks on time □ <i>Communication skills</i>: e.g. listening, asking questions, reading to, talking to children/adults □ <i>Working safely</i>: personal safety; safety of others

Information for tutors

Delivery

This unit is a practical unit. By combining the learning outcomes, centres should be able to cover all the learning outcomes through practical activities.

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of activities available to children and adults.

Learners should experience creative and leisure activities and also set up different activities for adults and children.

Throughout the unit learners should also be assessed on their work-related skills. Where possible, each session should give learners the opportunity to demonstrate their self-management and communication skills. Health and safety is a key element in health and social care and learners should be fully aware of health and safety when discussing suitable activities for adults and children. Learners could complete a checklist at the end of each session to record the work-related skills they demonstrated.

Painting and printing for children could be covered in the first session by encouraging learners to make up different types of paints and mix colours. Learners should be encouraged to set up, experience and clear away different painting and printing materials (namely, bubble painting, splatter painting, potato printing, leaf printing). Collage and modelling activities could be covered in the second session.

Story reading is an activity which children enjoy. Learners could be given the opportunity to visit the local library and choose a suitable book for a child. They should then read the story to the other learners. Group feedback following this activity could contribute to the assessment of work-related skills.

Learners could experience a range of different types of games for children. They may be able to bring in games that children they know have at home to share with the other learners.

Learners may be able to visit early years settings or watch videos to observe children playing outdoors and in sand and water activities.

Painting and drawing for adults could be covered by learners preparing, experiencing and completing oil and watercolour painting, charcoal and pastel drawing.

Modelling with clay is an activity enjoyed by many adults. Before learners can experience clay modelling they will need to plan the activity carefully as clay is very messy. Protective clothing and covering for tables will be required. Tools suitable for sculpting the clay could be made available.

Learners could experience a range of different types of games for adults. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have quizzes and word games.

Learners could work in groups to research exercise activities for different groups of adults and provide a handout for reference for other learners.

Learners could work in groups to plan an outing for a group of adults whose needs and interests are outlined in a case study.

Throughout this unit the learner may keep a record of the different types of activities they have experienced or observed. This record may be used to provide evidence for 1.1 and 1.2.

Outline learning plan

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

Topic and suggested assignment/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Practical – sessions to experience a range of creative and play activities suitable for children aged 3–11.</p> <p>Assessment – record practical sessions undertaken, for example, scrapbook of completed activities with notes.</p> <p>Tutor-led discussion – identify work skills needed for participation in practical sessions.</p> <p>Practical – checklist of work skills.</p> <p>Activity – individual recording of own work skills used in practical sessions against checklist (learning outcomes 1 and 2).</p>
<p>Practical – sessions to experience a range of creative and leisure activities suitable for adults.</p> <p>Assessment – record practical sessions undertaken, for example, scrapbook of completed activities with notes.</p> <p>Tutor-led discussion – identify work skills needed for participation in practical sessions.</p> <p>Practical – checklist of work skills.</p> <p>Activity – individual recording of own work skills used in practical sessions; against checklist (learning outcomes 1 and 2).</p>
<p>Assessment – evidence of work-related skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit.</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners need to list at least two different creative activities for children and at least two different play experiences for children.

For 1.2, learners need to list at least two different creative activities for adults and at least two different leisure activities for adults.

2.1 can be evidenced through witness testimonies, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the content. It may be helpful for the learner to complete a checklist of their progress in developing their work related skills at the end of each session.

Suggested resources

Books

Frankel J and Hobert C – *A Practical Guide to Activities for Young Children* (Nelson Thornes, 2009) ISBN 9781408504864

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Journals

Child Education

Nursery World

Play Today

Play Words

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Website dedicated to child development and learning
www.communityinsight.com	Resources for professional development for working with children
www.pitara.com/activities	Sources for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 7: **The Role of the Carer at Mealtimes**

Unit code: **M/501/7220**

Level: **BTEC Entry 3**

Credit value: **3**

Guided learning hours: **30**

Unit aim

The aim of this unit is to develop learners' knowledge of the carer's responsibility at meal times, equipment to encourage independence at mealtimes, and how to support adults and children at mealtimes.

Unit introduction

Mealtimes are very important in health and social care settings as they provide the opportunity for individuals to be independent as well as to receive vital nourishment. This unit aims to help learners understand the responsibilities of carers in ensuring mealtimes enable individuals to be independent and enjoy their food. Learners will be introduced to the range of equipment that supports independence at mealtimes and they will learn about ways to support individuals in health and social care settings.

Essential resources

Learners will need access to a selection of equipment designed to encourage independence at mealtimes for adults and children.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the responsibilities of the carer at mealtimes	1.1	Describe the responsibilities of the carer at mealtimes	<ul style="list-style-type: none"> □ <i>Food</i>: menu choice; personal preferences; correct food for individuals, e.g. special diets; maintaining the dignity of the service user, e.g. giving appropriate attention; promoting choice □ <i>Preparation for mealtimes</i>: comfort; position; hygiene, e.g. hand washing, aprons; correct seating; table height; utensils; presentation of food; temperature of food; ambience; special needs, e.g. cutting up food, liquidising □ <i>Mealtimes</i>: encouragement to eat; independence; observation, e.g. recognising difficulties encountered by individuals, amounts consumed □ <i>After mealtimes</i>: clearing away; recording; reporting
2	Be able to choose equipment which encourages independence at mealtimes for children and adults	2.1	Select appropriate equipment to encourage independence at mealtimes for children	<ul style="list-style-type: none"> □ <i>Equipment for children</i>: easy to clean; plates, e.g. non-slip/stay-put base, unbreakable; cutlery, e.g. angled spoons and forks, small size, easy grip; furniture, e.g. high chairs with safety straps, booster cushions/seats, low chair and tables; protection, e.g. splash mats, bib, aprons
		2.2	Select appropriate equipment to encourage independence at mealtimes for adults	<ul style="list-style-type: none"> □ <i>Equipment for adults</i>: cutlery, e.g. good grip, angled handles; plates, e.g. with deep rims, with gripped bases, stay warm; cups/mugs, e.g. insulated, two handled; lap tray; height adjustable tables; napkins
3	Know how to support individuals at mealtimes	3.1	Outline ways to support adults and children at mealtimes	<ul style="list-style-type: none"> □ <i>Client groups</i>: young children; adults □ <i>Support</i>: awareness of individual needs; providing individual support; encouraging independence; using appropriate language; giving individuals time to eat/drink

Information for tutors

Delivery

The unit should be practical wherever possible. As many practical activities should be included as possible to help learners relate to the unit content. In addition, a wide range of other delivery methods can be used, including tutorials, presentations, videos, worksheets and internet sources. It is important to emphasise health and safety throughout the teaching of this unit.

The responsibilities of the carer at mealtimes could be introduced by inviting guest speakers from different settings to speak about how mealtimes are organised in their settings. Learners could prepare questions to ask speakers about aspects of the routine. A visit from an occupational therapist could enhance delivery of this unit.

Understanding the roles and responsibilities of carers during mealtimes could be covered by using different case studies. A question and answer session could determine the key points which could be collated on the board/flipchart.

For learning outcome 2, learners could work in groups to research the range of equipment available to encourage independence for children and adults at mealtimes. Research may be carried out using internet sites or by visiting shops. Information collected may be used for 2.1 and 2.2.

Learners could visit an occupational therapy department to observe the range of equipment and see demonstrations of how the equipment may be used to encourage independence at mealtimes. Learners may have the opportunity to use the equipment which would help to consolidate their learning.

Learners should be able to cover learning outcome 3 through practical activities. Tutors could give learners case studies describing adults and children in different settings. Learners answer questions on a worksheet related to mealtimes for the individuals in the case studies, followed by a discussion led by the tutor. Learners could produce posters for the classroom highlighting the key points about supporting individuals at mealtimes.

Learners could practise their skills on each other. Role-play exercises where learners practise feeding each other with drinks and food such as jelly or yogurt could be a useful activity for them to appreciate how it feels to be fed by someone else. Learners can offer examples of what they experienced when being fed during the role-play exercise and how it affected them. Peer assessment of the skills used by the 'carer' would help learners to develop their caring skills.

To understand how equipment can encourage independence, and how to provide support for individuals, learners could visit settings to observe mealtimes or watch video recordings of mealtimes in different health and social care settings. On returning, learners could discuss their observations with the group. Learners will need to be reminded about issues of confidentiality.

If appropriate, learners could visit settings at mealtimes and help individuals. Witness statements completed by the tutor or supervisor could be used for 3.1.

Outline learning plan

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

Topic and suggested assignment/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – learners’ experiences of mealtimes; importance of mealtimes; what would learners want if they were dependent on carers.</p> <p>Guest speakers – to speak about role and responsibilities of carer, ie food, preparation for mealtimes, during mealtimes, after mealtimes.</p> <p>Role play – carer at mealtimes to illustrate their responsibilities.</p> <p>Assessment – ask and respond to straightforward questions about the responsibilities of the carer at mealtimes (learning outcome 1). [Functional Skills, Entry 2: Speaking and Listening]</p>
<p>Video – children at mealtimes – discuss how the equipment used helped to promote independence at mealtimes.</p> <p>Group research/visits – using tutor devised checklist, visit shops to identify available equipment.</p> <p>Case studies – identify help different adults might need to help promote independence at mealtimes.</p> <p>Group research – equipment available to support adults in case studies.</p> <p>Assessment – individual presentation of equipment to promote independence for children and adults at mealtimes, for example, oral, poster, display, file, scrapbook (learning outcome 2).</p>
<p>Demonstration – of a mealtime with limited interaction or understanding of individual needs.</p> <p>Group discussion – ‘What could be improved, why and how?’</p> <p>Practical – pairs/small groups with peer observation of role-play feeding.</p> <p>Group discussion – debrief and feedback.</p> <p>Assessment – role plays of carer at mealtimes, with both children and adults, and tutor assessment (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

In order to achieve 1.1 the learner must describe the responsibilities of the carer at mealtimes. They should consider the carer's tasks when preparing for, during and after mealtimes. This could be assessed through a one-to-one discussion with the tutor. The tutor could record the responses for verification purposes through completing a witness statement. An alternative method of assessment could be a poster which displays the information.

For 2.1 and 2.2, learners will need to give some details about how different pieces of equipment for adults and different pieces of equipment for children could be used to encourage independence at mealtimes. Images collected by learners from websites, journals, magazines etc could be presented as a leaflet or loose-leaf file supported with a brief explanation about how the equipment may help individuals to self-feed.

3.1 could be assessed through discussing case studies on how to support children and adults at mealtimes. The tutor could record these discussions for verification purposes by completing a witness statement.

Suggested resources

www.independentliving.co.uk/eating-aids	Source of information on suppliers of eating and drinking aids
www.mobilitystore.co.uk	Source of home mobility equipment (click on household, eating and drinking aids)

Unit 8:

Investigating Rights and Responsibilities at Work

Unit code: K/503/2847

Level: Level 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge of employee rights and responsibilities, employer responsibilities and how the rights of employees are upheld in the workplace.

Unit introduction

Everyone has the right to work in a healthy and safe environment, the right to be treated fairly and the right to be respected. This unit provides an introduction to the concept by discussing basic rights at work.

The laws that have been introduced to protect and support employees will be considered. Learners will be made aware of the laws and how to find out about them if they need further information.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know employee 'rights' and 'responsibilities' in a place of work	1.1	Outline employee 'rights' at work	<ul style="list-style-type: none"> □ <i>Rights</i>: basic human rights, e.g. right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work, e.g. healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions
		1.2	Outline employee 'responsibilities' at work	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: responsibility to protect, improve and not infringe others' rights; work responsibilities, e.g. contractual obligations, health and safety requirements; appropriate training and development
2	Know how the rights of individuals are supported in a place of work	2.1	Describe the factors that may affect the rights of individuals at work	<ul style="list-style-type: none"> □ <i>Factors affecting rights of individuals</i>: positive images; perceptions, e.g. stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights
		2.2	Describe how to respect the rights of individuals at work	<ul style="list-style-type: none"> □ <i>How to respect others</i>: appropriate behaviour, e.g. 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
		2.3	Identify laws that can protect the rights of employees at work	<ul style="list-style-type: none"> □ <i>Laws</i>: laws relating to employee rights, e.g. health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act 1998)

Learning outcomes		Assessment criteria		Unit amplification
3	Know the responsibilities of employers in a place of work	3.1	Identify employer responsibilities at work, in regard to: <ul style="list-style-type: none"> • fulfilling a contract • health and safety • equal opportunities and prevention of discrimination. 	□ <i>Employer's responsibilities:</i> health and safety; working conditions; contractual; equality of opportunity; confidentiality of employee information

Information for tutors

Delivery

Tutors need to be creative in their approach to this unit which is largely based on knowledge and understanding rather than on 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 terminology and considering rights and responsibilities beyond those enshrined in law.

