

Pearson BTEC Level 3 Award and Extended Award in WorkSkills for Effective Learning and Employment

Specification

BTEC specialist qualification

For first delivery September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

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

About Pearson

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 3 Award/Extended Award/ Certificate in WorkSkills for Effective Learning and Employment (QCF)

The QNs remain the same.

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Summary of Pearson BTEC Level 3 Award and Extended Award in WorkSkills for Effective Learning and Employment specification Issue 4 changes

| Summary of changes made between previous Issue 3 and this current Issue 4 | Page/section number |
|---|---------------------|
| All references to QCF have been removed throughout the specification | Throughout |
| Definition of TQT added | 1 |
| Definition of sizes of qualifications aligned to TQT | 1 |
| TQT value added | 4 |
| GLH range removed and replaced with lowest GLH value for the shortest route through the qualification | 4 |
| QCF references removed from unit titles and unit levels in all units | 19-74 |
| Guided learning definition updated | 14 |

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.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 3 Award in WorkSkills for Effective Learning and Employment

Pearson BTEC Level 3 Extended Award in WorkSkills for Effective Learning and Employment

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

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

The Qualification Numbers for the qualifications in this publication are:

| | |
|--|------------|
| Pearson BTEC Level 3 Award in WorkSkills for Effective Learning and Employment | 501/1791/9 |
|--|------------|

| | |
|---|------------|
| Pearson BTEC Level 3 Extended Award in WorkSkills for Effective Learning and Employment | 501/1792/0 |
|---|------------|

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

These qualifications are accredited by Ofqual as being Stand Alone.

Welcome to BTEC level 3 qualifications in WorkSkills for Effective Learning and Employment

Focusing on the BTEC Level 3 qualifications in WorkSkills for Effective Learning and Employment

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

Straightforward to implement, teach and assess

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

Engaging for everyone

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

Recognition

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

All you need to get started

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

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

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

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What are BTEC Specialist qualifications?

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).

Pearson BTEC Level 3 Award

The Pearson BTEC Level 3 Award gives learners the opportunity to support specific aspects of their apprenticeship learning without committing to a larger qualification. The structure allows learners to undertake an induction unit and then select from ERR, PLTS or Pearson WorkSkills units.

Pearson BTEC Level 3 Extended Award

The Pearson BTEC Level 3 Extended Award gives learners the opportunity to support a range of aspects of their apprenticeship learning. The structure allows learners to undertake an induction unit and then select ERR **and** PLTS or Pearson WorkSkills units.

Key features of the Pearson BTEC Level 3 Qualifications in WorkSkills for Effective Learning and Employment

The Pearson BTEC Level 3 Qualifications in WorkSkills for Effective Learning and Employment have been developed to give learners the opportunity to:

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

Rules of combination

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

Rules of combination for the Pearson BTEC Level 3 in WorkSkills for Effective Learning and Employment qualifications

When combining units for the Pearson BTEC Level 3 in WorkSkills for Effective Learning and Employment, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 3 Award in WorkSkills for Effective Learning and Employment

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

Pearson BTEC Level 3 Extended Award in WorkSkills for Effective Learning and Employment

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

Unit options for the Pearson Level 3 qualifications in WorkSkills for Effective Learning and Employment

Pearson BTEC Level 3 Award in WorkSkills for Effective Learning and Employment

- The Pearson BTEC Level 3 Award in WorkSkills for Effective Learning and Employment is a 4-credit and 33 guided learning hour (GLH) qualification.
- It consists of one mandatory unit **plus** optional units that provide for a combined total of 4 credits.
- At least 3 credits must be at Level 3 or above.
- Optional units may be selected from WorkSkills for Effective Learning and Employment units (see page 5) and Level 2 and 3 WorkSkills units (see page 6 and 7).
- A maximum of 1 credit may be selected from Level 2 WorkSkills units.
- The Total Qualification Time (TQT) for this qualification is 40.

Pearson BTEC Level 3 Extended Award in WorkSkills for Effective Learning and Employment

- The Pearson BTEC Level 3 Extended Award in WorkSkills for Effective Learning and Employment is a 7-credit and 53 guided learning hour (GLH) qualification.
- It consists of one mandatory unit **plus** optional units that provide for a combined total of 7 credits.
- At least 4 credits must be at Level 3 or above.
- Optional units may be selected from WorkSkills for Effective Learning and Employment units (see page 5) and Level 2 and 3 WorkSkills units (see page 6 and 7).
- A maximum of 3 credits may be selected from Level 2 WorkSkills units.
- The Total Qualification Time (TQT) for this qualification is 70.

| Pearson BTEC Level 3 Award and Extended Award in WorkSkills for Effective Learning and Employment | | | |
|---|---|--------|-------|
| Unit | Mandatory units | Credit | Level |
| 1 | Preparing for a Level 3 Apprenticeship | 1 | 3 |
| Unit | Optional units | Credit | Level |
| 2 | Employment opportunities and Career Progression | 1 | 3 |
| 3 | Understanding the Employing Organisation | 3 | 3 |
| 4 | Understanding Employment Rights and Responsibilities* | 2 | 3 |
| 5 | Using Research to Solve Problems | 1 | 3 |
| 6 | Participating through Team Leading | 1 | 3 |
| 7 | Managing Own Learning | 1 | 3 |
| 8 | Preparing for a Higher Apprenticeship | 1 | 4 |

