

# **Pearson Edexcel Entry Level 3 Award in Planning and Participating in Work Experience**

# **Pearson Edexcel Level 1 Award in Planning and Participating in Work Experience**

## **Specification**

BTEC Specialist qualification

First teaching September 2012

Issue 2

## **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](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

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This specification is Issue 2. 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](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson Edexcel Entry Level 3 Award in Planning and Participating in Work Experience (QCF)

Pearson Edexcel Level 1 Award in Planning and Participating in Work Experience (QCF)

The QNs remain the same.

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

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

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## Summary of Pearson Edexcel Entry Level 3 Award and Level 1 Award in Planning and Participating in Work Experience specification Issue 2 changes

| Summary of changes made between previous issue and this current issue | Page/section number |
|---|---------------------|
| All references to QCF have been removed throughout the specification  |                     |
| Definition of TQT added   | Section 1           |
| Definition of sizes of qualifications aligned to TQT                  | Section 1           |
| TQT value added   | Section 2           |
| Reference to credit transfer within the QCF removed                   | Section 6           |
| QCF references removed from unit titles and unit levels in all units  | Section 12          |
| Guided learning definition updated                                    | Section 12          |

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

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

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## Purpose of a specification

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

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



# 1 Introducing Specialist qualifications

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

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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.

Specialist qualifications are available in the following sizes:

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

## 2 Qualification summary and key information

| Qualification title                              | Pearson Edexcel Entry Level 3 Award in Planning and Participating in Work Experience   |
|--|--|
| Qualification Number (QN)                        | 600/6647/7   |
| Date registrations can be made                   | 03/09/2012   |
| Qualification review date                        | 31/08/2015   |
| Age range that the qualification is approved for | 14-16<br>16-18<br>19+  |
| Credit value                                     | 6  |
| Assessment                                       | Centre-devised assessment (internal assessment)  |
| Total Qualification Time (TQT)                   | 60   |
| Guided learning hours                            | 55   |
| Grading information                              | The qualification and units are at pass grade.   |
| Entry requirements                               | No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i> ). |
| Qualification offered in                         | England<br>Wales<br>Northern Ireland   |

| Qualification title                              | Pearson Edexcel Level 1 Award in Planning and Participating in Work Experience  |
|--|---|
| Qualification Number (QN)                        | 600/6648/9  |
| Date registrations can be made                   | 03/09/2012  |
| Qualification review date                        | 31/08/2015  |
| Age range that the qualification is approved for | 14-16<br>16-18<br>19+   |
| Credit value                                     | 6   |
| Assessment                                       | Centre-devised assessment (internal assessment)   |
| Total Qualification Time (TQT)                   | 60  |
| Guided learning hours                            | 55  |
| Grading information                              | The qualification and units are at pass grade.  |
| Entry requirements                               | No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i> ) |
| Qualification offered in                         | England<br>Wales<br>Northern Ireland  |

## Qualification title and qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

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The Pearson BTEC Entry Level 3 and Level 1 Award in Planning and Participating in Work Experience gives learners the opportunity to:

- learn, develop and practise the skills required for employment
- achieve a nationally-recognised Entry 3 or Level 1 qualification
- progress to apprenticeships and other work-based learning
- develop their own personal skills and confidence.

## Progression opportunities through Pearson qualifications

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Learners who have achieved the Pearson Edexcel Entry Level 3 or Level 1 Award in Work Experience can progress to BTEC Apprenticeships or Pearson's Vocational Studies suite of qualifications.

## Industry support and recognition

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Centres currently offering learning within the workplace to Entry 3 and Level 1 learners support these qualifications.

## Delivery and assessment guidance

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These qualifications give centres the opportunity to teach learners of different abilities in the same group. The Level 1 units are a progression from the Entry 3 units. When they develop their skills, learners can attempt the assessment at the most appropriate level.

It is possible for learners to use evidence from other units that they are working towards or have achieved towards the units in these qualifications. The evidence needs to be sufficient for one or more of the learning outcomes.

Learners can provide verbal evidence for the units. In these circumstances, the centre must be able to evidence the learner's responses for internal and external verification. This can be in the form of witness statements, observation records, video recordings and records of questions asked and answers given.

### 3 Centre resource requirements

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

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

There are no special resources needed for any of the units in these qualifications.