Learners should be briefly introduced 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 can be used to help the learner understand these concepts, for example, they could make a list of the things they believe in and value.

Learners 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 a domestic role at home and a much smaller percentage of women have high-paid jobs.

Scenarios could be used as a basis for research into the laws that have been put in place to protect the rights of individuals at work (for example, a colleague or partner who has become pregnant). What are your colleague's rights and what rights does the partner have? What laws are in place to support them? Learners could find out where they can get help and advice both within the workplace and outside it.

Learners will probably find it useful to relate employer responsibilities to the particular aspects of rights and responsibilities they have covered when looking at them from an employee's perspective. They should be encouraged to think about 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 an employee's right to work in a healthy and safe environment is observed.

Assessment

For 1.1 and 1.2, learners must identify what rights and responsibilities an employee has in the workplace. Practical examples may help.

For 2.1, learners should be able to give examples of three different factors that may affect the rights of an individual in a place of work.

The evidence provided for 2.2 could be in the form of an information leaflet or booklet that describes how we should respect our colleagues at work. Alternatively, a written description or an oral presentation could be an effective method of assessment.

For 2.3, learners 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.

In 3.1, the focus is on the employer's responsibilities. The learner must be able to describe the employer's responsibilities at work with 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

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

Websites

www.acas.org.uk/	Arbitration service, advice on health and wellbeing at work
www.citizensadvice.org.uk	Citizen's Advice Bureau
www.gov.uk/	Government-run website giving advice on services and rights including working, jobs and pensions and employing people
www.tuc.org.uk/	Trades Union Congress website with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	TUC-run website with information about rights at work (paternity and maternity leave, paid holiday, etc)

Unit 9: Managing Your Health at Work

Unit code: M/503/2848

Level: BTEC Level 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge of risks to health in one area of work and how to maintain personal health when working in that area.

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 understand the different health requirements of a chosen area of work. It also considers how good personal health can be maintained in a chosen area of work 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, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the risks to health for a chosen area of work	1.1	Describe risks to employee health for a chosen area of work	<ul style="list-style-type: none"> □ <i>Areas of work:</i> different areas, e.g. office-based, service industry, outdoor, retail, public services, sport and leisure sector, hospitality and catering
2	Understand how to maintain good health in a chosen area of work	2.1	Explain measures to safeguard health for a chosen area of work	<ul style="list-style-type: none"> □ <i>Health risks:</i> physical and verbal abuse, bullying, use of specialist equipment e.g. transporting chemicals, back injury, manual handling, minor injuries e.g. slips, falls, trips, burns, spread of infection, stress
		2.2	Identify sources of information on safeguarding own health	<ul style="list-style-type: none"> □ <i>Reducing health risks:</i> appropriate equipment, e.g. supportive chair, keyboard rests; appropriate clothing, e.g. personal protective equipment (PPE); training and knowledge of procedures and rules, e.g. food safety rules; vaccination of staff, e.g. annual flu vaccination □ <i>Sources of information:</i> e.g. policies and procedures, supervisor or manager, government agencies, local authority, trade union, local community sources of advice

Information for tutors

Delivery

If learners know the vocational area that they would like to work in or if they are already working in it, they can focus their learning on that vocational area. Otherwise learners should focus on a chosen area of work and consider the specific health requirements that relate to that area.

A wide range of delivery methods can be used to teach this unit, including tutorials, presentations, video, worksheets. 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 the specific health requirements. For example, those working in a care home may be required to use lifting equipment while those working in the sport and leisure industry may be working outdoors for significant periods of time and therefore be exposed to the sun.

Small groupwork could focus on specific vocational areas and information gathered on potential health risks and ways in which to reduce those risks. Learners' research could also involve finding out about sources of information on health issues. 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 employees to manage their health at work.

Assessment

For this unit, learners need to choose a specific vocational area. All the evidence that they present for assessment should be related to the chosen area of work. Learners should clearly identify the chosen vocational area on any work presented for assessment.

For 1.1, learners must describe the main health risks for their chosen area of work. They should provide details of each risk showing why it is a risk to health.

For 2.1, learners must explain ways to manage risks associated with their chosen area of work. For 2.2 they must identify sources of information about health issues at work. Learners could produce a leaflet or poster as evidence for both of these. Alternatively, they could participate in a discussion which highlights health risks in their chosen vocational area, with the tutor recording the required descriptions and explanations provided by learners.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.gov.uk/	Government-run website giving advice on services and rights including working, jobs and pensions and employing people
www.worksmart.org.uk/index.php	TUC-run website with information about rights at work.

Unit 10: Preparing for Work Placement

Unit code: F/503/2854

Level: **BTEC Level 1**

Credit value: **1**

Guided learning hours: 10

Unit aim

This unit ensures that the learner will have information about the company or organisation providing the work placement, with regard to their responsibilities, as well as appropriate behaviours and sources of support.

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. The learner will also set 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 at the placement and support them in gathering relevant information.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the work placement company or organisation	1.1	Describe the work placement company or organisation	<input type="checkbox"/> <i>Information and objectives of the company/organisation:</i> type of company or organisation; function, e.g. service provision, retail, construction, administrative, logistics; location; size, e.g. small, large, branches throughout country, number of employees
		1.2	Outline key objectives of the company or organisation	

Learning outcomes		Assessment criteria		Unit amplification
2	Know what is expected of the learner during the work placement	2.1	Identify the requirements for the placement, and why the requirements are necessary	<ul style="list-style-type: none"> □ <i>Work placement requirements</i>: hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, e.g. evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities □ <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	Outline tasks likely to be undertaken in the work placement	<ul style="list-style-type: none"> □ <i>Expected tasks</i>: daily duties, e.g. 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	Identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace	<ul style="list-style-type: none"> □ <i>Attitudes and behaviours</i>: positive attitudes, e.g. follow instructions, prepared to take on different or new tasks, dependable, confident but willing to learn, cooperative; behaviours, e.g. polite, on time, reliable, thorough □ <i>Why appropriate attitudes and behaviours are important</i>: e.g. 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
		2.4	Identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement	<ul style="list-style-type: none"> □ <i>Taking appropriate steps in situations of emotional stress, difficulty or confusion</i>: 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 the learner get the most out of the work placement	3.1	Set appropriate goals for the work placement	<ul style="list-style-type: none"> □ <i>Goals</i>: personal targets e.g. attend each day, arrive on time, be enthusiastic; work-related targets, e.g. 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, e.g. 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. 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. Other sources of information could include the company or organisation's own website, promotional leaflets or brochures, resources such as Connexions or Jobcentre Plus, discussions with learners who have previously been on work placement at the same (or similar) company or organisation, and 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, its key objectives, 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 could 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 learners, video and tutor-led group discussions could all be used to help 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 could 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 need 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, films 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 film 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 scenario. This could help address learners' fears and concerns about handling any 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 advisers, but they need to come up with their own final list of personal goals for the work placement.

Assessment

For 1.1, the learner must be able to describe the company or organisation where they plan to carry out the work placement. Information should include aspects such as the size, type of business, location or locations and business function.

For 1.2, the learner must outline at least one key objective of the company or organisation where they plan to carry out the work placement.

Although information may be gathered from the company or organisation website or from documentation provided by the company or organisation, the outline provided must be in the learner's own words and demonstrate a clear understanding of the organisation to which they are going.

For 2.1, the learner can 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 two 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.

For 2.2, the learner must describe at least two 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 (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.3, the learner needs 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, for example discussion with the tutor accompanied by a tutor statement, could also be used.

For 2.4, the learner must identify at least 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 identified can be straightforward but should be articulated in the learner's own words.

Assessment criterion 3.1 must relate directly to the learner's work placement. They need to set at least two appropriate goals, one of which may be personal, for example, get to work 10 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 presentation, chart, poster, or written statement provided by the learner, with supporting notes from the tutor, evidence from tutorials or taped discussions verified by the tutor.

Suggested resources

Book

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/	TUC-run website giving advice on a variety of employment issues.

Unit 11: Learning from Work Placement

Unit code: J/503/2855

Level: BTEC Level 1

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to ensure that learners reflect on their work placement, identify what they did well and what they could do differently in future; and, from this, create appropriate short-term goals.

Unit introduction

A 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. To maximise the experience, learners will be required to identify learning gained from the work placement and then 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 needs to have gathered evidence of tasks undertaken during their work placement.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to reflect on what has been learned from the work placement	1.1	Keep an accurate record of tasks undertaken during work placement	<ul style="list-style-type: none"> □ <i>Evidence of tasks undertaken</i>: e.g. employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended; record of tasks undertaken kept in work diary or logbook □ <i>Record-keeping</i>: methods of recording information, e.g. portfolio, CD ROM, video, handwritten, electronic, word-processed; oral and written presentation
		1.2	Identify what has been learned from key tasks undertaken during the work placement experience	<ul style="list-style-type: none"> □ <i>What was learned from work placement tasks</i>: skills, e.g. self-management, communication, teamwork, business and customer awareness, problem solving, how to work accurately with numbers, IT skills, technical skills, use of equipment; product or service awareness
2	Know how tasks could be undertaken differently or improved	2.1	Identify tasks undertaken during the work placement that could be carried out differently or improved	<ul style="list-style-type: none"> □ <i>What could be carried out differently</i>: e.g. 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
		2.2	Outline different ways to carry out tasks	
3	Be able to use learning from work placement to set short-term goals	3.1	Set short-term goals which build on own learning from work placement	<ul style="list-style-type: none"> □ <i>Short-term goals building on learning from tasks</i>: e.g. skills and knowledge development, e.g. further study, investigate specific career options or work areas, apply for full-time employment, seek voluntary work in a particular area; develop interpersonal skills, e.g. soft skills

Information for tutors

Delivery

For 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 meet 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 to demonstrate competence for each assessment criterion. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken — perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated. The learner must adhere to the company policy on confidentiality and intellectual property.

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

At a review meeting with a tutor on return from the work placement, learners need to describe what they have learned by undertaking different tasks, and 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 could be used to allow 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, their possible options for future career plans that build on their learning experience from the placement. They can 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 could be a single task which provides evidence of all assessment criteria or smaller tasks which relate to individual criteria.

For 1.1, learners must gather and record evidence of tasks undertaken in the work placement. This evidence can then be used as a basis for the remaining assessment criteria. This can take the form of a diary which outlines what has been achieved during the day.

Alternatively, learners 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 timescale was for completion, if they met the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 1.2, learners need to choose two tasks from 1.1 and describe what they learned as a result of completing the task. The learner can draw on the insight gained through the review meeting with the tutor on return from the work placement but they need to choose independently 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 2.1 and 2.2, learners 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 choose independently two different tasks from the evidence gathered in 1.1 and outline how they would do the task differently if asked to do it again.

For 3.1, the learner is required to set at least two short-term goals which build on the learning that they gained from completing tasks in the work placement.

Suggested resources

Books

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

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
www.worksmart.org.uk/	TUC-run website giving advice on a variety of employment issues

Unit 12: **Health and Social Care Needs**

Unit code: **T/501/7221**

Level: **BTEC Level 1**

Credit value: **4**

Guided learning units: **30**

Unit aim

The aim of this unit is to introduce learners to physical and emotional care needs, factors that affect health and the general health and social care available for individuals.