Units from the Pearson BTEC Level 2 qualifications in WorkSkills for Effective Learning and Employment

| Unit | Optional units | Credit | Level |
|------|---|--------|-------|
| 9 | Understanding Employment Responsibilities and Rights* | 3 | 2 |
| 10 | Understanding Employment Responsibilities and Rights in Health, Social Care, or Children's and Young People's Settings* | 3 | 2 |

***Units 4, 9 and 10 must not be taken in combination**

Level 3 WorkSkills units available as optional units

Please see specification for Pearson BTEC Level 3 Award, Certificate and Diploma in WorkSkills (available from the Pearson website qualifications.pearson.com)

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

Level 2 WorkSkills units available as optional units

Please see specification for Pearson BTEC Level 3 Award, Certificate and Diploma in WorkSkills (available from the Pearson website qualifications.pearson.com)

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

Assessment

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

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

Guidance

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

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

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

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

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

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

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

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

Qualification grade

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

In the Pearson BTEC Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

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

Quality assurance of centres

Pearson BTEC Level 3 specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 3 specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

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

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

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

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 3 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

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

Approval

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

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

Quality assurance guidance

Details of quality assurance for the Pearson BTEC Level 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

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

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

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

Resources

Pearson BTEC Level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

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

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional skills

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

Access and recruitment

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

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

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

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

Restrictions on learner entry

The Pearson BTEC Level 3 Qualifications in WorkSkills for Effective Learning and Employment are accredited for learners aged 16 and above.

Access arrangements and special considerations

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

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

Recognition of Prior Learning

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

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

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

Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

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

Essential guidance for tutors

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

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

Units

| | |
|---|----|
| Unit 1: Preparing for a Level 3 Apprenticeship | 19 |
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Unit 1: Preparing for a Level 3 Apprenticeship

Unit reference number: L/602/4525

Level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to successfully plan for a Level 3 Apprenticeship.

Unit introduction

This unit introduces learners to the importance of evaluating their time management and personal management skills and how these can affect successful completion of their course. Learners are encouraged to think critically about their learning, the content of the Apprenticeship and sources of information. Learners are encouraged to assess their skills using techniques such as a skills audit. The unit also covers the content of the Apprenticeship as well as the different ways in which the content is assessed. Delivery of this unit could form part of learner induction.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|--|--|
| 1 Understand how the Apprenticeship framework relates to the learner | 1.1 Explain the components of the Apprenticeship 1.2 Explain strategies for meeting the requirements of assessment 1.3 Assess the importance of the Apprenticeship agreement |
| 2 Be able to plan realistic goals for own learning | 2.1 Assess the importance of time management to successful completion 2.2 Assess own learning and development needs 2.3 Create SMART targets for successful completion of the Apprenticeship |
| 3 Understand the progression routes from the Apprenticeship | 3.1 Assess the usefulness of sources of information about progression routes 3.2 Analyse the appropriateness of the various progression routes |

Unit content

1 Understand how the Apprenticeship framework relates to the learner

The Apprenticeship framework: components in the relevant framework eg competence and knowledge-based qualifications, Functional Skills, Employee Rights and Responsibilities, personal, learning and thinking skills; choosing units allowed in the framework

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

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

2 Be able to plan realistic goals for own learning

Personal management: organising workload by prioritising tasks and activities including home and work; setting up systems for recording and keeping evidence; creating a timetable for the coming year with assessment deadlines and exams

Effect of poor personal management: time wasted; lack of control; motivation affected; stress

Learning and development needs: arising from prior learning and experience; development that could be embedded in future learning eg study skills, critical thinking, Functional Skills, exam technique, time management, personal, learning and thinking skills

Target setting: awareness of skills and strengths using a swot analysis, skills audit; planning by setting aims and objectives; setting targets which are specific, measurable, achievable, realistic, time bound

3 Understand the progression routes from the Apprenticeship

Sources of information for progression routes: Jobcentre Plus, tutor, local college websites and prospectuses, websites eg Apprenticeships, employment websites

Progression routes: further study eg college courses, university courses; employment, present employers or seeking new position eg Jobcentre Plus, online websites

Essential guidance for tutors

Delivery

This unit is designed to be taken within any sector appropriate for the Apprenticeship learners are undertaking. Delivery could start by studying the Apprenticeship framework and discussing why components are present and their purpose. Learners should explain how components are assessed. They should also understand the purpose and usefulness of the Apprenticeship agreement. The learning outcomes enable learners to develop an individual learning plan. Learners should develop a critical perspective toward sources of information and their usefulness. Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in on-the-job training or attending a training centre on day release.

The emphasis this unit is on ensuring that the learners understand the Apprenticeship course and how they are to be assessed throughout. Learners are encouraged to consider their skills and set appropriate targets. The unit should be delivered as near to the start of the course as possible.

