



Pearson BTEC Workskills Units for Entry Level 3, Level 1 and Level 2 Qualifications

Units

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Edexcel, BTEC and LCCI qualifications

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This is Issue 2 of this document. A summary of key changes to the Workskills Entry Level 3, Level 1 and Level 2 qualifications can be found in the respective specification on our website.

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Unit 1: Produce a CV

Unit reference number: F/505/6930

Level: Entry 3

Guided learning: 20

Unit introduction

A CV is often the first impression a prospective employer will have of you as a job applicant and it is important that it is well presented with no spelling mistakes or errors. In this unit, you will gain an understanding of the purpose of a CV and the types of information that should be included. You will look at the purpose of references and, using a template, produce a CV relevant to a specific job application ensuring that it is accurate and clear.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the purpose of a CV	1.1 Outline why a CV might be used when applying for a job
2 Know information required in a CV	2.1 Identify core information needed to complete a CV
3 Know the purpose of a reference in a CV	3.1 Outline why a reference is needed in a CV 3.2 Identify suitable referees for a CV
4 Be able to produce a CV	4.1 Produce a CV appropriate for a job application using a template

Unit content

1 Know the purpose of a CV

Purpose of CV: to get an interview; to record facts about a person's skills, qualifications and experience; demonstrate suitability to a potential employer for a particular job; to act as a memory jogger when completing application forms; record up-to-date and relevant information

2 Know information required in a CV

Core information needed to complete a CV: personal details, e.g. name, postal and email address, phone number; career history with dates including any paid, unpaid and voluntary work; personal profile highlighting your skills, e.g. communication, organisation, punctuality, teamwork; qualifications and training; interests and hobbies, e.g. reading, sports; references

3 Know the purpose of a reference in a CV

Purpose of a reference: to confirm facts stated in the CV; part of the job selection process; getting prior approval to use referees

Suitable referees: people who can comment positively on skills/qualities in relation to the job, e.g. teachers/tutors, previous employers

Unsuitable referees: people who may not be best placed to vouch for your skills/qualities in relation to the job, e.g. family members, friends, someone who does not know you

4 Be able to produce a CV

Produce a CV: tailored to meet job being applied for; use ICT to produce a neat, accurate and professional looking CV; use of template; no more than two sides of A4; be positive and emphasise achievements, strengths and successes to make a good impression; use of alternate forms of CV, e.g. online

Further information for tutors and assessors

Delivery

Tutors could start delivery of this unit by discussing with learners what a CV is and why it is used when applying for a job. Tutors could provide examples of real CVs for learners to familiarise themselves with. Learners and tutors could discuss the format of these examples and the types of information required to complete a CV. To encourage learner engagement, it is important that learners and tutors or line managers agree that the job application, whether simulated or real, is suitable in terms of learners' interests, personal career situation and abilities. Any associated job application information should reflect the level of learners. Learners should be encouraged to spend some time thinking carefully about the details they want to include in the CV and can start by jotting down notes about previous jobs, skills, qualities, experience and interests. They can then decide which points are the most important and keep sentences short or use bullet points under the template headings.

Tutors must stress the importance of presenting information that is accurate and honest in a CV, and ensure learners understand the consequences of giving false or exaggerated information. Discussions about how references are used to confirm abilities and suitability for a job could be followed by learners identifying examples of suitable people they could use for a reference. Learners should also be aware that it is good etiquette to ask for people's permission to act as a referee before including their details on a CV.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. Learners also need to recognise the importance of spelling and grammar (and the need for legible handwriting, where it is used).

Assessment

For the assessment of learning outcome 1, learners must outline at least two reasons why a CV might be used when applying for a job. Evidence could be presented in written format or through discussion with the tutor.

For learning outcome 2, in order to demonstrate their knowledge of the information required in a CV, learners could collate the information they will need to assemble their CV, such as collecting their examination certificates and placing in a plastic wallet labelled 'qualifications'. All elements of the unit content should be evidenced, where applicable. The completed folder could then represent the evidence needed to demonstrate coverage of the learning outcome.

For learning outcome 3, learners must know the purpose of referees in relation to job applications. Learners could be questioned or produce a written statement, on this purpose and provide two names, with reasons, of suitable referees.