Unit introduction

Working in health and social care requires an understanding of the physical, emotional and social health needs of individuals. This unit aims to help the learner understand that individuals have different health and social care needs which may be met by a range of health and social care provision. The unit also helps the learner to understand how health may be affected by different factors.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about health needs	1.1	Identify and describe the significance of physical health needs	<input type="checkbox"/> <i>Physical health needs:</i> food; water; fresh air; exercise; medical care; safe environment; warmth; shelter; hygiene; diet; changing health needs, e.g. for babies, adolescents, adults and the elderly
		1.2	Identify and describe the significance of emotional and social health needs	<input type="checkbox"/> <i>Emotional and social health needs:</i> love/emotional support; sense of belonging; independence; stimulation; self-esteem; social interaction
2	Know how health is affected by different factors	2.1	Describe different factors that affect health	<input type="checkbox"/> <i>Factors:</i> diet; exercise; environment, e.g. housing; income and employment; lifestyle, e.g. smoking, alcohol misuse, drug misuse; illness; disability

Learning outcomes		Assessment criteria		Unit amplification
3	Understand that individuals have different health needs	3.1	Describe the health needs of individuals	<ul style="list-style-type: none"> ❑ <i>Life stages of individuals</i>: babies and young children; adolescents; adults; older people ❑ <i>Children's health needs</i>: nutrition for healthy physical development – protein, iron, calcium, vitamins A–D, saturated and unsaturated fat, need for balanced diet, maintaining healthy weight; exercise to encourage gross motor skills e.g. crawling, walking, climbing, running; social and emotional needs e.g. relationship with parent/guardian, making friends ❑ <i>Adolescents' health needs</i>: physical changes, sexual maturity and health; lifestyle choices, e.g. diet, exercise, alcohol, smoking, drugs; emotional needs, e.g. peer group, relationships; effect of peer group pressure; maintaining personal hygiene; need for regular sleep; effects of stress, e.g. worry about employment, education, relationships ❑ <i>Adults' health needs</i>: diet and nutrition to maintain weight, physical health, energy; exercise to help maintain weight, develop strength; effects of lifestyle choices, e.g. smoking, alcohol, drug use; effect of home environment, income; relationships with family and friends ❑ <i>Older people's health needs</i>: effects of ageing process, e.g. menopause, loss of strength, loss of mobility, loss of fine motor skills, sensory loss, memory and recall; nutritional needs and maintaining healthy weight, energy, strength; effects of lifestyle choices, e.g. smoking, alcohol; relationships with family, friends; avoiding social isolation; effects of income, home environment ❑ <i>Other needs</i>: effect of physical disabilities, learning disabilities; physical illness; mental illness; disease, e.g. degenerative, congenital, infectious; ensuring opportunities are provided to access, e.g. health services, transport, leisure outlets, education; overcoming other effects, e.g. discrimination, dependency on family, loss of independence, impact on self-esteem, preventing social isolation, impact on mobility

Learning outcomes		Assessment criteria		Unit amplification
4	Know what health care and social care is available for individuals	4.1	Outline health care available for individuals	<ul style="list-style-type: none"> □ <i>Health care</i>: general practitioner; hospital inpatient; hospital outpatient; home nursing; physiotherapy; occupational therapy; dentist; pharmacy
		4.2	Outline social care available for individuals	<ul style="list-style-type: none"> □ <i>Social care</i>: home care; day care; adult residential care, e.g. for elderly, those with disabilities; respite care; community care, e.g. for those with physical disabilities, those with learning disabilities, those with mental health problems; children's residential care

Information for tutors

Delivery

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

Tutors could start delivery of this unit by asking learners to consider their own health needs and compare their answers with the rest of the group.

A question and answer session could help learners to identify physical, social and emotional health needs. Learners could design posters which include the definitions and display them in the classroom for learners to refer to throughout the unit.

To gain an understanding of the different factors that affect health for learning outcome 2 a mixture of tutor-led input and learner research is required.

Learners could work in groups to research the different factors using internet sites. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials and produced as handouts for the group.

As a stimulus for discussions for learning outcome 3, it would be useful for learners to consider the health needs of characters in the media, for example in soap operas or famous personalities.

In order for learners to understand the concept of the different health needs of individuals, they could work in groups to discuss case studies of individuals at different life stages with different needs. They could then report back to the rest of the group.

Guest speakers could be invited to talk to learners about health and social care provision they have used and how it was able to meet their health and social care needs. Learners could work in groups to research the provision available locally for the different individuals described in the case studies.

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>Group discussion – ‘What are health needs?’</p> <p>Case studies – learners look at cases from the four stages of life (babies, adolescents, adults, the elderly) to identify their health needs and analyse the significance of each, for example, babies need protein food for development, adults need to exercise to keep healthy, the elderly need social interaction.</p> <p>Practical – presentation which uses the case studies to identify the health needs and their significance.</p> <p>Learners research the long-term significance of a health need, for example, an unbalanced diet for babies, the effects of bereavement.</p> <p>Assessment – record information in a format suitable for parents/carers (learning outcome 1) [Functional Skills Level 1: Writing].</p>
<p>Small group research – learners select factors affecting health and make a fact sheet for other learners to compliment an oral presentation [Functional Skills Level 1: Writing, Speaking and Listening].</p> <p>Case studies – compare case studies within each of the four life stages (babies, adolescents, adults, the elderly) to consider the different factors impacting on health.</p> <p>Assessment – learners design individual posters to show the different factors that affect health and how they affect health (learning outcome 2).</p>
<p>Case studies – learners to identify different health needs of individuals at four different life stages.</p> <p>Tutor-led discussion – ‘What is the difference between social care and health care?’</p> <p>Group research – social care and health care available for individuals in their local area for each of the four life stages.</p> <p>Guest speakers or visits – observe provision.</p> <p>Group presentation of information gathered.</p> <p>Assessment – using the case studies learners record the health needs of the individuals and health and social care available to the individuals (learning outcomes 3 and 4) [Functional Skills Level 1: Reading].</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

The criteria for this unit could be combined and evidence collected in a small portfolio/looseleaf file, a display with photographic evidence and a supporting commentary, poster, booklet.

To meet 1.1, learners must identify different physical health needs and describe their significance. A pro forma could be used for this purpose.

To meet 1.2, learners need to describe the social and emotional needs of at least two individuals. Learners should be able to make the link between the individuals

and the physical health needs identified in 1.1. This can be done by using a table format.

Assessment criterion 2.1 requires learners to describe different factors that affect health. How the factors affect health will also need to be clarified. Case studies can be used or learners may provide a generic explanation.

The learner may keep a record of the different health needs of individuals that they have encountered. This record may be used to provide evidence towards 3.1.

To achieve 4.1 and 4.2, learners need to identify the health and social care available for individuals. The individuals described for 1.2 may be used. Learners could undertake visits to a day-care centre and hospital outpatients to observe the health and social care provision. Learners could discuss what they have found out with the group or with the tutor, which may be used to provide evidence.

Suggested resources

Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Websites

www.gov.uk/government/organisations/department-of-health	The Department of Health
www.gov.uk	Government-run website giving advice on services including working, jobs, employing people
www.nhs.uk	NHS Choices – provides information on healthy living
www.skillsforcare.org.uk	Skills for Care and Development, the Sector Skills Council for the social care sector – provides advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health, the Sector Skills Council for the health sector – provides advice for those working in the health sector.

Unit 13:

Personal Care in Health and Social Care

Unit code: H/504/9145

Level: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to the personal and emotional care needs of individuals, the skills needed to provide personal care for others, and procedures relating to personal care.

Unit introduction

This unit aims to help learners understand the personal care needs of individuals. The unit explores the practical skills and personal qualities required by carers to meet the physical and emotional needs of individuals during personal care procedures, and which are essential for working in health and social care settings. The learner will find out about the procedures which relate to personal care and the reasons why it is important for these procedures to be adhered to.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know that individuals have personal care needs	1.1	Describe the personal care needs of individuals	<ul style="list-style-type: none"> □ <i>Personal care</i>: washing; dressing; feeding; toileting □ <i>Individuals</i>: babies and young children; adults, e.g. elderly frail adults, those who use wheelchairs, those with learning disabilities, hearing impaired, visually impaired, those whose ability is affected by illness; cultural differences
		1.2	Describe the emotional needs of individuals when receiving personal care	<ul style="list-style-type: none"> □ <i>Emotional needs while meeting personal care needs</i>: respect; privacy; dignity; choice; independence
2	Know the skills and personal qualities needed for the personal care of others	2.1	Describe the skills needed for the personal care of others	<ul style="list-style-type: none"> □ <i>Skills</i>: how to assist with personal care, e.g. washing, dressing; communication skills, e.g. listening, questioning, non-verbal skills, recording; observation; hygienic practice, e.g. hand washing, how to avoid cross infection; how to avoid embarrassment; how to maintain privacy and dignity; how to encourage independence
		2.2	Describe the personal qualities needed for the personal care of others	<ul style="list-style-type: none"> □ <i>Personal qualities</i>: caring; empathy; gentleness; respectful; empowering; reliable; sensitive; non-judgemental

Learning outcomes		Assessment criteria		Unit amplification
3	Understand why it is important to follow the health and social care setting's procedures when providing personal care	3.1	Identify procedures which relate to personal care in a chosen health and social care setting	<ul style="list-style-type: none"> • <i>Setting:</i> e.g. hospital, residential care home, daycare centre □ <i>Procedures:</i> moving and lifting; hand washing; disposal of waste, child protection; self-protection; cleaning equipment; food handling; confidentiality
		3.2	Explain why it is important to follow procedures which relate to personal care	<ul style="list-style-type: none"> □ <i>Reasons:</i> health and safety of clients, health and safety of carers; infection control; efficiency; insurance/litigation; regulations, e.g. Care Standards Act 2000 – National Minimum Standards in relation to personal care

Information for tutors

Delivery

The unit should be practical wherever possible. Throughout this unit learners would benefit from practising skills using roleplay and simulated activities such as the use of dolls for baby bathing and nappy changing. Tutors could also give learners video examples of care practice and case studies.

The tutor could start delivery of this unit by asking learners to consider how they would like their personal care needs to be met if they were, for example, in bed in hospital following surgery on their back. This would generate discussion and help learners to understand the emotional needs of individuals during personal care. Learners may refer to their own experiences which will make the unit content relevant. Learners could be encouraged to ask friends and colleagues about their experiences of receiving personal care. This could be explored further by inviting guest speakers to talk about their experiences.

Learners can discuss in groups the personal care needs of individuals using a wide range of case studies or care plans and then feed back to the rest of the group.

For learning outcome 2, learners could visit an early years setting or care home for the elderly to observe how carers respond to the needs of individuals. On return to the centre learners could discuss, in groups, their observations of the skills and personal qualities needed for the personal care of others. Learners could feed their observations back to the larger group. Learners will need to be reminded about issues of confidentiality.

Watching videos or television medical dramas could provide further opportunities to discuss the skills and personal qualities required for the personal care of others. Communication skills could be explored using role play.

A visit to an occupational therapy department may be possible to observe the range of equipment and see demonstrations of how the equipment may be used in personal care.

Learners could work in groups to find out the correct procedure, for example, for hand washing. Learners may access information from relevant websites, for example the Health Protection Agency, the Health and Safety Executive, and the Department of Health.

Learners could present the information on posters which could be displayed in the classroom.

A practical hand-washing activity using a light box to identify if the correct hand washing routine is being followed is a good way to consolidate learning. Local health protection teams may be able to advise on the availability of light boxes.

An infection control nurse from the hospital can be invited to talk to learners about ways to avoid cross infection in health and social care settings.

For learning outcome 3, written procedures that relate to personal care from a range of different settings would be a useful resource. Learners can work in groups to determine the reasons why it is important to follow the procedures.

Guest speakers could be invited from different settings. Learners could prepare questions to ask speakers about the importance of following their procedures.

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 discussion – ‘How would you feel and want to be cared for if you were dependent on someone else for your personal care needs?’</p> <p>Case studies (of individuals in care settings) – analysing personal care and emotional needs of adults and babies/children.</p> <p>Assessment – using the case studies describe the personal care needs and emotional needs, during their personal care, of the baby/child and adult (learning outcome 1) [Functional Skills Level 1: Reading].</p>
<p>Tutor-led discussion – ‘What skills and qualities do carers need?’</p> <p>Visits to settings/media clips – to observe and identify skills and qualities demonstrated by carers.</p> <p>Role play with peer observation – providing personal care to an individual dependent on a carer, for example, helping an individual put on their coat, tie their shoes or wash their hands.</p> <p>Assessments – using case studies from learning outcome 1 record the skills and personal qualities needed to care for each of the individuals (Learning outcome 2).</p>
<p>Tutor-led discussion – to identify a range of health and social care settings.</p> <p>Guest speakers (from different settings) – provide information on their procedures for providing personal care. Learners to prepare and ask questions about the importance of these procedures.</p> <p>Paired research – impact of not following procedures, for example, spread of infection in health care settings, injury to person whilst being moved.</p> <p>Assessment – using the case studies from learning outcome 1 record procedures for providing personal care in the setting and the reasons why they need to be followed (learning outcomes 3 and 4).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

Assessment criteria may be linked together into one assignment task in response to case studies or care plans.