Assessment

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

Indicative resource materials

Textbooks

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

Websites

| | |
|--|---|
| www.bbc.co.uk/learningzone/clips | Useful video clips in a variety of occupational settings. |
| www.excellencegateway.org.uk | Variety of learning resources |
| www.mindtools.com | Covers aspects of personal management |

Unit 2: Employment Opportunities and Career Progression

Unit reference number: D/602/4528

Level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to allow learners to research and analyse their chosen vocational sector and sub-sector, gaining an overview of economic importance and structure as well as the career opportunities on offer.

Unit introduction

In this unit learners will research their chosen vocational sector, looking at turnover and staffing locally and nationally, to assess its impact on the economy. They will consider the factors which might bring about change in the sector, as well as the key organisations within that sector including regulatory bodies and trade unions.

Learners will then focus their research by looking at a subsector, again considering its size and scope but also its role within the overall vocational sector.

Finally, learners consider the career routes offered by their sector, the qualifications required for entry and the training which might lead to future progression giving them a broad overview of the career opportunities available.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|---|--|
| 1 Understand the key features of a vocational sector | 1.1 Explain the contribution that a vocational sector makes to the economy and society 1.2 Analyse factors causing change in a vocational sector 1.3 Explain the roles of key organisations in a vocational sector |
| 2 Understand the key features of a vocational subsector | 2.1 Define the main subsectors and their roles within a vocational sector 2.2 Describe the composition of a vocational subsector in terms of public, private and voluntary organisations 2.3 Assess the local impact of a subsector in terms of employment and participation |
| 3 Be able to establish own employment and career opportunities in a vocational sector | 3.1 Explain the main job roles within a vocational sector 3.2 Explain potential career pathways and their requirements in a vocational sector 3.3 Assess possibilities for further training within a vocational sector 3.4 Plan own career development drawing on sources of advice and guidance and knowledge of the vocational sector |

Unit content

1 Understand the key features of a vocational sector

Contribution to economy and society: assessment of size of sector eg turnover and numbers employed locally and nationally; size of sector in relation to size of local economy; size of sector in relation to size of national economy

Factors causing change in the vocational sector: reasons for future change within sector eg economic environment, change of government, change of legislation, technological developments

Roles of key organisations in the vocational sector: roles of representative bodies, regulatory bodies, trade unions, trade associations; eligibility for entry to these organisations; services provided; Trades Union Congress; Trade Union Freedom Bill; professional bodies

2 Understand the key features of a vocational subsector

Main subsectors: identification of main subsectors within a vocational sector; identification of the roles of these subsectors within the sector; contribution to the overall turnover of the sector

Composition of a vocational subsector: public organisations, private organisations, voluntary organisations as appropriate

Impact of subsector: employment within the subsector; participation within the subsector; turnover of subsector; contribution of subsector to local vocational sector; contribution of subsector to national vocational sector; participation within the subsector

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

Main job roles: identification of the main job roles within vocational sector locally; comparison with main job roles within vocational sector nationally

Potential career pathways: academic qualifications required pre-entry to vocational sector; apprenticeship opportunities; contracts eg probationary or training contract, temporary contract, permanent contract; ways of finding out about job vacancies; progression structure; case studies of senior staff in variety of job roles; recruitment of managers in the vocational sector

Possibilities for further training: assessment of training needs; training requirements for potential career routes within the vocational sector; management development

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

Essential guidance for tutors

Delivery

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

Assessment

Learners should produce a portfolio or PowerPoint presentation covering the key points of the assessment criteria. This may include illustrations, diagrams, charts, and maps as well as text to convey information and evaluations. Learners should present a clear, concise summary of their vocational sector and their chosen subsector. There should be evidence that they have analysed raw data and attempted to evaluate the potential for future change within their sector. They should include an overview of the possibilities for career progression within the sector and how they might pro-actively seek progression.

Essential resources

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

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

Indicative resource materials

Textbooks

Moran L and Rumble G – *Vocational Education and Training Through Open and Distance Learning: v.5: Vol 5* (World Review of Distance Education and Open Learning) (Routledge, 2004) ISBN 978-0415345248

Websites

| | |
|--|--------------------------------|
| www.britishchambers.org.uk/ | British Chamber of Commerce |
| www.careerseurope.co.uk | Careers in Europe |
| www.direct.gov.uk/en/employment/tradeunions/index.htm | Information about trade unions |
| www.sscalliance.org | Sector Skills Councils portal |

Unit 3: Understanding the Employing Organisation

Unit reference number: R/600/1764

Level: 3

Credit value: 3

Guided learning hours: 23

Unit aim

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

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

Unit introduction

The unit begins with a study of the main functions within business organisations and some of the ways in which they might be structured, staffed and organised. Learners will then look at the range of options for channels of communication, accountability and control.

Learners will consider the content of a business plan and its importance to the success of a business. This includes looking at core aims and values, and the various ways in which a business can measure its success. Learners will then relate both of these theory sections to the practical situation in the employing organisation.

Learners then look at the human resources (HR) side of a business considering the management of staff performance, including motivation and performance measurement. They will evaluate their own job role in depth, looking at its contribution to the overall organisation and their personal responsibility for improving their performance.