## 4 Qualification structures

### Pearson Edexcel Entry Level Award in Planning and Participating in Work Experience (Entry 3)

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To achieve this qualification, learners must achieve the mandatory credits from this unit.

| Unit | Unit reference number | Mandatory units                               | Level | Credit | Guided learning hours |
|------|-----------------------|---|-------|--------|-----------------------|
| 1    | H/504/3488            | Planning and Participating in Work Experience | E3    | 6      | 55                    |

### Pearson Edexcel Level 1 Award in Planning and Participating in Work Experience

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To achieve this qualification, learners must achieve the mandatory credits from this unit.

| Unit | Unique reference number | Mandatory units                               | Level | Credit | Guided learning hours |
|------|-------------------------|---|-------|--------|-----------------------|
| 1    | K/504/3489              | Planning and Participating in Work Experience | 1     | 6      | 55                    |

## 5 Assessment

### **Centre-devised assessment (internal assessment)**

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

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

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

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

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

To avoid over-assessment centres are encouraged to link delivery and assessment across units and to focus on the learning outcomes.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

## 7 Centre recognition and approval

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

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

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

### Approvals agreement

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

## 8 Quality assurance of centres

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

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

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)



## 9 Programme delivery

The learners must have access to an appropriate placement, appropriate to their experience and which meets their needs. This may require them to undertake more than one placement.

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

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

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

Tutors must make sure that any legislation they deliver is up to date and current.

## 10 Access and recruitment

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

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

Centres are required to recruit learners to Specialist qualifications with integrity.

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

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

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

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

## 11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

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

## 12 Units

Units have the following sections.

### Unit title

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

### Unit reference number

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

### Level

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

### Credit value

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

### Guided learning hours

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

### Unit aim

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

### Learning outcomes

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

## Assessment criteria

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

## Unit amplification and assessment guidance

These sections clarify what a learner needs to know to achieve a learning outcome. They give information about the evidence that learners must produce, together with any additional guidance if appropriate.

## Information for tutors

This section gives tutors information on topic and suggested assignments, activities and assessment in relation to the learning outcomes.

# **Unit 1:** **Planning and Participating in Work Experience**

**Unit reference number:** H/504/3488

**Level:** Entry 3

**Credit value:** 6

**Guided learning hours:** 55

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## **Unit aim**

The aim of this unit is to ensure that learners learn, develop and practise the skills required to work safely and with others, through a work experience placement. Learners will also prepare for the work experience placement and set short-term goals based on the learning gained in the placement.

## Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

### Entry 3 Planning and Participating in Work Experience

| Learning outcomes |   | Assessment criteria |  | Unit amplification  | Assessment guidance  |
|-------------------|---|---------------------|--|---|--|
| 1                 | Know how to prepare for a work experience placement | 1.1                 | Identify how own interests fit the selected work experience placement.       | Own interests eg working with others, being creative, music, technology, building, caring for animals.<br><br>Work experience placements eg retail, construction, service industry, theatre.          | Learners could complete a checklist to identify at least two of their own interests and, with support, match them to the selected work experience placement.   |
|                   |   | 1.2                 | List information needed about the work experience placement before starting. | Information may include: the name of the organisation; the address, telephone number, the time to start work; what to wear at work to ensure safety; the person to report to; break and finish times. | Learners could complete a pro forma to include the basic information they will need for their work experience placement from sources provided by the tutor.  |
|                   |   | 1.3                 | Outline how to get to the work experience placement on time.                 | Information could include: method of transport; bus times, route for cycling or walking, timings.   | Learners need to identify the time they need to leave home, the route and means of transport to arrive on time at their work experience placement. Learners may be assisted in choosing and planning their route and means of transport. |

| Learning outcomes |  | Assessment criteria |  | Unit amplification  | Assessment guidance  |
|-------------------|--|---------------------|--|---|--|
|                   |  | 1.4                 | Know who to contact if there is a problem when at the work experience placement. | Learners should be aware that they could have problems on their placement, eg not getting on with a colleague, and they should have the name and contact number of someone they can talk to if they have a problem.           | Centres could devise a work experience handbook for learners to complete when preparing for and taking part in their work experience placement.  |
| 2                 | Be able to work with others in a work experience placement for a minimum of 30 hours | 2.1                 | List information given at induction to the work experience placement.            | Induction: health and safety, evacuation procedures, reporting absence and late arrival, own role and responsibilities.   | Simulation is not appropriate for this learning outcome.   |
|                   |  | 2.2                 | List tasks carried out during the work experience placement.                     | Tasks according to setting, eg administrative work may include photocopying, preparing for meetings; working with people may include talking with clients and caring tasks; service industry work may involve cleaning tasks. | Learners could keep a record of activities they carry out on experience placement which will help them to show their achievements for each of the assessment criteria. The record could contain answers to straightforward questions about the placement, checklists, witness statements, organisational leaflets, observations etc. |
|                   |  | 2.3                 | Follow instructions to complete tasks with a colleague.                          | Follow instructions: listen to instructions, complete all allocated tasks, ask for clarification or help if required.   |  |
|                   |  | 2.4                 | Communicate effectively with your supervisor.                                    | Effective communication: listening, eg to instructions; speaking, eg being clear, asking questions, seeking help when required; writing, eg recording completed tasks.  |  |