Learners could provide guidance notes for a new care worker to help them meet the personal care needs of two babies or children and two adults with different care needs.

To meet 1.1, learners must describe the personal care needs of two babies or children and two adults with different care needs. The descriptions will need to include information about the personal care required. To meet 1.2, learners must describe the emotional needs of the two babies or children and two adults during the care procedures.

To meet 2.1 and 2.2, learners will need to describe the personal skills and qualities needed for the personal care of others. Learners could refer to the individual needs of the babies, children and adults in the case studies.

To meet 3.1 and 3.2, learners must identify the procedures that a chosen health and social care setting has in place relating to personal care and give reasons why it is important that these procedures are followed. This information can be included in the evidence which learners prepared for 1.1, 1.2, 2.1 and 2.2. Alternatively, learners could present the information on posters.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

Websites

www.gov.uk/government/organisations/department-of-health	The Department of Health
www.hpa.org.uk	Health Protection Agency
www.hse.gov.uk	Health & Safety Executive
www.skillsforcare.org.uk	Skills for Care and Development, the Sector Skills Council for the social care sector – provides advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health, the Sector Skills Council for the health sector – provides advice for those working in the health sector.

Unit 14: Creative Activities for Children

Unit code: F/501/7223

Level 1: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to different creative activities for children. Learners will have the opportunity to participate in an activity and develop work-related skills.

Unit introduction

This unit aims to help the learner develop the skills required for working with children, including work-related skills such as self-management, time management, being an effective team member, problem solving, working safely and communication skills. Learners will develop these skills within the context of finding out about the different types of creative activities children of different age groups may experience. The learner will be introduced to a range of creative activities suitable for pre-school and school-aged children.

While examples of creative activities are given in the unit content, we recognise that creative play can encompass more than the activities outlined in this unit.

The unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of creative activities available to children of different ages.

Essential resources

A range of different types of materials and tools will be necessary for the unit, for example different types of paint and paintbrushes, clay, textiles, modelling materials etc.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative activities for children	1.1	Describe creative activities for children aged 0–3, 3–5, 5–11, 11–16 years	<ul style="list-style-type: none"> □ <i>Children:</i> 0–3 years; 3–5 years; 5–11 years; 11–16 years □ <i>Drawing:</i> e.g. ballpoint and felt pens, pencil, charcoal, wax resist, chalks, crayons □ <i>Collage:</i> e.g. white paper on coloured paper, coloured and textured paper, wool, string, fabric, found oddments □ <i>Painting:</i> e.g. bubble paints, blot painting, splatter painting, colour mixing, finger painting, straw painting; water colours, oil paints □ <i>Printing:</i> e.g. card edge, natural objects, string/block printing, leaf prints, mono printing □ <i>Puppets:</i> e.g. junk puppets, masks, mobiles, finger/hand puppets □ <i>Modelling:</i> e.g. junk, large junk, papier maché, clay, play dough □ <i>Crafts:</i> e.g. tie and dye, plaiting, twisting, knotting, stitching, weaving wool and/or paper □ <i>General skills:</i> presenting children's work; identifying different types of paper and their uses; cutting paper safely

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate the work-related skills required in supporting creative activities for children	2.1	Participate in a creative activity for children and demonstrate: <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving</i>: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve problem; creative thinking □ <i>Health and safety</i>: safe use of tools, e.g. scissors, needles; non-toxic paints; unsuitable materials, e.g. polystyrene chips, toilet rolls □ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor, children
3	Be able to assess own work-related skills in supporting children's creative activities	3.1	Assess own work-related skills in supporting children's creative activities	<ul style="list-style-type: none"> □ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Delivery

This unit is a practical unit. The learner should have the opportunity to plan and experience a wide range of different children's creative activities. With this knowledge, the learner should be able to go into a workplace and make suggestions at team meetings about creative activities that are appropriate for the age of the children that they are working with. Learners are not expected to have an in-depth knowledge of child development.

The unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of creative activities available to children of different ages.

Throughout the unit the learner should be assessed on their work-related skills. Where possible, each session should give the learner the opportunity to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems and effective communication skills. Throughout delivery of this unit, the learner should be assessed on their ability to manage their time when planning, experimenting and tidying up at the end of the session. These are all critical work-related skills for working in children's settings. Learners will need to have a working knowledge of the health and safety issues related to preparing craft activities (for example safe use of scissors, ensuring paints are non-toxic, knowing that some materials are not safe for young children to handle, for example polystyrene chips). Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

The unit focuses on four different age groups of children: 0–3 years, 3–5 years, 5–11 years and 11–16 years. Learners are not required to experience activities for every year within each age group. The purpose of the age groups is to help the learner understand that children will be able to achieve more as they develop.

Each session should focus on one or more type of activity. Following an introduction to the unit, the first session may focus on the different types of paper that are available and their uses. Learners may then make up different types of paints and mix colours. As one assessment criterion is for the learner to make a positive contribution as a team member, the activities could be carried out in small teams.

At the end of each session, the learner could carry out a self-assessment of how effective their own work-related skills were during the activity. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Collage is a popular form of creative activity in children's settings. However, it can be difficult for young children in particular if they do not have the ability to cut different materials or the appropriate tools. Learners should be given the opportunity to create collages using different types of materials, including textiles. They could also experiment with different types of glue to see which are the most effective.

Paints are generally found in all children's settings. Learners should be encouraged to experiment with different types of paint (for example, watercolour, poster paints, pastels, oils). They could then decide which age group could cope more effectively with each type of paint. Having experimented, the learner may then present the

completed work to a high standard of presentation. This will help them develop the skills of displaying children's work.

Printing is also a popular creative activity in children's settings. Learners should be encouraged to gather different 'printing' tools, for example card, tools, natural objects. They could also experiment to find the most appropriate way to put on sufficient paint to ensure a good print without having excessive paint. The learner may also be encouraged to share their experiences when working with children, for example younger children tend to 'paint' rather than print. The learner may also want to experience hand and foot printing and the importance of good organisation to ensure safety and minimal mess.

Making puppets can be good fun and the learner could research the different types of puppet that can be made before the session begins. They would then need to gather appropriate materials and have time to make different types of puppets.

Before the learner can experience three-dimensional modelling they need to gather different materials. This may include food packaging, different types of paper, straws, wooden stirrers, cardboard boxes, etc. The learner should then be encouraged to make small and large models. As with the collage activities, the learner will experience the challenges of cutting different thicknesses of materials and using the most appropriate types of glue. Learners should also have the opportunity to use clay and make different types of dough.

Many children will not have experienced different crafts, for example knitting, sewing. This session could be an opportunity for peer tutoring using the skills that they are familiar with. Learners could also have the opportunity to experience weaving using both materials and paper.

Throughout this unit the learner may keep a record of the different types of creative experience they have encountered. This record may be used to provide evidence for 1.1.

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>Practical – sessions to experience a range of creative activities suitable for children aged 0–3, 3–5, 5–11 and 11–16.</p> <p>Assessment – record practical sessions undertaken, for example, a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and the suitable age range (Learning outcome 1).</p> <p>Tutor-led discussion – identify work skills needed for participation in practical sessions.</p> <p>Practical – create a way to record the work skills included in the unit content.</p> <p>Activity – individual recording of own work skills used in practical sessions and self-assessment.</p> <p>One-to-one tutorial to discuss work skills and self-assessment.</p>
<p>Assessment – evidence of work-related skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (learning outcomes 1, 2 and 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, the learner should be able to describe four different creative activities, at least one for each age range. The activities chosen should demonstrate understanding of the age range that the activity may be most appropriate, for example making glove puppets with the older age group but finger painting with the youngest age group. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, poster or booklet. Lengthy descriptions of each activity are not required.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for assessment criterion 3.1 when the learner is required to assess their own work-related skills. This criterion 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

Brunton P and Thornton L – *The Early Years Handbook: A comprehensive guide to managing provisions in the early years foundation stage* (Optimus Publishing, 2007) ISBN 9781905538348

Pica R – *Moving and Learning across the curriculum: More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 9781418030759

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Schirmacher R and Englebright Fox K – *Art and Creative Development for Young Children* (DELMAR, 2008) ISBN 9781428359208

Williams Browne K and Gordon A – *Beginning and Beyond (Foundation in Early Childhood Education, 7th Edition)* (DELMAR, 2008) ISBN 9781418048655

Journals

Child Education

Nursery World

Play Today

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Website dedicated to child development and learning
www.communityinsight.com	Resources for professional development for working with children
www.pitara.com/activities	Source for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources.

Unit 15:

Learning Experiences for Children and Young People

Unit code: J/501/7224

Level 1: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to learning experiences for children and young people. Learners will have the opportunity to participate in a learning activity and develop their work-related skills.

Unit introduction

This unit will introduce the learner to a range of learning experiences suitable for babies and toddlers, pre-school children, primary school children and adolescents. Throughout the unit the learner will develop the skills that are essential for working with children and young people including self-management, time management, being an effective team member, working safely, problem solving, communication skills and IT. These skills will be developed within the context of finding out about and providing experiences for children and young people of different ages.

This unit may be delivered in a class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of learning experiences available to children and young people.

Essential resources

A range of different resources are required for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting. Alternatively, learners may visit settings to observe the different types of equipment being used with children and young people of different ages.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about learning experiences for children and young people	1.1	Describe learning experiences for children and young people aged 0–3, 3–5, 5–11, 11–16 years	<ul style="list-style-type: none"> □ <i>Learning experiences 0–3 years:</i> language, e.g. books, stories, rhymes; music, e.g. singing, listening, moving; treasure baskets; use of household utensils; playing with pram and bath toys; games, e.g. peek-a-boo, table-top games; outdoor activities, e.g. visit to park, shops, seaside □ <i>Learning experiences 3–5 years:</i> books, stories, rhymes and poems; music e.g. singing, listening, playing, moving; games, e.g. jigsaw puzzles, table-top games, computer software; outdoor activities, e.g. gardening, ball games, kites, parachute games; cooking and baking □ <i>Learning experiences 5–11 years:</i> language, e.g. books, magazines, poems; music e.g. singing, listening, playing, dancing; games, e.g. table top-games, floor games, computer software; outdoor activities, e.g. skipping games, 'pavement' games, ball games; cooking and baking □ <i>Learning experiences 11–16 years:</i> e.g. books, cinema, music, dance, exercise, yoga, computers, graphics, electronic games

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate work-related skills required for providing learning experiences for children and young people	2.1	Participate in a learning experience for children or young people and demonstrate: <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills • the use of IT 	<ul style="list-style-type: none"> □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Health and safety</i>: outdoors; equipment; children working in groups; taking risks in a safe environment □ <i>Communication skills</i>: applying literacy skills; able to produce clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children □ <i>Problem solving</i>: identifying problem, e.g. lack of resources or materials, resources will not work; making suggestions on how to solve a problem; creative thinking □ <i>Application of IT</i>: basic IT skills, e.g. use of word, email; use of internet search engines, e.g. identifying resources, ideas; safe practice, e.g. identify potential hazards, risks
3	Be able to assess own work-related skills in providing learning experiences for children and young people	3.1	Assess own work-related skills required for providing learning experiences for children and young people	<ul style="list-style-type: none"> □ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Information for tutors

Delivery

This unit is a practical unit. The learner should provide learning experiences for children and young people and also set up different experiences for different ages of children and young people. Throughout this unit the learner's work-related skills will be assessed.

This unit may be delivered in a class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of learning experiences available to children and young people.

The unit may be delivered in two ways. The tutor could hold different sessions focusing on the age group and the types of learning experience appropriate to them. Or tutors could hold different sessions focusing on the experience and then matching the experience to the age group of the children or young people.

The learner could be given the opportunity to visit the local library and choose a selection of books and stories that are suitable for children and young people of different ages. They should then be given the opportunity to read a story to a small group of children, if possible, or to other learners. The learner should also be encouraged to build up a small repertoire of finger rhymes and poems which could be used with children of different ages.

The learner should understand that there are four different areas within music namely singing, listening, playing and moving. Using these categories as a base, the learner could then build up a small repertoire of songs that are suitable for children and young people of different ages. They could also find music that children may enjoy listening and moving to. The learner should be able to identify simple instruments and have the opportunity to 'play' them, for example xylophone, different types of drum, glockenspiel, bells, chime bars. A visit to a local school or nursery to see the instruments in action could be a valuable experience for the learner.