The unit also covers professional training, development and career progression, asking learners to look at the range of HR procedures and processes in use before evaluating those of their employing organisation.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|---|---|
| 1 Understand the structure of their organisation | 1.1 Describe the main functions in their organisation 1.2 Describe how the main functions in their organisation are staffed and organised 1.3 Describe the communication channels in their organisation 1.4 Describe the lines of control and accountability in their organisation |
| 2 Understand key aims and objectives of their organisation | 2.1 Explain the importance of an organisation having a business plan 2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values) 2.3 Describe how their organisation measures the achievement of key aims and objectives 2.4 Identify their organisation's key performance indicators |
| 3 Understand their own contribution to their organisation's key aims and objectives | 3.1 Evaluate the importance of an organisation managing the performance of its staff 3.2 Describe the objectives of their job role 3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives 3.4 Explain how their own performance is evaluated and developed 3.5 Analyse the contribution they can make to the evaluation and development of their performance |

| Learning outcomes | Assessment criteria |
|---|--|
| <p>4 Understand the opportunities for entry, professional development and progression within their organisation</p> | <p>4.1 Explain the importance of continuing professional development</p> <p>4.2 Evaluate the organisation's processes for recruitment</p> <p>4.3 Evaluate the organisation's processes for induction</p> <p>4.4 Evaluate the organisation's processes for training and development</p> <p>4.5 Evaluate the opportunities and requirements for career progression for staff within their organisation</p> |

Unit content

1 Understand the structure of their organisation

The main functions of an organisation: theories of business organisation; the six key business functions (human resources, sales and marketing, research and development, design and production, finance, administration); key roles of each function; influence of Peter Drucker on business management systems

Staffing and organisation of functions: structures eg functional, matrix style, flat structure, hierarchy; roles and responsibilities; contribution of roles and functions to organisational success

Communication channels: internal communication; external communication eg to customers, potential customers, stakeholders, auditors; centralised or decentralised systems; networks eg chain, circle, wheel or Y networks; formal meetings; minutes; informal communication; grapevines; media used

Lines of control and accountability: reporting structures within learner's organisation; level of responsibility for task/project/money/product etc

2 Understand key aims and objectives of their organisation

The business plan: short-and long-term goal-setting; sources of finance for the business; budgets; definition of the business eg product, market, customers, projections; allocation of resources

Key aims and objectives: mission statement; core aims; values eg ethical, moral; equality and diversity

Measurement of key aims and objectives: profit and loss statement; surveys of staff/customers/shareholders

Key performance indicators: how to decide what to measure; financial performance; benchmark against other businesses; customer indicators eg sales data, secret shopper information, complaints, comment cards; staff indicators eg meetings, appraisals, qualitative data, quantitative data

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

Managing staff performance: selection; induction; training; appraisal; motivation; qualitative improvement; quantitative results

Objectives of job role: key objectives eg daily/weekly/monthly tasks, responsibilities, reporting structure

Contribution of role to organisation's key aims and objectives: contribution of role eg good customer service, creation of quality product, sales successes

Evaluation and development of performance: performance evaluation eg regular meetings with supervisor, appraisal process, assessment of training needs, provision of training

Personal contribution to evaluation and development of performance: personal responsibility eg for completion of work, identification of work to be carried out, application for further help or training

4 **Understand the opportunities for entry, professional development and progression within their organisation**

The importance of continuing professional development: enhancement of skills; diversification of skills; maintenance of up-to-date skills; motivation; progression planning

Recruitment processes: advertisement of job opportunities; selection procedures eg making a shortlist, group tasks, skills tests, one-to-one interviews, references, contracts, probationary periods

Induction processes: induction to place of work eg meeting with manager/supervisor, tour of premises, health and safety procedures, key staff, payroll, administrative procedures; induction to job role eg demonstration of work, work shadowing, video introduction to task

Training and development processes: identification of training needs eg appraisal interview; forward planning/progression planning; internal/external training provision

Opportunities and requirements for staff career progression: opportunities within the business eg future expansion/diversification plans, imminent staff retirement/departure from the business, management progression planning, advertisement of internal vacancies, re-training opportunities

Essential guidance for tutors

Delivery

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

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

Many of the suggested activities use case studies and it is anticipated that tutors would lead learners through the first sessions, showing them how to use the materials, allowing for greater independence in further study in the unit.

Assessment

Assessment should take the form of an extended project, including brief theoretical information on the various topics but focusing more on a personal evaluation of the employing organisation as set out in the assessment criteria. Learners should show that they can analyse and evaluate the systems, processes and structures of their organisation and can reflect on their role within the organisation, and the possibilities for future progression. Tutors may break the project down into small targets, giving learners the chance to study a theoretical concept and follow it immediately with research into and evaluation of their employing organisation.

Essential resources

Learners will need access to computers and to the internet.

Indicative resource materials

Textbooks

Heller R (editor) – *The Manager's Handbook: Everything You Need to Know About How Business and Management Work* (Essential Managers) (Dorling Kindersley, 2002) ISBN 978-0751312379

Needham, Rawlinson, Coles, Harris, Dransfield – *Business for Higher Awards* (Heinemann, 1999) ISBN 978-0435453145

Stettner M – *The New Manager's Handbook: 24 Lessons for Mastering Your New Role* (McGraw-Hill Professional Education Series, 2002) ISBN 978-0071413343

Websites

www.businessballs.com

Free teambuilding and business support materials

www.cipd.co.uk/default.cipd

Chartered Institute of Professional Development

Unit 4: Understanding Employment Rights and Responsibilities

Unit reference number: J/602/4524

Level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

This unit enables learners to investigate the rights and responsibilities of both employees and employers within the workplace.