| Learning outcomes |   | Assessment criteria |  | Unit amplification  | Assessment guidance   |
|-------------------|---|---------------------|--|---|---|
| 3                 | Be able to work safely in a work experience placement over a minimum of 30 working hours      | 3.1                 | Identify where health and safety information can be obtained in the workplace. | Location of health and safety information, eg fire exit notices on doors, sector-specific notices eg, handling of hazardous materials.<br><br>In-depth knowledge is not required. Learners need to know where to find the information.              | Evidence for 3.1, 3.2 and 3.3 may be answers to straightforward questions and through observations and witness statements.  |
|                   |   | 3.2                 | Follow workplace procedures to ensure own safety.                              | Workplace procedures: evacuation procedures, use of personal protective equipment, lifting and handling, sector-specific requirements eg, food handling   |   |
|                   |   | 3.3                 | Work safely with others in the work experience placement.                      | Thinking about the safety of others and not putting other people, their colleagues, at risk, eg leaving desk drawers open, cables laid across floors, wet floors with no signs, tools left in places that could cause harm.                         |   |
| 4                 | Be able to set realistic short-term goals from learning gained in a work experience placement | 4.1                 | Identify what has been learned from the work experience placement.             | Learning could include: <ul style="list-style-type: none"> <li>• skills and knowledge gained</li> <li>• personal experiences</li> <li>• what was enjoyable</li> <li>• what was difficult</li> <li>• how challenges/problems were solved.</li> </ul> | Learners may provide evidence for this learning outcome in a one-to-one tutorial with their supervisor, line manager or tutor. Learners may need some encouragement and prompting to identify what they have learned. |

| Learning outcomes |  | Assessment criteria |   | Unit amplification   | Assessment guidance   |
|-------------------|--|---------------------|---|--|---|
|                   |  | 4.2                 | With guidance, set realistic short-term goals, building on learning from the work experience placement. | Goals, eg what next, skills to be learned, further work experience, gaining a qualification. | Learners will need support to identify at least two realistic short-term goals linked to the learning they gained from their work experience placement.<br><br>Recorded evidence must be available for external verification. |

## Information for tutors

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|  |
|--|
| <b>Topic and suggested assignments/activities and assessment</b>   |
| <b>Introduction to the unit E3</b>   |
| <b>Tutor introduces the unit and its focus on a work experience placement.</b>   |
| Introduction of Assignment 1 – Preparing for own work experience placement (learning outcome 1)  |
| <b>Learners review own interests using a checklist</b>   |
| Identify how work experience placement matches own interests.<br>Examine information needed about work experience placement before starting.<br>Explore how to get to work experience placement on time. |
| <b>Research and support to complete Assignment for 1.</b>  |
| Introduction of Assignment 2 – covering LO2 working with others in a work experience placement and LO3 working safely in a work experience placement (learning outcomes 2 and 3)                         |
| <b>Develop learner understanding of information to be collected during induction and about the organisation and own role in the work experience placement.</b>   |
| Introduction to expectations when working with others in relation to following instructions and communicating effectively using case studies and video evidence.   |
| <b>Develop learner understanding of how to work safely in a work experience placement.</b>   |
| Review ways to record evidence for assignment 2  |
| <b>Learners undertake work experience placement</b>  |
| Support learner to complete collection of evidence for Assignment 2 through tutorials.   |
| <b>Introduction to Assignment 3 – covering LO4 setting realistic short-term goals from learning gained in work experience (learning outcome 4)</b>   |
| Examine learning gained from work experience by reviewing evidence gathered for learning outcome 2   |

**Review the value of the workplace experience in a one to one.**

Support learners to set realistic short-term goals from learning gained in the work experience placement to complete Assignment for learning outcome 4.

**Complete unit review and evaluation.**

## **Unit 2:** **Planning and Participating in Work Experience**

**Unit reference number:** K/504/3489

**Level:** Level 1

**Credit value:** 6

**Guided learning hours:** 55

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### **Unit aim**

The aim of this unit is to ensure that learners learn, develop and practise the skills required for employment through a work experience placement. Learners also will prepare for the work placement and set short and long-term job goals as a result of learning gained in the work experience placement.

## Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

### Level 1 Planning and Participating in Work Experience

| Learning outcomes |  | Assessment criteria |   | Unit amplification   | Assessment guidance   |
|-------------------|--|---------------------|---|--|---|
| 1                 | Know the importance of preparing for a work experience placement | 1.1                 | Explain how own interests relate to the work experience placement selected.                       | Own interests, eg working with others, being creative, music, technology, building, caring for animals.<br><br>Work experience placements, eg retail, construction, service industry, theatre.   | Learners could make a list of at least two of their own interests and then explain how they relate to the work experience placement they have chosen.     |
|                   |  | 1.2                 | Explain the importance of the information gathered before starting the work experience placement. | Importance: eg the name, address and telephone number of the work experience placement to help to plan the journey, to have contact details in case of emergency; time to start work to ensure prompt arrival; what to wear at work to ensure safety; the person to report to; break and finish times. | Learners could make a list showing the information needed for their selected work experience placement and give reasons why the information is important. |

| Learning outcomes |  | Assessment criteria |  | Unit amplification  | Assessment guidance  |
|-------------------|--|---------------------|--|---|--|
|                   |  | 1.3                 | Explain the importance of planning the journey to the work experience placement. | <p>Importance of planning the journey to the work experience placement may include:</p> <ul style="list-style-type: none"> <li>• to arrive on time</li> <li>• to demonstrate reliability</li> <li>• to know when to get up</li> <li>• to know when to leave home</li> <li>• to select form of transport to use, including public transport, bicycle, going on foot</li> <li>• to know the route</li> <li>• alternative method of transport in bad weather.</li> </ul> | <p>Learners could highlight important times in their journey to the work experience placement eg when to leave the house, start time, time of transport to show how to arrive on time and demonstrate reliability.</p> <p>Learners need to give at least two reasons why they should plan their journey carefully.</p> |
| 2                 | Be able to work effectively with others in a work experience placement for a minimum of 30 hours | 2.1                 | Use the information given at induction whilst on the work experience placement.  | <p>Induction: information about the organisation, health and safety, evacuation procedures, reporting absence and late arrival, confidentiality.</p>  | <p>Simulation is not appropriate for this learning outcome.</p> <p>Learners need to demonstrate that they have understood the information given at induction. This could be by answering questions, by taking part in various procedures such as evacuation and reporting any absences correctly.</p>                  |

| Learning outcomes |  | Assessment criteria |  | Unit amplification   | Assessment guidance  |
|-------------------|--|---------------------|--|--|--|
|                   |  | 2.2                 | Outline own role within the work experience placement.           | Own role: overview of role within organisation, eg provide administrative support, help colleagues, knowing extent of own responsibilities, knowing the limitations of what they can and should do and not do.   | Learners could compile a portfolio of evidence to show their role and the tasks that they have carried out within the work experience placement. It could contain checklists, witness statements, organisational leaflets, observations etc. |
|                   |  | 2.3                 | Carry out a range of tasks during the work experience placement. | <p>Tasks according to setting, eg administrative work may include photocopying, preparing for meetings; working with people may include talking with clients and caring tasks; service industry work may include cleaning tasks.</p> <p>Follow instructions: listen to instructions, take notes, ask for clarification or help if required, complete tasks within given timescales, check with colleagues to make sure the instructions have been completed to their requirements.</p> | Centres could devise a work experience handbook for learners to complete when preparing for and taking part in their work experience placement.  |

| Learning outcomes |   | Assessment criteria |  | Unit amplification   | Assessment guidance   |
|-------------------|---|---------------------|--|--|---|
|                   |   | 2.4                 | Communicate appropriately with colleagues.                                       | Listening, eg to instructions; speaking, eg being clear, using appropriate language for the setting, explaining what they have done, asking questions, seeking help when required, keeping relevant people informed of what they have been doing; writing, eg recording completion of tasks.   | Assessment criteria 2.4 and 2.5 could be assessed using observation and witness statements.   |
|                   |   | 2.5                 | Communicate effectively with others during the work experience placement.        |  |   |
| 3                 | Be able to work safely in a work experience placement | 3.1                 | Identify potential risks and hazards in the work experience placement.           | Learners should be made aware of potential risks and hazards within the workplace environment.<br><br>Hazards are the potential to cause harm and could include, depending on the workplace, safety, chemicals, physical, ergonomic.<br><br>Risk is the chance that they could be harmed. Learners should be aware of the location of health and safety information, eg fire exit notices on doors, sector-specific notices such as handling of hazardous materials. | Learners should identify at least one potential risk and one potential hazard within their work experience placement.                                       |
|                   |   | 3.2                 | Report potential risks and hazards to the 'responsible person' in the workplace. | Health and safety representative. Eg who they are, how to contact them.  | Learners could send an email highlighting the risks and hazards, or have a discussion, with the person responsible. This would require a witness statement. |