The learner could be given the opportunity to experience a range of different types of games for children and young people. They may be able to bring in games that their own children have at home to share with other learners. A session can also be spent on researching computer games. Several websites have games available for children and young people of all ages. Learners could consider the educational value, level of interest, recommended age, etc.

If possible, the learner should have the opportunity to experience a range of different outdoor games, for example using a parachute, ball games, 'sport' games, for example egg and spoon race, sack race. Health and safety issues should be discussed. Gardening may also be included in this session, for example planting cress, mustard, seeds, flowers, vegetables.

Opportunities should be made available for the learner to gather simple recipes that may be used with children and young people of different ages. These could include making bread, sandwiches, porridge etc. Discussions during this session should focus on how health and safety are ensured when working with children and young people.

Throughout this unit the learner could keep a record of the different types of learning experiences they have provided, and for which age groups. This record may be used to provide evidence for assessment criterion 1.1.

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. Practical – sessions to experience a range of learning experiences suitable for children and young people aged 0–3, 3–5, 5–11 and 11–16. Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and the suitable age range (learning outcome 1). Tutor-led discussion – identify work skills needed for participation in practical sessions. Practical – create a way to record the work skills included in the unit content. Activity – individual recording of own work skills used in practical sessions and self-assessment. One-to-one tutorial to discuss work skills and self-assessment.
Assessment – evidence of work-related skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (learning outcome 1, 2 and 3).
Assessment feedback, review and evaluation of unit.

Assessment

In order to achieve 1.1, the learner should be able to describe at least one different learning experience for each of the age groups identified in the unit content (four in total). The description could include information about the resources necessary for the experience and the associated health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, a poster or booklet.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation records, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have gained each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session. This will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills.

Assessment criterion 3.1 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

Brunton P and Thornton L – *The Early Years Handbook (a comprehensive guide to managing provisions in the early years foundation stage)* (Optimus Publishing, 2007) ISBN 9781905538348

Frankel J and Hobart C – *A Practical Guide to Activities for Young Children* (Nelson Thornes, 2009) ISBN 9781408504864

Pica R – *Moving and Learning across the curriculum – More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 9781418030759

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Williams Browne K and Gordon A – *Beginning and Beyond (Foundation in Early Childhood Education, 7th Edition)* (DELMAR, 2008) ISBN 9781418048655

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.communityinsight.com	Resources for professional development for working with children
www.child-central.com	Website dedicated to child development and learning
www.pitara.com/activities	Source for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources.

Unit 16: Creative and Leisure Activities for Adults in Health and Social Care

Unit code: L/501/7225

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to creative and leisure activities for adults in health and social care. Learners will have the opportunity to participate in an activity and to develop their work-related skills.

Unit introduction

This unit aims to help the learner develop the skills required for working with adults by finding out about a range of different types of creative and leisure activities for adults. The learner will be introduced to a range of creative and leisure activities suitable for different groups of adults in health and social care settings. Throughout the unit the learner will have the opportunity to develop the skills essential for working with adults in health and social care settings including self-management, being an effective team member, problem-solving and communication skills.

Essential resources

A range of different resources is required for this unit, for example access to painting and drawing materials, modelling materials, digital cameras, games. If equipment is not available, learners may be able to complete this unit in a practical work setting. Alternatively, learners can visit settings to observe the different types of equipment being used with different groups of adults.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative and leisure activities for adults	1.1	Describe creative activities for adults	<ul style="list-style-type: none"> □ <i>Adults</i>: physical difficulties, e.g. mobility, hearing, vision, manipulation; learning disabilities; ill health; frailty; mental health, e.g. memory, concentration □ <i>Creative activities</i>: painting, e.g. oil, watercolour; drawing, e.g. charcoal, pastel, inks; photography; drama; pottery/clay modelling; sewing; weaving; knitting
		1.2	Describe leisure activities for adults	<ul style="list-style-type: none"> □ <i>Leisure activities</i>: reading, e.g. newspapers, large print books/newspapers, audio books; exercise, e.g. walking, swimming, exercise classes; gardening/growing; outings, e.g. to museums, galleries, stately homes, gardens; entertainment, e.g. to cinema, theatre, concerts, bingo, restaurants, pubs; games, e.g. word games, puzzles, quizzes, computer; music, e.g. singing, playing instruments, listening to music; cooking

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to use work-related skills required for creative and leisure activities for adults	2.1	Participate in creative and leisure activities for adults and demonstrate: <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills • the use of IT 	<ul style="list-style-type: none"> □ <i>Self-management</i>: e.g. flexibility, taking responsibility, self-starting, assertiveness □ <i>Team member</i>: e.g. respecting others, cooperating, negotiating/persuading, contributing to discussions, awareness of interdependence on others; discussing activities with colleagues, tutor, adults; readiness to improve own performance based on feedback □ <i>Time management</i>: attendance, punctuality, completing task within agreed deadline □ <i>Health and safety</i>: safe use of tools and equipment e.g. scissors, needles; non-toxic paints; safety outdoors; safe use of equipment; working in groups; taking risks in a safe environment □ <i>Communication skills</i>: e.g. applying literacy skills, able to produce clear and accurate records, listening and questioning skills; listening to instructions, reading tasks, recording activities □ <i>Problem solving</i>: e.g. identifying problem, making suggestions on how to solve a problem, creative thinking □ <i>Application of number</i>: e.g. manipulating numbers, maths awareness, applying mathematics in a practical context □ <i>Application of IT</i>: e.g. basic IT skills, use of internet search engines; safe practice e.g. identifying potential hazards, risks
3	Be able to assess own work-related skills in creative and leisure activities for adults	3.1	Assess own work-related skills required for providing creative and leisure activities for adults	<ul style="list-style-type: none"> □ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Information for tutors

Delivery

The unit focuses on creative and leisure activities that may be appropriate for different groups of adults in health and social care settings; those with physical disabilities, those with learning disabilities, those who are ill and frail and those with mental health difficulties.

This unit is a practical unit. The learner should experience activities for adults and also set up different activities for different groups of adults. Throughout the unit the learner's work-related skills will be assessed. Where possible, sessions should give the learner the opportunity to demonstrate their: self-management skills; ability to work as an effective team member; ability to solve problems; and effective communication skills. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

Learners will need to have a working knowledge of the health and safety issues related to creative and leisure activities when working with vulnerable adults.

The unit may be delivered in two ways. The tutor could hold different sessions focusing on different groups of adults and the types of activities appropriate to them. Or tutors could hold different sessions focusing on the activity and then match the activity to the groups of adults they may be suitable for.

Learners may work in small teams to plan, prepare, experience and complete oil and watercolour painting or charcoal and pastel drawing. Discussion following the activity could focus on the suitability of each of the activities for the different groups of adults. The learner could carry out a self-assessment of how effective their own work-related skills were during the activities. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Modelling with clay is an activity enjoyed by many adults as it has therapeutic benefits as well as encouraging creativity. Before learners can experience clay modelling they will need to plan the activity carefully as clay is very messy. Protective clothing and covering for tables will be required. Tools suitable for sculpting the clay could be made available.

Photography is a popular activity with many adults. Learners could be given the opportunity to use digital cameras to take portraits or images of natural environments, and to practise downloading, editing and enlarging images.

Opportunities should be made available for the learner to gather simple recipes that may be used with adults in health and social care settings. These could include making bread, sandwiches, porridge, light meals, etc. This session should focus on the health and safety issues which may arise with different groups of adults.

The learner could experience a range of different types of games for adults. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have quizzes and word games. Learners could consider the suitability of the games for the different groups of adults and discuss how the games may be adapted, for example larger font for adults with visual impairment.

Learners could visit the local library to choose and select reading materials available to different groups of adults.

Learners could work in groups to research how different groups and adults could access a range of activities. They could provide a handout reference for other learners.

Learners could work in groups to plan an outing for a group of adults whose needs and interests are outlined in a case study.

Through this unit the learner may keep a record of the different types of activities they have experienced. This record may be used to provide evidence for 1.1 and 1.2.

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of activities available to adults. The list of activities provided in the unit content is not supposed to be exhaustive, and other appropriate activities can be included.

Visits to settings would provide opportunities for learners to observe and, if possible, participate in creative and leisure activities with groups of adults. Witness statements or a checklist signed by tutors or supervisors recording the learner's use of work-related skills could provide evidence towards 2.1.

Activity coordinators from different settings could be invited to speak about their experience of leisure and creative activities for adults. Learners could prepare questions to ask speakers about the adult's enjoyment of the activities, planning, health and safety issues solving any problems that arose. This will help learners to understand the importance of work-related skills in providing leisure and creative activities for adults.

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.
Practical – sessions to experience a range of creative and leisure activities suitable for adults with different needs.
Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and suitability for adults' needs (learning outcome 1).
Tutor-led discussion – identify work skills needed for participation in practical sessions.
Practical – create a way to record the work skills included in the unit content.
Activity – individual recording of own work skills used in practical sessions and self-assessment.
One-to-one tutorial to discuss work skills and self-assessment.
Assessment – evidence of work-related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit (learning outcomes 1, 2 and 3).
Assessment feedback, review and evaluation of unit.

Assessment

For 1.1, the learner should be able to describe different creative activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example clay modelling with adults with visual impairments but watercolour painting with frail adults. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example as a file, photographic evidence and a commentary to support it, a poster or booklet. Lengthy descriptions of each activity are not required.

For 1.2, the learner should be able to describe four different leisure activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example swimming at the leisure centre for adults with learning disabilities but growing tomatoes in pots for adults with mobility difficulties. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file, a poster, or a booklet. Lengthy descriptions of each activity are not required.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation records, peer-group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have participated in at least two activities and have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This review will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills. This criterion 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

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Unit 17:

Promoting Healthy Eating in Care

Unit code: R/501/7226

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to develop learners' knowledge of healthy drinks and snacks and how food contributes to health. Learners will have the opportunity to prepare healthy drinks and snacks.

Unit introduction

This unit aims to help the learner to develop the skills required for preparing healthy drinks and snacks for groups in health and social care settings. Learners will be given the opportunity to find out about how food contributes to the health of individuals. The learner will be introduced to the types of drinks and snacks suitable for different groups of people. They will learn how to prepare healthy drinks and snacks to meet individual needs.

It is essential that the learner has practical experience of preparing drinks and snacks. This may be in a class or in a work setting.

Essential resources

Learners will need appropriate resources to make drinks and snacks. If resources are not available, learners may be able to complete some of this unit in a practical work setting.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how food contributes to the health of individuals	1.1	Describe ways that food contributes to the health of individuals	<ul style="list-style-type: none"> □ <i>Food for good health</i>: relative proportions of the five food groups: meat, fish and alternatives; milk and dairy food; fruit and vegetables; foods containing fat/sugar; bread, cereals and potatoes □ <i>Individuals</i>: babies, children, adults □ <i>Physical health</i>: growth, e.g. milk for bone growth for babies and children; energy e.g. pasta for adults to provide fuel for exercise; body functions, e.g. orange juice for babies, children and adults to fight infection; repair, e.g. chicken for adults after an operation □ <i>Emotional health</i>: wellbeing, e.g. mealtimes need to be relaxed and unhurried, presentation of food, personal preferences
2	Know about healthy drinks and snacks for groups in health and social care settings	2.1	Outline healthy drinks and snacks for groups	<ul style="list-style-type: none"> □ <i>Healthy drinks</i>: milk; hot milk drinks; fresh fruit juice; smoothies, e.g. made with fruit, yogurt, milk; water; sugar-free drinks □ <i>Healthy snacks</i>: fruit, e.g. fresh, dried, stewed; raw vegetables with dips e.g. houmous; yogurt; cereal with milk; cheese; wholemeal bread, e.g. sandwiches, bread sticks, toast, toasted sandwiches, pitta bread; wraps; crispbread; nuts and seeds; beans on toast; scrambled eggs on toast □ <i>Different groups of individuals</i>: young children; teenagers; elderly adults

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to make healthy drinks and snacks to meet individual needs	3.1	Make healthy drinks and snacks to meet individual needs	<ul style="list-style-type: none"> □ <i>Hygiene</i>: food storage; hand washing; preparation areas; utensils; crockery □ <i>Safety</i>: correct use of equipment, e.g. knives, blenders; ensuring correct food is given to individuals □ <i>Health needs</i>: special dietary requirements, e.g. for diabetes, allergies e.g. to dairy products, eggs, wheat, nuts, coronary heart disease, e.g. low in saturated fat □ <i>Individual needs</i>: vegetarian; cultural, religious; personal preference; physical needs, e.g. unable to chew
		3.2	serve drinks and snacks to meet individual needs	<ul style="list-style-type: none"> • <i>Presentation of food and drink</i>: amount, e.g. according to needs of individual, age, stage of development, health, appetite; colour; arrangement of food; appropriate plate, bowl

Information for tutors

Delivery

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

The tutor could start delivery of this unit by asking learners to complete a personal food diary. To understand the concept of a balanced diet they could use the internet to compare their diet with the *eatwell plate* on the NHS Choices website. Learners could work in groups to assess the strengths and weaknesses of their diets and make recommendations for a more balanced diet.