Unit introduction

The unit begins with an overview of employment rights and responsibilities, relating current employment legislation to conditions of service. Learners are made aware that both employees and employers have responsibilities in the workplace, especially in the area of health and safety.

Learners will then consider documentation, for example, contract, job description, payslip, but also at the impact of the Data Protection Act on the records kept by human resources (HR) departments.

The unit focus also covers the resolution of conflict and steps to take where there is evidence of bullying or discrimination, before asking learners to think of sources of support and advice both in and outside their organisation.

Finally, learners will consider the role of the trades unions, again in general terms as well as relating specifically to their organisations.

This unit must not be taken with Units 9 or 10.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|--|--|
| <p>1 Understand their employment rights and responsibilities under the law</p> | <p>1.1 Explain their rights and responsibilities according to the legislation relating to:</p> <ul style="list-style-type: none"> - Anti-discrimination - working hours and holiday entitlements - sickness absence and sick pay - equality and diversity <p>1.2 Review the rights and responsibilities of the employer</p> <p>1.3 Analyse health and safety at work legislation as it relates to their organisation</p> <p>1.4 Assess the implications of health and safety legal requirements for their own job role</p> |
| <p>2 Understand documents relevant to their employment</p> | <p>2.1 Explain the legal requirements of a contract of employment</p> <p>2.2 Explain the contents and purpose of a job description</p> <p>2.3 Assess the implications of the Data Protection Act for personnel records</p> <p>2.4 Assess the information shown on a payslip or other statement of earnings</p> |

| Learning outcomes | Assessment criteria |
|---|--|
| <p>3 Know key employment procedures at work</p> | <p>3.1 Describe the procedures to follow if someone needs to take time off</p> <p>3.2 Describe the procedures to follow if there is a grievance</p> <p>3.3 Describe the procedures to follow if there is evidence of discrimination or bullying</p> <p>3.4 Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none"> - internal to their organisation - external to their organisation |
| <p>4 Understand how employee/er relations are undertaken within the workplace</p> | <p>4.1 Describe ways in which employer/employee relations are managed within the workplace</p> <p>4.2 Analyse the impact of arbitration within a workplace</p> <p>4.3 Assess the influence of trade unions within a workplace</p> |

Unit content

1 Understand their employment rights and responsibilities under the law

Employee rights and responsibilities: anti-discrimination legislation; working hours and holiday entitlements; sickness absence and sick pay; equality and diversity provision; statutory rights; contractual rights; Disability Discrimination Act (DDA)

Rights and responsibilities of the employer: pay and pensions; equality and diversity; sickness and time off; maternity, paternity, adoption leave; trade union representation; grievance procedures; disciplinary procedures; redundancy and dismissal; basics of employment law; codes of practice

Legal health and safety requirements: Health and Safety at Work etc Act 1974; key health and safety rules; good practice; occupational health; risk assessment

Implications of health and safety legal requirements for personal job role: risk assessment; personal responsibility; requirements specific to the place of work; reporting structure; accident book

2 Understand documents relevant to their employment

Legal requirements of a contract of employment: Employment Rights Act 1996; terms and conditions; hours; pay rate; holiday entitlement; format of the contract; deadline for receipt of a contract

Contents and purpose of a job description: content eg job title, main responsibilities and duties, reporting structure; purpose of a job description; performance appraisal against job description; assessment of training needs; target setting; progression planning

Data Protection Act as it affects personnel records: Data Protection Act 1998; Electronic Communications Regulations 2003; records held by HR departments; employee access to records; methods of getting records changed; medical information held by employers; privacy requirements; vetting systems eg the Vetting and Barring Scheme by the Independent Safeguarding Authority (ISA), Criminal Records Bureau checks; child protection legislation

Pay slip or other statement of earning: gross wages; net wages; deductions eg tax, National Insurance; tax code; National Insurance number; pay rate; additional payments eg overtime, tips, bonuses

3 Know key employment procedures at work

Procedures to follow if someone needs to take time off: reporting structure; holiday entitlement; bank holidays; sickness procedures; procedures specific to the workplace

Procedures to follow if there is a grievance: grievance procedure specific to the workplace, reporting structure; company handbook; Advisory, Conciliation and Arbitration Service (ACAS); right to be represented by colleague or union official

Procedures to follow if there is evidence of discrimination or bullying: rights under DDA; line management reporting structure; trade union support; employment tribunal; procedures specified by workplace

Sources of information and advice on employment issues: HR department at workplace or head office; line management; trade union representative; Citizens Advice Bureau; Community Legal Advice; Access to Work; Additional Learning Support

4 Understand how employee/er relations are undertaken within the workplace

Employee/er relations within the workplace: change from industrial relations to employee relations; decrease in collective bargaining; increase in individual employee relations; employee voice; psychological contract

The impact of arbitration within a workplace: range of workplace disputes; internal resolutions; involvement of outside individuals or organisations; role of Advisory, Conciliation and Arbitration Service (ACAS); mediation; conciliation; arbitration; collective mediation