For learning outcome 4, learners need to produce a CV, with accurate information, that is appropriate for a job application. A template should be used to present the information, which needs to be clear and legible. Learners are not expected to prepare a CV without support and guidance from their tutor and may require support to understand what is and what is not relevant to include in their CV. The final CV must be prepared by learners themselves and include the key information identified in learning outcome 2.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Applying for a Job	Applying for Jobs	Applying for Jobs
	Career Progression	Career Progression

Essential resources

There are no essential resources required for this unit.

Suggested reading/resources

Websites

www.help4teens.co.uk	This site, developed by County Durham Careers Service, offers a range of advice for young people and has a very good section on CVs, offering templates and simple guides. Can be used as a resource for learners or a teaching tool
www.nationalcareersservice.direct.gov.uk	The government careers portal offers a range of resources for candidates and tutors to support the development of CVs
www.traineeship-staff-support.co.uk	A site developed to support the delivery of traineeship teaching resources, including case studies and engaging resources to support the development of employability

Unit 2: Applying for Jobs

Unit reference number: Y/508/3468

Level: Entry 3

Guided learning: 15

Unit introduction

Searching for a job can be difficult and time consuming. It is important that you have a good understanding of where to look for potential employment. Throughout this unit, you will have the opportunity to investigate different sources and discover the best ways of searching for employment to match your skills, interests and abilities.

Filling in a job application form correctly gives employers a good impression of you as an applicant and increases your chances of securing an interview in the next stage of the recruitment process. This unit introduces you to the different ways you could be asked to apply for a job and teaches how to complete applications effectively.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know sources of information for potential employment	1.1 Outline different sources of information about potential employment
2 Know own skills, abilities and interests for employment	2.1 Identify own skills, abilities and interests for employment 2.2 Outline suitable job roles to match skills, abilities and interests
3 Be able to search for suitable job vacancies	3.1 List job vacancies that match own skills, abilities and interests from suitable sources of information 3.2 Identify the key features of a job from published information
4 Be able to complete a job application	4.1 Describe three different methods of applying for a job 4.2 Collect information needed for a job application form 4.3 Present required information for a job application form in draft form 4.4 Summarise feedback on draft application 4.5 Submit a suitable job application

Unit content

1 Know sources of information for potential employment

Potential job sources: word of mouth; Jobcentre Plus; employment agencies, local community noticeboards; advertisement on company premises (e.g. shop window); local newspapers and other local publications, national press; internet jobs boards; social media and social internet

2 Know own skills and abilities for employment

Skills and abilities for employment: self-assessment; soft skills, e.g. listening and speaking; hard skills, e.g. computer skills; abilities, e.g. patient; interests, e.g. hobbies; personal considerations, e.g. family; working hours

Suitable job roles: industries, e.g. hospitality; job role, e.g. chef

3 Be able to search for suitable job vacancies

Using sources of information to identify job vacancies: matching your own skills, interest or experience to job vacancies in a suitable source; other factors in deciding the appropriateness of a job vacancy, e.g. location, working hours

Information to look for in a job advert: job description; specific skills required; location; working hours; salary and any other benefits; details of how to apply for the job; closing date for applications

4 Be able to complete a job application

Different methods of applying: job application form; online application; CV and covering letter; applying in person

Information needed for job application: personal details; address; qualification details; work experience details, e.g. dates and roles; skills and abilities audit; education and training; eligibility to work legally in the country

Presenting required information: knowing where to record/fill in different types of information; completing all sections; checked for spelling and grammar accuracy; using spellchecker and relevant formatting tools; printing and proofreading

Further information for tutors and assessors

Delivery

This unit has been designed to make the key topics practically based wherever possible.

The unit requires learners to be introduced to methods of searching and applying for job roles. Although from an introductory perspective imagined job roles could be considered, learners will gain most learning from working with real and current vacancies. The job vacancies should also be appropriate to the learner's own interests, experience and personal circumstances. Vacancies should be for job roles that learners could reasonably be expected to perform at this level.

The tutor could start delivery of this unit by introducing a range of sources of information for potential employment. If the learner is in the workplace and seeking new employment, they could be directed to the same sources but also encouraged to investigate job opportunities at their place of work, for example via the company's intranet or newsletter. Learners could also be encouraged to share their own experiences of looking for work and where they found or looked for relevant information.

Guest speakers from Jobcentre Plus and employment agencies could be invited to speak to learners about matching jobs to the skills and experiences of individuals. Tutors could facilitate discussions afterwards with groups of learners about what was said by the guest speakers, and the jobs and skills learners found most interesting.