Learners could analyse the nutritional balance of menus from different health and social care settings.

A dietician may be invited to talk to the group. Learners could prepare questions to ask the speaker about the importance of a balanced diet for different age groups.

To gain an understanding of how food contributes to the health of individuals, a mixture of tutor-led input and individual learner research is required. In small groups learners could find out about the specific dietary needs of babies, children and adults. Each group could present their findings to the other learners. The results of the research could be incorporated into posters, which could be displayed in the classroom.

Learning outcome 2 gives learners the opportunity to use a range of different methods to determine an extensive range of healthy snacks and drinks appropriate for the different groups. The internet and journals could provide useful sources of information. Learners could visit a food market to research appropriate food.

Learners could work in small groups to complete the research. The learner may keep a record of the different drinks and snacks they have found out about. This record may be used to provide evidence for 2.1.

The particular dietary needs of individuals could be covered by the use of different case studies. Learners could find out about and answer questions on a worksheet related to the case study and present their answers to the rest of the group. Learners could plan healthy snacks and drinks for the individuals in the case studies.

Learners should be given as much practical experience as possible during delivery of learning outcome 3. Opportunities to prepare and present healthy drinks and snacks, appropriate for different age groups, reflecting a wide range of health and individual needs, will provide learners with knowledge and skills which can be applied to the workplace.

Learners could plan, make and present healthy snacks and drinks for members of their peer group. Peer assessment could take account of hygiene, safety, presentation and taste. Learners could undertake self-assessment, assessing their strengths and weaknesses and incorporating conclusions and recommendations.

Visits to different settings would give learners the opportunity to observe how individual needs are met at mealtimes.

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>Activity – individual outline of food and drink consumed in the last 24 hours.</p> <p>Tutor-led discussion to provide details on the five food groups.</p> <p>Activity – compare individual diet against the <i>eatwell plate</i>.</p> <p>Group discussion – ‘How can you improve your diet?’</p> <p>Guest speaker, e.g. dietician, practice nurse, to speak about the importance of diet for health. Learners to prepare questions to ask on the dietary needs of babies, children and adults.</p> <p>Assessment – record how food contributes to health of different individuals, in a format suitable for parents/carers (learning outcome 1) [Functional Skills: Writing].</p>
<p>Activity – learners to research detail of different foods and drinks suitable for healthy snacks for young children, teenagers, elderly adults. Information could include components of fruit smoothie, content of ready-made sandwiches compared with home-made sandwiches. Research could include internet research, visits to settings, e.g. day centres, nurseries, shops.</p> <p>Present research findings to other groups.</p> <p>Assessment – learners to record information about healthy snacks and drinks in a format suitable for a display in different settings. For example, a nursery, after-school club, day centre or health centre (learning outcome 2).</p>
<p>Activity – quiz to test understanding of hygiene and safety in food preparation.</p> <p>Tutor-led discussion following feedback.</p> <p>Group research – each group selects a different dietary requirement and researches suitable snacks.</p> <p>Present research findings to other groups.</p> <p>Practical session – learners make healthy drinks and snacks for different dietary requirements.</p> <p>Assessment – make healthy drinks and snacks for different dietary requirements. Present drinks and snacks attractively. Demonstrate hygiene, and health and safety throughout (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

Assessment

For 1.1, learners will need to identify two different foods that are important for the health of each of the groups: babies, children and adults. For each food identified the learner will need to describe how it contributes to health. This information could be evidenced in a number of different ways, for example a leaflet or a poster.

To meet 2.1 learners need to outline different healthy drinks and healthy snacks for each of the groups of individuals referred to in the content: young children, teenagers, elderly adults. The drinks and snacks chosen should demonstrate understanding of the needs of each group and the food and drink that may be most

appropriate. The learner needs to include information about the constituents of the drink and snack, for example the sandwich filling, the ingredients of a smoothie. The evidence for this criterion could be provided in a loose-leaf file as a reference document or as a chart or booklet.

To meet 3.1 and 3.2, learners need to make and serve two healthy drinks and snacks for two individuals with different needs. The learner must be able to demonstrate that they have selected appropriate drinks and snacks for the identified individuals. Learners must also show awareness of hygiene, safety and attractive presentation in making and serving the drinks and snacks. This may be evidenced through witness testimonies supported with photographic evidence. It is important that documentation is retained for internal and external verification.

Suggested resources

Books

Ardito P, Witenky A, Byrnes S – *Healthy Snacks for Kids: Recipes for Nutritious Bites at Home or on the Go (Knack: Make it Easy Cooking)* (Knack, 2010)
ISBN 9781599219172

Elias C – *The Ultimate Healthy Snack List Including Healthy Snacks for Adults and Healthy Snacks for Kids* (CreateSpace Independent Publishing, 2011)
ISBN 9781456521264

Grant A – *Healthy Lunchboxes for Kids* (Ryland Peters and Small, 2010)
ISBN 9781849750486

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Websites

www.bbc.co.uk/health/treatments/healthy_living/nutrition/index.shtml	Source of advice on healthy drinks
www.bbcgoodfood.com/content/recipes/healthy/healthy-snack/	Source of recipes for healthy snacks
www.food.gov.uk	Food Standards Agency
www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx	Eatwell plate
smoothiecast.co.uk	Source of recipes for smoothies

Unit 18:

Communication with Adults and Children in Health and Social Care

Unit code: Y/501/7227

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce learners to different types of communication, barriers to communication and ways to communicate with adults and children in health and social care settings.

Unit introduction

Understanding how to communicate successfully is fundamental for progress in the world of work and has particular importance in the health and social care sector. In this unit learners will be introduced to the principles of communication. Learners will apply this knowledge to communicate effectively with adults with different needs. The learner will also be introduced to a range of ways to communicate with babies, children and teenagers.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the principles of communication in health and social care	1.1	Outline different forms of communication	<ul style="list-style-type: none"> □ <i>Forms of communication:</i> one to one; groups; formal; informal; verbal, e.g. tone of voice, pitch; non-verbal e.g. body language – facial expressions, eye contact, posture, use of hands; pauses; turn taking; questioning; active listening; written communication □ <i>Communicating with non-verbal children and/or adults:</i> (due to learning disabilities or medical conditions) sign language, understanding individual methods of communication; importance of observing facial expression, moods, reactions and gestures; the need for patience
		1.2	Describe barriers to communication in health and social care	<ul style="list-style-type: none"> □ <i>Barriers to communication:</i> physical barriers, e.g. background noise; different language; impairments, e.g. hearing loss, visual impairment, speech difficulties; emotional factors, e.g. fear, anxiety; complex language e.g. use of jargon; patronising communication, e.g. words, tone, behaviour; cultural differences
2	Understand how to communicate with adults in health and social care	2.1	Explain ways to communicate with adults with different needs in health and social care	<ul style="list-style-type: none"> □ <i>Different groups:</i> senior citizens; those with disabilities (sensory, emotional, physical or learning disabilities); those affected by illness or frailty □ <i>Ways to communicate:</i> show respect; appropriate body language; undivided attention; calm listening; give time for responses, check understanding; avoid patronising; use of signs, pictures, lip reading, translator, interpreter; eye contact; awareness of cultural differences in terms of eye contact and body language

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to communicate with babies, children and young people in health and social care	3.1	Explain ways to communicate with babies, children and young people in health and social care	<ul style="list-style-type: none"> □ <i>Different groups:</i> babies; children; teenagers; those with disabilities; those affected by illness or frailty □ <i>Ways to communicate:</i> use language appropriate to stage of language development; establish bond/rapport; give time; communicate at same level; avoid patronising communication; active listening; checking understanding; open questions; being a good role model; using signs, pictures, translators, interpreters

Information for tutors

Delivery

Throughout this unit learners would benefit from practising skills using role play, accessing video examples of communication, using case studies and the opportunity to carry out simulated activities.

The tutor could start delivery of this unit by asking learners to consider situations when they experienced difficulties in communicating.

To develop knowledge and understanding of different forms of communication, learners could work in groups to analyse recordings from programmes such as *Holby City* or *Casualty*.

A video camera could be used to record communication in the classroom and learners could analyse their own use of body language and non-verbal communication to help understand how these may impact on effective communication.

In groups learners can discuss and analyse the effect on individuals if they are unable to communicate their needs and report back to the rest of the group.

Role play could be used to explore barriers to communication. Key words could be collated on the board/flipchart.

Learners could work in groups to produce posters highlighting barriers to communication to display in the classroom to act as a reference throughout the unit.

For learning outcome 2, learners could visit a residential home to observe communication and, on return to the centre, discuss what they have learned. Learners could create a guidelines sheet on effective communication as a factsheet for other learners to follow.

When looking at ways to communicate, learners could discuss case studies in groups and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Role play could be used for learners to practise their skills in communicating effectively with adults.

Learners could be shown video clips of adults communicating with children for learning outcome 3. Learners could work in groups to consider ways to communicate effectively with children.

Learners could visit an early years setting, in small groups, to observe adults communicating with babies and children.

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 discussion on how we communicate.</p> <p>Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening.</p> <p>Practical session – activities to reinforce understanding of different forms of communication, for example, charades, Pictionary. Learners encouraged to discuss their experiences.</p> <p>Assessment – learner to produce notes on different forms of communication for their future reference (learning outcome 1).</p> <p>Tutor-led discussion on barriers to communication.</p> <p>Practical session – activities related to health and social care to reinforce the importance of communication skills for example asking an individual with hearing loss what they would like for breakfast; helping a child who is having difficulty with tying their shoe laces. Learners should be encouraged to discuss their experiences and any barriers to communication.</p> <p>Assessment – learners to record information on barriers to communication in health and social care settings for their future reference (learning outcome 1).</p>
<p>Practical session – learners to devise a checklist to use when observing communication with adults in health and social care to include forms of communication and ways that adults communicate.</p> <p>Activity – learners to visit health and social care settings to observe communication with adults, or watch DVDs showing communication in health and social care situations. Learners record ways that adults communicate.</p> <p>Guest speaker – practitioner from health and social care setting for adults to speak about different ways to communicate.</p> <p>Practical session – learners to role play communicating with adults with different needs. Learners encouraged to discuss their experiences.</p> <p>Activity – learners to be given scenarios of communication with adults of different needs. Learners to decide how they would communicate, and to present this to the rest of the group.</p> <p>Assessment – learners to provide evidence of how to communicate with adults with different needs and why that method of communication is appropriate, for example, observation notes from a visit to a setting, leaflets on British Sign Language (BSL) with notes, witness statement evidencing effective learner's communication skills (learning outcome 2).</p>

Topic and suggested assignments/activities

Guest speaker – parent with a baby, learners encouraged to observe communication between parent and baby.

Tutor-led discussion – how did parent communicate with baby? For example, eye contact, listening, turn taking, signs, facial expressions.

Guest speakers – parents with children. Learners encouraged to observe, and where possible, communicate with children playing.

Tutor-led discussion – how did the parents/learners communicate with the children? For example, asking open-ended questions, listening to the children, using appropriate language, observing children.

Role play communication with young people, working in small groups with one observer – patronising language, street language.

Demonstration of *Makaton* signs.

Practical session – learn *Makaton* signs to support a child's activity, for example rhyme, story, actions to support a song.

Assessment – learners to provide evidence of how to communicate with babies, children and young people and why that method of communication is appropriate, for example, observation notes from guest speakers, witness statement evidencing effective learner's communication skills (learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

The assessment criteria for this unit could be combined and evidence collected in a small portfolio/loose-leaf file, or as a booklet to be used as a reference document when working in the health and social care sector.

To meet 1.1, learners must give a brief summary of different forms of communication. Learners could complete a prepared worksheet.

To meet 1.2, learners will need to give an accurate description of different barriers to communication. Examples which relate to the health and social care sector need to be given to support the description.