The influence of trade unions within a workplace: investigation into the development of a business eg date established, number of staff, turnover, employee relations key events from start to present day; date when trade unions first accepted; employee relations since union arrival; Trade Union Reform and Employment Rights Act 1993

Essential guidance for tutors

Delivery

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

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

Assessment

The assessment task for this unit takes the form of a piece of extended research and writing to be produced at the end of the unit. However, it should be introduced at the start of the unit, so that learners can begin writing and add to the work throughout the course. It might be appropriate to show www.bized.co.uk/current/research/2004_05/181004.htm to give learners an idea of how the task might be structured. Learners should be encouraged to carry out their research outside the classroom, to use IT to produce the piece of work and to include illustrations, grids, and graphs to demonstrate high-level IT skills.

Essential resources

Learners will need access to computers for internet research tasks and possibly to a library for book research if preferred.

Indicative resource materials

Textbooks

Cushway B – *The Employer's Handbook 2010-11: An Essential Guide to Employment Law, Personnel Policies and Procedures* (Kogan Page, 2010)
ISBN 978-0749460471

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

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

Websites

| | |
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| www.acas.org.uk | Advisory, Conciliation and Arbitration Service |
| www.bized.co.uk | Business education website |
| www.businesslink.gov.uk | Government business website |
| www.cipd.co.uk/subjects/empreltns/general/emprelsovr.htm | Chartered Institute of Professional Development |
| www.hse.gov.uk/pubns/law.pdf | Health and Safety Executive |
| www.idea.gov.uk | Local Government Improvement and Development |
| www.legislation.gov.uk/ukpga/1996/18/contents | Employment Rights Act 1996 |
| www.workplacebullying.co.uk/unionind.html | Information regarding workplace bullying and trade union organisation |

Unit 5: Using Research Skills to Solve Problems

Unit reference number: R/602/4560

Level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to think creatively and enquire independently to use research to solve problems.

Unit introduction

This unit is designed to enable learners to use research to solve problems. The unit covers the creative thinkers and independent enquirer areas of PLTS. It is designed to complement other courses of study and could be built into these courses enabling research and idea generation to take place.

The unit is designed around a short research project, enabling learners to develop a research plan, undertake the research and briefly articulate their findings.

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|---|---|
| 1 Be able to research questions related to a specific problem | 1.1 Generate research questions related to a specified problem 1.2 Plan the research to meet the requirements of the research questions 1.3 Relate research questions to the problem 1.4 Undertake the research in accordance with the plan |
| 2 Be able to assess research on a specific problem | 2.1 Evaluate the usefulness and relevance of the data 2.2 Analyse factors that influenced the decisions taken in the researching 2.3 Assess whether research findings met the research questions 2.4 Analyse assumptions in research methodology 2.5 Analyse the impact alternative research methods could have on the outcomes |

Unit content

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

Problem: work related, study related

Generating ideas: various techniques eg brainstorming

Research questions: underlying objectives of the research which inform the more specific questions that may be asked in the methodology; a question or questions to be researched inductively

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

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

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

2 **Be able to assess research on a specific problem**

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

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

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

Essential guidance for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

Indicative resource materials

Websites

www.bbc.co.uk/learningzone/clips/

Useful video clips covering a variety of occupational settings

www.mindtools.co.uk

A variety of team leadership and management resources

PLTS performance mapping

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

Unit 6: Participating through Team Leading

Unit reference number: D/602/4559

Level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to complete a task as a leader of a team drawing on an agreed work plan.

Unit introduction

Any employee or potential employee should understand the importance of effective people skills to their career and also to the organisation where they work. A great deal depends on the ability of the individual to lead a team successfully.

This unit introduces learners to the skills needed to lead an effective team to complete a complex task. Learners will discover the roles and responsibilities of the team leader, including creating a work plan, reassessing progress and making adjustments if required. Learners will also develop the skills required to analyse the success of the task and make recommendations for future tasks.

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|---|---|
| 1 Be able to lead a team to complete a complex task | 1.1 Negotiate with others a complex team task that has a local focus 1.2 Lead discussion with others to agree a work plan for completing the task 1.3 Demonstrate the roles and responsibilities of a team leader 1.4 Complete task to the required standard and deadline 1.5 Reassess the agreed plan, amending the plan during the task |
| 2 Be able to review the team task to improve work in the future | 2.1 Analyse the extent to which the team was successful 2.2 Provide constructive feedback to team members 2.3 Assess ways of improving the team management for future tasks |

Unit content

1 **Be able to lead a team to complete a complex task**

Work plan for completion of task: task sequencing or prioritising to consider the order in which tasks must be carried out either because some tasks depend on the completion of other tasks or some are more important or urgent than others; task scheduling, decision on when tasks should be started and completed, action planning eg timetables, charts and Gantt charts; resource allocation considering human, financial and material requirements and the availability of appropriate resources at the right place and time; contingency planning, allowing for changes of plan to cope with unscheduled events

Roles and responsibilities of a team leader: ability to motivate; responsible attitude; able to work with others; plan and prioritises own work and that of others, remain calm under pressure, decision making; managing quality; the process of establishing standards of quality for product or service; establishing procedures or production methods which ensure that required standards are met; monitoring actual quality; taking action when quality falls below standard