| Learning outcomes |  | Assessment criteria |   | Unit amplification  | Assessment guidance   |
|-------------------|--|---------------------|---|---|---|
|                   |  | 3.3                 | Follow workplace procedures to ensure: <ul style="list-style-type: none"> <li>• own safety; and</li> <li>• other workers' safety</li> </ul> | Workplace procedures: evacuation procedures, personal protective equipment, lifting and handling, sector-specific requirements, eg food handling.   | Learners can complete a checklist that covers the information required to evidence each assessment criterion.   |
| 4                 | Be able to set realistic job goals from learning gained in a work experience placement | 4.1                 | Gather feedback about the work experience placement from appropriate people.  | Learning could include: <ul style="list-style-type: none"> <li>• skills and knowledge gained</li> <li>• personal experiences</li> <li>• what was enjoyable</li> <li>• what was difficult</li> <li>• how challenges/problems were solved.</li> </ul> Appropriate person: line manager, workplace supervisor, tutor, training provider. | A holistic assessment could be a valuable way of assessing learning outcome 4. An appraisal-style interview can be a valuable way of reviewing workplace experiences.<br><br>For 4.1, learners need to receive feedback from at least two appropriate people regarding their work experience placement. This can be in written form or in the form of a discussion.<br><br>Learners need to show that they are able to make a formal assessment of the value of the work they have carried out.<br><br>Recorded evidence must be available for external verification. |

| Learning outcomes |  | Assessment criteria |   | Unit amplification  | Assessment guidance   |
|-------------------|--|---------------------|---|---|---|
|                   |  | 4.2                 | Use what has been learnt from the work experience to set short-term goals.          | <p>Review: appropriateness of work experience placement in matching interests, if it met expectations, and how the experience affected decisions about work and career choices.</p> <p>Short-term goals, eg immediate actions, what next, skills to be learned.</p> | Learners provide at least two short-term job-related goals. They must show how the goals link to the learning they gained from their work experience placement. |
|                   |  | 4.3                 | Use what has been learnt from the work experience placement to set long-term goals. | Long-term goals, eg gaining qualification, seeking further training eg apprenticeship.  | Learners provide at least two long-term job-related goals. They must show how the goals link to the learning they gained from their work experience placement.  |

## Information for tutors

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| <b>Topic and suggested assignments/activities and assessment</b>  |
|---|
| <b>1</b>  |
| Introduction to the unit  |
| <b>Tutor introduces the unit and its focus on a work experience placement.</b>  |
| Introduction of Assignment 1 – Looking at preparing for own work experience placement covering learning outcome 1                                       |
| <b>Learners review own interests using a checklist.</b>   |
| Develop learner understanding of how interests can be applied in different sectors.   |
| <b>Identify sectors to match own interests.</b>   |
| Learners examine the information they will need about a work experience placement before they start and reasons why this information is important.      |
| <b>Develop learner understanding of the importance of planning their journey to the work experience placement through use of case studies.</b>          |
| Research and support learners to complete Assignment 1.   |
| <b>Introduction of Assignment 2 – working with others in a work experience placement (learning outcomes 2 and 3)</b>                                    |
| Develop learner understanding of information to be collected during induction and about the organisation and own role in the work experience placement. |

**Introduction to expectations when working with others in relation to following instructions and communicating effectively, using case studies.**

Examine information needed to work safely in a work experience placement. Encourage learners to consider the differences between risks and hazards. Use pictures and videos to identify various risks and hazards.

**Review ways to record evidence for Assignment 2.**

Undertake work experience placement.

**Support learners to complete collection of evidence for Assignment 2.**

Introduction of Assignment 3 – Setting Realistic Job Goals from Learning Gained in Work Experience (learning outcome 4).

**Review the value of the workplace experience in an appraisal interview.**

Develop learner understanding of short and long-term job goals based on learning gained from work experience, using scenarios.

**Support learners to set realistic job goals as a result of learning gained in the work experience placement to complete Assignment 3.**

Complete unit review and evaluation.

## 13 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](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://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.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered 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](http://qualifications.pearson.com/en/support/contact-us.html)



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