Assessment criterion 2.1 requires learners to explain how to communicate with adults with different needs. Case studies or video recordings may be used as a stimulus. Learners may be able to provide evidence from practical work settings of their effective communication with different adults, verified with witness statements. The learner will need to include a brief self-assessment which explains how the communication was effective to meet the criterion.

For 3.1, learners will need to consider ways to communicate effectively with babies, children and young people. One example from each of the three groups will be needed. Case studies or video recordings may be used as a stimulus. Learners may be able to provide evidence of their communication with different babies, children and young people from practical work settings, verified with witness statements. The learner will need to include a brief self-assessment which explains how the communication was effective to meet the criterion.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

Websites

www.kidsbehaviour.co.uk/communicatingwithchildren.html	Source of advice on communicating with children
www.mencap.org.uk/search/apachesolr_search/factsheets?page=9&filters=tid%3A248	Mencap factsheets – see factsheet <i>Communication and People with a Learning Disability</i>

Unit 19:

Job Opportunities in Health and Social Care

Unit code: D/501/7228

Level 1: BTEC Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to find out about jobs in different sectors of health and social care, the terms and conditions of employment in health and social care, and the qualifications and skills required to work in this sector. Learners will plan how to start work in health and social care.

Unit introduction

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know job opportunities in health and social care	1.1	Identify jobs in different sectors of health and social care	<ul style="list-style-type: none"> □ <i>Health care sector</i>: direct care workers; indirect care workers; jobs, e.g. health care assistant, adults' nurse, children's nurse, learning disabilities nurse, mental health nurse, midwife, dental nurse, dental hygienist, ambulance care assistant, paramedic, emergency call handler, receptionist, hospital porter □ <i>Social care sector</i>: community work; residential work; jobs, e.g. home care worker, community worker with families, residential care worker with adults, residential care worker with children, community worker with young people, personal assistant for adult with disabilities, social worker □ <i>Children's services</i>: e.g. nursery assistant, early years practitioner, childminder, playworker, crèche worker, hospital play specialist, early years teacher
		1.2	Describe a job role in a health and social care setting/department	
2	Understand terms and conditions of employment within health and social care	2.1	Describe the terms and conditions of employment for jobs in health and social care	<ul style="list-style-type: none"> □ <i>Work patterns</i>: hours of work; shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime, days off during week; annual leave □ <i>Pay</i>: e.g. weekly, monthly, salary scales, increments □ <i>Benefits</i>: e.g. pension, 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 health and social care	3.1	Present information about qualifications and skills required for selected jobs in health and social care	<ul style="list-style-type: none"> □ <i>Qualifications</i>: essential; desirable; general qualifications, e.g. GCSEs, GCEs, diplomas; work-based qualifications, e.g. NVQs; vocational qualifications, e.g. BTEC Firsts, Nationals, apprenticeships; practical qualifications in, e.g. food handling, moving and lifting, first aid; higher qualifications, e.g. degree □ <i>Skills and qualities</i>: personal qualities, e.g. caring, empathy, gentle, respectful; work-related skills, e.g. communication, teamwork, problem solving, self-management; level of fitness □ <i>Requirements</i>: Criminal Records Bureau (CRB) check
4	Be able to plan how to start work within health and social care	4.1	Produce a plan to start work within health and social care	<ul style="list-style-type: none"> □ <i>Career planning</i>: personal skills audit, own abilities, interests, values, personal qualities, lifestyle, constraints □ <i>Finding out about jobs</i>: career pathways; experience requirements; methods, e.g. websites, careers fairs, journals, people, e.g. family, friends, tutor □ <i>Making plans</i>: consider options; realistic short-term goals, medium-term goals

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 health and social care sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different health and social care settings and interview or work shadow an employee. On return to the centre learners could create a leaflet to include information about the job role and conditions of employment as a factsheet for other learners to follow.

Videos and case studies may be used to help learners understand the range of job roles in the sector, and the difference between direct and indirect care.

In groups learners could complete web-based research into job roles in different settings and departments in health and social care, 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 work patterns, pay and benefits advertised.

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

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.

Learners could access careers advice from LearnDirect 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 discussion or tutorials.

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 discussion on job opportunities in:</p> <ul style="list-style-type: none">• health care• social care• children's services. <p>Small-group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities• additional requirements, for example Criminal Records Bureau (CRB) check. <p>Research could involve the internet, visits to settings, professional journals.</p> <p>Activity – group presentation of information to include a factsheet for other learners.</p> <p>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.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, for example using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>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, 2, 3 and 4).</p>
Assessment feedback, review and evaluation of unit.

Assessment

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

To meet 1.1, learners will need to state three different jobs in each of the following: health care, social care and children's services.

To meet 1.2, learners will need to select one health and social care setting/department, for example a residential care home for the elderly, a community home for adults with learning disabilities, a hospital ward, a day-care setting for children and describe one job in the selected setting.

To meet 2.1, learners must select one job in health care, one job in social care and one job in children's services and compare the work patterns pay and benefits. This could be presented in the format of a chart.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for different jobs: one in social care, one in health care and one in children's services. These could be the three jobs selected for 2.1.

The career plan required for 4.1 requires the learner 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 health and social care. This may be evidenced with leaflets, downloads from websites, discussions with the class group, tutors or careers advisers.

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

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

Websites

www.healthcareernet.co.uk	Source of advice on jobs available in the health sector
www.learndirect.co.uk	Source of advice on developing skills and careers
www.nhscareers.nhs.uk	Source of advice on jobs available in the NHS

Unit 20:

Carrying out an Individual Project

Unit code: K/504/9146

Level 1: BTEC Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all their findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of health and social care to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

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Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	<ul style="list-style-type: none">□ <i>Identification of project topic</i>: investigation into ideas for project, methods of ensuring that project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project e.g. access to leisure centres for people with mobility difficulties, day care provision for young children, analysis of menus in care homes for the elderly, access to public transport for people who use a wheelchair, social activities for people with hearing impairment, local access to national health service dentists
		1.2	Set aims for the project	<ul style="list-style-type: none">□ <i>Setting aims</i>: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	<ul style="list-style-type: none"> □ <i>Project planning</i>: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising the most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2	Carry out research into the project area	<ul style="list-style-type: none"> □ <i>Carrying out research</i>: methods of secondary research available, i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research, i.e. confidentiality and appropriate behaviour
				<ul style="list-style-type: none"> □ <i>Guidelines in structuring a report</i>: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report
3	Be able to produce a project report	3.1	Present a project report including: <ul style="list-style-type: none"> • introduction • aims • findings • discussion • conclusion 	<ul style="list-style-type: none"> □ <i>Guidelines in structuring a report</i>: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report

Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage: 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area? If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to move onto their research project independently, or with support.

Possible research project titles include:

- local day-care provision for young children
- meeting nutritional needs of the elderly
- access to public transport or public buildings for people with mobility difficulties.

Outline learning plan

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

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in the chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the public service project. Learners examine the research and consider how to discuss this within their project.
Learners identify the sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service reports with sections indicated in assessment criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to the chosen vocational area, in this case health and social care. In order to do this successfully, learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2 learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile this into the report as described in the unit content and the assessment criteria. It is important that the learners produce a report that clearly introduces the project, showing how and why the aims have been set. The findings of the research will then be included in the report along with a discussion as to what learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that the learners have set for themselves.

Learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

Suggested resources

Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.gov.uk/government/organisations/department-of-health	The Department of Health
www.gov.uk	Source of advice on public services
www.skillsforcare.org.uk	Skills for Care and Development; the Sector Skills Council for the social care sector – advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health; the Sector Skills Council for the health sector – advice for those working in the health-care sector
www.yell.co.uk	<i>The Yellow Pages</i>

Unit 21: Working in a Team

Unit code: R/503/2843

Level: BTEC Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; they will take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

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Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> <i>Behaviours for effective teamwork:</i> encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> <i>Strengths, skills and experiences:</i> organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; communication skills, e.g. multilingual, skilled writer; interpersonal skills, e.g. good listener, confident, punctual, reliable, patient
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	<ul style="list-style-type: none"> <i>Aspects of a task they could do well, based on identified strengths, skills and experience:</i> e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<ul style="list-style-type: none"> <i>What team is working to achieve:</i> aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	<ul style="list-style-type: none"> <i>Responsibilities within the team:</i> own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	<ul style="list-style-type: none"> <i>Contribution of own role to work of whole team:</i> how own role affects roles of others in the team; how own role affects overall team success

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<ul style="list-style-type: none"> □ <i>Listen to the ideas and suggestions of others:</i> paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	<ul style="list-style-type: none"> □ <i>Give ideas and suggestions as to how the team might complete their task:</i> participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	<ul style="list-style-type: none"> □ <i>Offer help to other team members:</i> e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	<ul style="list-style-type: none"> □ <i>Accept help or advice from other team members:</i> try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	<ul style="list-style-type: none"> □ <i>Complete own task in line with the given brief:</i> complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> □ <i>Positive teamworking behaviours demonstrated:</i> listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> □ <i>Identify teamworking skills that could be improved:</i> be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Information for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

To understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or a flipchart. Teams could work to design a poster or give a presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4–7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flowchart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small-group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or a poster.

For 2.1, 2.2, and 2.3 learners need to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 can be provided in a logbook completed by the learner during the task. The logbook can take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Suggested resources

Book

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.gov.uk/government/organisations/department-of-health	The Department of Health
www.gov.uk	Source of advice on public services
www.skillsforcare.org.uk	Skills for Care and Development; the Sector Skills Council for the social care sector – advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health; the Sector Skills Council for the health sector – advice for those working in the healthcare sector
www.yell.co.uk	<i>The Yellow Pages</i>

Unit 22:

Investigating Rights and Responsibilities at Work

Unit code: M/503/2879

Level 2: BTEC Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace	<ul style="list-style-type: none"> □ <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 the standards and morals of our society, provide guidelines for resolving workplace problems or conflict in an appropriate way, establish order and agreed obligations in a workplace, enable employers to conduct business in a fair and productive way, protection of employees, protection of employers □ <i>Types of rights:</i> rights, e.g. human rights, rights in the workplace, rights of the child, legal rights, informal rights, e.g. club membership □ <i>Types of responsibilities:</i> e.g. member of society, workplace responsibilities, family responsibilities
		1.2	Explain how rights and responsibilities are enforced in a workplace	<ul style="list-style-type: none"> □ <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

Learning outcomes		Assessment criteria		Unit amplification
2	Understand rights and responsibilities of employees and employers	2.1	Outline the responsibilities employers have to employees	<ul style="list-style-type: none"> □ <i>Responsibilities of employers:</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
		2.2	Outline the rights and responsibilities an employee has at work	<ul style="list-style-type: none"> □ <i>Rights and responsibilities of employees:</i> rights, e.g. to fair pay, to be kept safe, to be given equality of opportunity; responsibilities, e.g. follow procedures for safety, punctuality, fulfil contracted duties
		2.3	Explain the implications of employee rights and responsibilities in a workplace	<ul style="list-style-type: none"> □ <i>Implications:</i> safe work environment; policies and procedures; work culture
		2.4	Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace	<ul style="list-style-type: none"> □ <i>Data protection:</i> in relation to most recent data protection legislation and guidance
3	Know how to obtain 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	<ul style="list-style-type: none"> □ <i>Representative bodies:</i> e.g. Health & Safety Executive (HSE), Citizens Advice Bureau (CAB), Equality and Human Rights Commission, trade unions, staff associations, Criminal Records Bureau (CRB)
		3.2	Describe the type of advice given by key representative bodies	<ul style="list-style-type: none"> □ <i>Type of advice:</i> safety of working environment and practices; financial; legal; benefits, equality and diversity

Information for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

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

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

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

For 3.1, the learner must identify three key representative bodies. For 3.2, they must then describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade associations can be used as sources of information and guidance. A case study can be used.