Complete task: the task should address a problem that while well defined is complex and non-routine; task must have local applicability eg be relevant to the learning context, work context or the community

2 **Be able to review the team task to improve work in the future**

Characteristics of effective and ineffective teams: quantifiable factors eg accident rate, absenteeism, output and productivity, quality of output, number of stoppages and interruptions to work; qualitative factors eg commitment to achievement, clarity of understanding of team's work, idea sharing, motivation and leadership

Ways of improving the team management for future tasks: clearer aims, careful monitoring, team building for a more effective team; improved communication between team members and team leader; constructive feedback eg fair, supportive

Essential guidance for tutors

Delivery

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

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

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

Assessment

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

The assessment could be completed in a work placement where learners are working with other colleagues.

Indicative resource materials

Websites

| | |
|--|--|
| www.accel-team.com/_pdf/teamLeaderSkills.pdf | Useful set of PowerPoint slides outlining the skills needed to lead or manage a team |
| www.bbc.co.uk/learningzone/clips/ | Useful video clips covering a variety of occupational settings |
| www.excellencegateway.org.uk | A variety of learning resources |
| www.mindtools.com/ | Useful website for management techniques |

PLTS performance mapping

| Effective participators | Assessment criterion |
|--|-----------------------------|
| Discuss issues of concern, seeking resolution where needed | 1.1 |
| Present a persuasive case for action | 1.1 |
| Propose practical ways forward, breaking these down into manageable steps | 1.1/1.2 |
| Identify improvements that would benefit others as well as themselves | 1.5 |
| Try to influence others, negotiating and balancing diverse views to reach workable solutions | 1.3 |
| Act as an advocate for views and beliefs that may differ from their own | 1.3 |
| Team workers | Assessment criterion |
| Collaborate with others to work towards common goals | 1.2 |
| Reach agreements, managing discussions to achieve results | 1.2 |
| Adapt behaviour to suit different roles and situations, including leadership roles | 1.3 |
| Show fairness and consideration to others | 2.2 |
| Take responsibility, showing confidence in themselves and their contribution | 1.4 |
| Provide constructive support and feedback to others | 2.2 |

Unit 7: Manage Own Learning

Unit reference number: R/602/4557

Level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

This unit allows learners to develop skills within the PLTS framework and therefore can be assessed in conjunction with other units that they are studying. The focus is on process as well as outcomes. Being conscious of the process skills that learners need as they carry out an activity will help them focus on how they should be applying or improving their skills. This unit could be delivered over the length of the course, giving learners the opportunity to develop their skills.

The areas in the PLTS framework covered in this unit are self managers and reflective learners.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|--|---|
| <p>1 Be able to organise and manage own learning goals</p> | <p>1.1 Analyse own skills and learning requirements</p> <p>1.2 Set SMART learning goals to enable learning to be completed on time and to a high standard</p> <p>1.3 Plan responses to risks to learning not being completed on time</p> <p>1.4 Set goals to manage commitments in work and personal life</p> <p>1.5 Maintain relationships with peers supporting others to achieve success in learning</p> <p>1.6 Complete learning tasks on time and to the required standard</p> |
| <p>2 Be able to reflect on own learning</p> | <p>2.1 Evaluate learning goals against success criteria</p> <p>2.2 Devise constructive actions in response to feedback from others</p> <p>2.3 Revise learning goals to respond to outcomes of reflection</p> <p>2.4 Discuss outcomes of learning experiences with others</p> |

Unit content

1 **Be able to organize and manage own learning goals**

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

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

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

Managing risks: conflicting priorities, motivation, skills gaps

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

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

Success: eg qualification aims, learning aims, assessment outcomes, confidence; appropriateness of learning, expectations, whether other/additional learning is required

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

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

Outcomes of learning: positive experiences, lessons learned

Essential guidance for tutors

Delivery

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

The emphasis in this unit is on developing learners' skills and helping them to understand the processes used to enable better self-organisation and to reflect on their learning. The content of the unit could be delivered through one-to-one tutorials and could also be embedded in other units.

Assessment

Assessment for this unit could include written work and tapes, video and/or audio. All assessment material needs to be kept for both internal and external quality assurance. The assessment is likely to be a portfolio of evidence or a logbook which records learning goals and achievements as learners progress through a programme of learning. This evidence could form part of a wider portfolio, provided it is explicit enough for assessment of this unit.

Indicative resource materials

Websites

| | |
|--|---|
| www.ehow.com | Useful site including information on carrying out and writing up peer reviews |
| www.managingtimeeffectively.com/ | Useful information and ideas on time management |
| www.mindtools.co.uk | A variety of team leadership and management resources |
| www.practicebasedlearning.org/ | Ideas and resources for learning in the workplace |

PLTS performance mapping

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

Unit 8: Preparing for a Higher Apprenticeship

Unit reference number: F/602/4523

Level: 4

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to successfully plan for a Level 4 higher Apprenticeship.

Unit introduction

This unit enables learners to analyse and evaluate their time management and personal management skills and how they affect successful completion of their forthcoming learning. Learners are encouraged to think critically about their learning, the contents of the Apprenticeship and sources of information. Learners are encouraged to analyse their skills using techniques such as a skills audit. The unit also covers the content of the Apprenticeship as well as the different ways in which the content is assessed. Delivery of this unit could form part of learner induction.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

| Learning outcomes | Assessment criteria |
|---|--|
| 1 Understand how the Apprenticeship framework relates to own learning | 1.1 Evaluate the reasons for prioritisation of components in the Apprenticeship framework 1.2 Analyse the different forms of assessment within the Apprenticeship 1.3 Assess how the higher Apprenticeship supports the development of own leadership skills 1.4 Evaluate the Apprenticeship agreement as a means of accountability |
| 2 Be able to plan realistic goals for own learning | 2.1 Analyse own learning and development needs 2.2 Create SMART targets for successful completion of the higher Apprenticeship |
| 3 Understand the progression routes | 3.1 Evaluate sources of information about progression routes 3.2 Analyse the appropriateness of the various progression routes 3.3 Assess the links between higher Apprenticeship learning and higher education |

Unit content

1 Understand how the Apprenticeship framework relates to own

The Apprenticeship framework: components in the relevant framework eg competence and knowledge-based qualifications, Functional Skills, Employee Rights and Responsibilities, personal, learning and thinking skills; choosing units allowed in the framework

Prioritisation: Sector Skills Council and professional body development, skills requirements in the sector, sector skills agreements and qualification strategies, identified skills gaps

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

Leadership: eg through knowledge and competence-based qualifications, through understanding of required knowledge, through developing skills, through working with experienced colleagues, areas where the higher Apprenticeship may not provide sufficient support

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

2 Be able to plan realistic goals for own learning

Learning and development needs: arising from prior learning and experience; personal management, development that could be embedded in future learning eg study skills, critical thinking, Functional Skills, exam technique, time management, personal, learning and thinking skills

Target setting: awareness of skills and strengths using a skills audit; planning by setting aims and objectives; setting targets which are specific, measurable, achievable, realistic, time bound

3 Understand the progression routes

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

Progression routes: further study eg college courses, university courses; employment, present employers or seeking new position eg Jobcentre Plus, websites

Essential guidance for tutors

Delivery

This unit is designed to be taken within any sector appropriate for the higher Apprenticeship learners are undertaking. Delivery could start by studying the Apprenticeship framework and discussing why components are present and the development process that has been undertaken by relevant sector bodies. This will require learners to develop an understanding of the skill requirements in the sector and how the framework seeks to meet these needs. Learners should analyse why components are assessed in certain ways and how the higher Apprenticeship may contribute to their own leadership skills. They should understand the purpose and usefulness of the Apprenticeship agreement as a means of accountability. The learning outcomes enable learners to develop an individual learning plan. Learners should develop a critical perspective toward sources of information and their usefulness.

The emphasis of this unit is on ensuring that the learners understand the Apprenticeship and how they are to be assessed throughout. Learners are encouraged to consider their skills and set appropriate targets. The unit should be delivered as near the start of the course as possible.

Assessment

Assessment for this unit could include written work or a series of videos or tapes. The evidence could be a log from 1:1 tutorial sessions or a log created by the learner. All evidence needs to be kept for both internal and external quality assurance assessment. The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded.

Indicative resource materials

Textbooks

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

Websites

| | |
|--|--|
| www.bbc.co.uk/learningzone/clips/ | Useful video clips in a variety of occupational settings |
| www.excellencegateway.org.uk | A variety of learning resources |
| www.mindtools.com | Covers many aspects of personal management |

Unit 9: Understanding Employment Responsibilities and Rights

Unit reference number: D/602/4769

Level: 2

Credit value: 3

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

This unit must not be taken with Units 4 or 10.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 Know career pathways available within own and related sectors

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

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

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

Essential guidance for tutors

Delivery

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

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

Assessment

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

Indicative resource materials

Textbooks

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

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

Unit 10: Understanding Employment Responsibilities and Rights in Health, Social Care or Children's and Young People's Settings

Unit reference number: R/602/2954

Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

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

It covers:

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

Unit introduction

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

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

This unit must not be taken with Units 4 or 9.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

Representative bodies: trade unions; professional organisations

4 Understand career pathways available within own and related sectors

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

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

Next steps: in own career pathway

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

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

Essential guidance for tutors

Delivery

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

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

Assessment

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

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

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

Indicative resource materials

Textbooks

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

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

Journals

Care and Health

Child Education

Websites

www.hse.gov.uk

Health and Safety Executive

www.skillsforhealth.org.uk

Sector Skills Council for Health

www.skillsforcare.org.uk

Sector Skills Council for Care and Development

Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

Additional resources

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

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

Professional development and training

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

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

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

Your Pearson support team

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

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

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Glossary of accreditation terminology

The following information about these qualifications can also be found on the Pearson website – see: 'Accreditation Information'.

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

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

Annexe B

BTEC Specialist and Professional qualifications

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

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

NQF = National Qualifications Framework

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

| Qualification sizes | |
|----------------------------|---------------|
| Award | 1-12 credits |
| Certificate | 13-36 credits |
| Diploma | 37+ credits |

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For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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