Suggested resources

Book

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.acas.org.uk/	Arbitration service, advice on health and wellbeing at work
www.citizensadvice.org.uk/	Citizens Advice Bureau
www.gov.uk/browse/working	Advice on employment rights
www.gov.uk/browse/working/rights-trade-unions	General rights and responsibilities in the workplace including rights for people with disabilities, carers, older people and young people
www.tuc.org.uk/	Trades Union Congress website with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	TUC-run website with information about rights at work (paternity and maternity leave, paid holiday, etc)

Unit 23: Managing your Health at Work

Unit code: H/503/2880

Level: BTEC Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

In this unit, learners will develop understanding of how they can be instrumental in managing their own health while at work. The learner will find out what their responsibility is in maintaining good health at work and they will consider the importance of taking regular breaks throughout the day, maintaining a balanced diet and wearing suitable clothing for the job. Learners will also learn what services an employer might offer employees and other sources of help to ensure good health at work.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the employee's role in maintaining good health at work	1.1	Explain why it is important for employees to maintain good health at work	<ul style="list-style-type: none"> □ <i>Why it is important for employees to maintain good health at work:</i> improves performance; reduces stress; reduces sick leave; reduces risk of injury; increases enjoyment of work; increased enjoyment of leisure time
		1.2	Explain how employees can maintain good health in the workplace	<ul style="list-style-type: none"> □ <i>How employees can maintain good health in the workplace:</i> appropriate diet and exercise; reduce and report potential risks and hazards; wear correct protective clothing if required; take regular breaks, maintain work-life balance; manage ill health appropriately
2	Know the services employers can provide to maintain the health of the workforce	2.1	Describe services that can be provided by employers to help maintain the health of the workforce	<ul style="list-style-type: none"> □ <i>Services provided by employers:</i> first aid; health surveillance and medical check-ups; access to health support network, e.g. advice on dealing with addictions, counselling services; sick pay; health initiatives to benefit employees, e.g. healthy eating campaigns in the workplace canteen, keeping active campaigns, subsidised gym memberships or bicycle purchases for staff, onsite gym or recreational facilities, free annual flu vaccinations at work
3	Know sources of help to ensure good health at work	3.1	Describe different sources of help to ensure good health at work	<ul style="list-style-type: none"> □ <i>Sources of help:</i> workplace occupational health; trade unions; community occupational health; first-aid officer; health and safety officer; support networks (particularly for self-employed workers)
		3.2	Describe the services offered by different sources of help	<ul style="list-style-type: none"> □ <i>Services offered by sources of help:</i> 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

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.

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

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

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

Assessment

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

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

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

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

Suggested resources

Book

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.hse.gov.uk

Advice on health and safety at work

www.worksmart.org.uk/index.php

TUC-run website with information
about rights at work

Unit 24: Preparing for Work Placement

Unit code: F/503/2885

Level: BTEC Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

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

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, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the company or organisation where the work placement is planned	1.1	Describe the company or organisation providing the work placement	<ul style="list-style-type: none"> □ <i>Information about the company/organisation:</i> type of company or organisation; ownership, e.g. public or private; function, e.g. service provision, retail, construction, logistics, administrative; location; size e.g. small, medium, large, number of employees, number of departments, international, national or local organisation; internal and external customers; key purpose, e.g. to make money, to expand, to widen the customer base, to build houses
		1.2	Describe the key purpose of company or organisation	<ul style="list-style-type: none"> □ <i>Sources of information:</i> e.g. company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, <i>Jobcentre Plus</i>, learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement
2	Know the information needed before starting the work placement	2.1	Describe the terms and conditions of the work placement	<ul style="list-style-type: none"> □ <i>Terms and conditions of work:</i> hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; seeking advice relating to work and/or colleague relationships
		2.2	Describe the tasks to be performed as part of the work placement	<ul style="list-style-type: none"> □ <i>Tasks:</i> daily routine tasks, e.g. opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work

Learning outcomes		Assessment criteria		Unit amplification
3	Know what the company or organisation expects of the learner during the work placement	3.1	Describe why workplace values are important for success at the work placement	<ul style="list-style-type: none"> □ <i>Workplace values</i>: definition of values e.g. concepts and ideas that lead to workplace satisfaction; different types of values, e.g. place customer service at heart of business, produce quality products, celebrate diversity, promote mutual respect, encourage creativity, recognise and reward achievement and good work □ <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, e.g. how to treat other staff and customers appropriately, how to do job to a high standard, how to prioritise daily tasks, how to make decisions
		3.2	Describe personal presentation requirements appropriate to the work placement	<ul style="list-style-type: none"> □ <i>Personal presentation</i>: appropriate clothing for job role; personal hygiene; attitudes and behaviours; body language
		3.3	Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement	<ul style="list-style-type: none"> □ <i>Dealing effectively with situations of emotional stress, difficulty or confusion</i>: use appropriate sources of support and guidance in situations of emotional stress, e.g. speak to work placement supervisor if there are difficulties in getting along with another colleague, ask questions or request clarification if instructions or messages are unclear or confusing, ask for help or guidance from other people if a task is difficult or unclear, consult user guides or request further training and assistance if nervous about using a new piece of equipment
4	Be able to set goals relating to the work placement	4.1	Set goals for skills development relating to the work placement	<ul style="list-style-type: none"> □ <i>Goal setting for the work placement</i>: different types of goals, e.g. personal goals, work-related goals, skills development; goals for the work placement should be in line with employer's expectations for the work placement; setting a goal that draws on current skill or knowledge, or on skills and knowledge the learner would like to acquire
		4.2	Set goals for personal development relating to 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. Before starting to find out about their work placement, learners could discuss what information they need to know about the organisation in which they are going to be working. Learners could compile a checklist to help direct their research. They could collect information on aspects such as the function of the organisation, the key purpose, its structure (if relevant) and types of customers. Information can also be gathered from the internet and visits to the careers office to find out about the organisation providing the work placement.

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

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

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

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

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

scenario. This could help address learners' fears and concerns about handling any uncertain or difficult situations they can encounter.

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

Assessment

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

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

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

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

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

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

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

Suggested resources

Book

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 25:

Learning from Work Placement

Unit code: L/503/2887

Level: BTEC Level 2

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to ensure that learners reflect on their work placement and use this experience to set career related goals.

Unit introduction

A work placement can be a valuable experience for all learners, helping them to develop new skills and increase their knowledge of a vocational area. However, to achieve this, the learner must reflect on what they have learned and use that learning for future development and goal setting. The unit has been designed to be used after a learner has experienced a work placement, however as they need to have gathered evidence from the work placement to complete the unit, learners will need to be familiar with the requirements of the unit before undertaking their work placement.

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to reflect on what was learnt on the work placement	1.1	Maintain a log of work-placement tasks and personal development	<ul style="list-style-type: none"> □ <i>Log of tasks undertaken</i>: employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended
		1.2	Describe skills and knowledge gained during the work placement	<ul style="list-style-type: none"> □ <i>Skills</i>: personal skills, e.g. self-management, teamwork, business and customer awareness, communication; knowledge: of work sector, of the requirements of the workplace, of products and services; personal qualities, e.g. enthusiasm, patience, confidence, curiosity □ <i>Knowledge gained during work placement</i>: what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced
2	Know how to improve the work placement experience	2.1	Identify aspects of the work-placement experience that could have been improved	<ul style="list-style-type: none"> □ <i>Aspects that could have been improved</i>: e.g. additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently
		2.2	Describe how improvements could be made to tasks carried out during work placement	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use learning from the work placement to set career-related goals	3.1	Describe how the work-placement experience might assist them in making choices about a future career	<ul style="list-style-type: none"> □ <i>Making choices about a future career as a result of work placement:</i> e.g. knowledge of new vocational area or area of interest, confirming whether they do or do not wish to work in a particular sector or industry, awareness of personal skills, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation
		3.2	Set short-term and long-term goals which build on own learning from the work placement	<ul style="list-style-type: none"> □ <i>Setting goals:</i> SMART goals; skills and knowledge development, e.g. further study, investigate specific career options or work areas; employment opportunities or goals, e.g. apply for full-time employment, seek voluntary work in a particular area

Information for tutors

Delivery

To achieve this unit, learners must have experienced a work placement.

The length of time spent in the work placement is not defined, but sufficient time must be given to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of new skills or knowledge they have acquired as a result of various work placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken (perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated). In this regard, the learner would need to adhere to the company policy on confidentiality and intellectual property.

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

Learning outcome 1 focuses on skills and knowledge gained during the work placement experience. The skills discussed should be based on the CBI employability competencies detailed in their *Time Well Spent* report found on the CBI website: www.cbi.org.uk.

The skills required for employability include self-management, team working, business and customer awareness, problem solving, communication, number and ICT skills. It would be appropriate to spend time discussing the meaning of these skills and how they relate to individual learners. Learners could develop checklists which allow the learner to describe when they demonstrated their skills during their work placement. These could also be used to describe those aspects of the work placement experience that could have been improved, and how they could have been improved. Learners also need to consider their strengths based on their personal skills, knowledge and experience. One-to-one or small-group discussions can be used to identify what the learner's strengths are. Alternatively, learners can ask their employer to help them identify their strengths. Small-group discussions could be used to help the learner identify the challenges of the work placement. Record sheets can be developed to allow the learner to identify the challenges and then state how they overcame them.

For learning outcome 3, the learner will need to know and understand what SMART goals are. This method of target setting is often used as part of performance development review processes and it is important for learners to understand how to set such goals. The acronym has a number of variations:

S – specific, significant, stretching

M – measurable, meaningful, motivational

A – agreed upon, attainable, achievable, acceptable, action-oriented

R – realistic, relevant, reasonable, rewarding, results-oriented

T – time-based, timely, tangible, trackable.

A useful website for more detailed information on SMART targets is:

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

Assessment

For 1.1, learners must create and maintain a detailed log of the work-placement tasks. The log should include the skills and knowledge related to the work activities as well as personal development such as confidence. Tutors could provide a pro-forma for the learner to complete.

For 1.2, the learner must describe the skills and knowledge they gained during the work placement. The learner could identify specific challenges that they faced, and how these helped to develop specific skills and knowledge.

For 2.1, the learner needs to identify any aspects of the work placement experience that could have been improved. This could be cross-referenced to the evidence provided in 1.1 and 1.2. Alternatively, a separate piece of work which is more generic could be provided.

For 2.2 the learner must describe at least two ways that improvements could be made to the tasks carried out during the work placement. Learners could consider improvements such as more effective communication, time keeping, and positive attitude.

In 3.1, the learner needs to make straightforward value judgements on how their work placement has helped them in planning their career choices. The learner must describe at least one way in which the work placement experience has influenced their thinking about their future. This does not need to be lengthy or complex.

In achieving 3.2, the learner must set and produce appropriate evidence of two short-term and two long-term SMART goals as a result of what they have learned from their work placement. Evidence for the learner's goals could be a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

The learner can use their short-term goals to build towards their long-term goals.

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.gov.uk/browse/education

Advice on education and learning
including options for the 14–19 age
group and adult learning

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.edexcelwbl.com/contactus**
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk/aboutus/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/flt/Pages/quality.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

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

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Your BTEC support team

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

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **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

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
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										
• understand practical problems in familiar contexts and situations										
• begin to develop own strategies for solving simple problems										
• select mathematics to obtain answers to simple given practical problems that are clear and routine										
Analysing										
• apply mathematics to obtain answers to simple given practical problems that are clear and routine										
• use simple checking procedures										
Interpreting										
• 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"> understand practical problems in familiar contexts and situations 										
<ul style="list-style-type: none"> begin to develop own strategies for solving simple problems 										
<ul style="list-style-type: none"> select mathematics to obtain answers to simple given practical problems that are clear and routine 										
Analysing										
<ul style="list-style-type: none"> apply mathematics to obtain answers to simple given practical problems that are clear and routine 										
<ul style="list-style-type: none"> 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				
Mathematics — Learners can	21	22	23	24	25
Representing					
<ul style="list-style-type: none"> understand practical problems in familiar contexts and situations 					
<ul style="list-style-type: none"> begin to develop own strategies for solving simple problems 					
<ul style="list-style-type: none"> select mathematics to obtain answers to simple given practical problems that are clear and routine 					
Analysing					
<ul style="list-style-type: none"> apply mathematics to obtain answers to simple given practical problems that are clear and routine 					
<ul style="list-style-type: none"> 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										
ICT — Use ICT systems										

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										
ICT — Use ICT systems										

Entry 3	Unit number				
ICT — Use ICT systems	21	22	23	24	25
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					
ICT — Use ICT systems					

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
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 										
<ul style="list-style-type: none"> identify and obtain necessary information to tackle the problem 										
<ul style="list-style-type: none"> 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 										
<ul style="list-style-type: none"> 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"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine 										
<ul style="list-style-type: none"> identify and obtain necessary information to tackle the problem 										
<ul style="list-style-type: none"> 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 										
<ul style="list-style-type: none"> 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	21	22	23	24	25
Representing					
<ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine 					
<ul style="list-style-type: none"> identify and obtain necessary information to tackle the problem 					
<ul style="list-style-type: none"> 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 					
<ul style="list-style-type: none"> 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										
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										✓
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
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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