Learners could look at a range of roles within the sectors they have identified and complete a table that allows them to see the variety of methods of application. The tutor could then provide examples of completed application methods, with learners trying to spot the flaws in the various types shown.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. They should also be introduced to 'power' words to use in personal statements and covering letters. It must be discussed that a covering letter is more than something that just introduces an accompanying CV.

Assessment

For learning outcome 1, to demonstrate that the learner knows about the sources of information for employment, they could produce a factsheet that outlines three types of sources of information.

For learning outcome 2, the learner could carry out a basic skills audit, by identifying their skills, abilities, interests and personal circumstances, and compare how these match up against job roles that are of interest to them. Learners should be able to identify at least four skills and have at least two job roles that can match their skills.

To demonstrate being able to search suitable vacancies, to meet learning outcome 3, learners should obtain real job vacancies that match the roles identified in the previous learning outcome. These could be print screens, photographs, printouts from universal job match terminals or any other suitable way of obtaining the key information. Learners could then highlight and annotate the key information to show how the job roles match the learner's skills.

For learning outcome 4, learners could assemble a pack containing the information required to complete job applications. This pack should contain a poster or factsheet on three different methods of making an application for a job role and three pieces of information that would be needed for completing their job application. Using a job role identified in learning outcome 2, an application should then be completed in draft form and be subject to review by a suitably qualified individual (tutor, job advisor, support assistant). Learners could then discuss this feedback with the tutor in a recorded professional discussion to demonstrate understanding, before producing a final draft of the application. They should then either submit their application as advertised or submit a copy to their tutor.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Skills and Qualities for Employability	Applying for Jobs	Applying for Jobs
Achieving Success at Interview	Using a CV and Covering Letter to Apply for a Job	
	Achieving Success at Interview	

Essential resources

Learners will need access to examples of real jobs and accompanying application forms. These can be obtained from a variety of sources including job websites and company websites.

Suggested reading/resources

Websites

www.nationalcareersservice.direct.gov.uk The National Careers service website contains key support materials to develop application practice. This includes checklists, audits and links to further resources

www.prospects.ac.uk Prospects offers a wealth of resources to job seeking candidates on the development of employability skills. This includes sample application questions, video case studies and links to other types of application approaches. A free subscription service adds personalisation features

www.myworldofwork.co.uk This site produced by the Skills Development Scotland Co Ltd offers arrange of advice on job application methods. Registration offers a personalised service but is focused on recruitment in Scotland

Unit 3: Achieving Success at Interview

Unit reference number: J/508/3465

Level: Entry 3

Guided learning: 15

Unit introduction

The route to employment always includes being successful at interview. An interview can be something that fills even the most confident of individuals with fear. By being prepared and knowing what to expect you can greatly increase your chances of getting that job. This unit will introduce you to the key parts of the interview process and give you the skills to improve your chances of success.

In this unit you will learn how to effectively prepare for interview situations by looking at how your skills are a match for the job role and by effectively planning the day. You will then be introduced to the types of questions you might face on the day and develop the skills to respond successfully. It is important that every interview is seen as a learning experience and the unit will allow you to recognise the strengths and areas for improvement from the interview situation and to use this to develop future performance.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to prepare effectively for the interview	1.1 List the main tasks and activities associated with the job role 1.2 Describe how own skills match those of the job role 1.3 Outline the purpose and main activities of the interviewing company
2 Be able to plan effectively for the interview	2.1 Select suitable clothing for the interview 2.2 Plan a suitable route and means of transport to arrive on time for the interview 2.3 List possible interview questions with suitable responses 2.4 List suitable questions to ask at interview to fill gaps in own knowledge
3 Be able to respond positively to the interview situation	3.1 Arrive on time and suitably dressed for the interview 3.2 Give clear answers to questions posed by the interviewer 3.3 Demonstrate non-verbal communication to show attention in an interview 3.4 Ask own questions at interview
4 Be able to recognise effectiveness of own interview performance	4.1 Outline what went well and what did not go well at the interview 4.2 Plan appropriate steps to address aspects of performance that did not go well

Unit content

1 Know how to prepare effectively for the interview

Job role: daily activities; personal attributes; hours of work; responsibilities; workplace; required behaviours; skills required; future training needs (to secure promotion/permanent role); position in company

Matching skills: what you enjoy e.g. working outdoors, working with numbers, working alone, working with people; matched against job requirements

Company information: size of organisation, e.g. large, medium or small; sector, e.g. hospitality, retail, construction; main activities, e.g. manufacture, distribution, key products, other locations

2 Be able to plan effectively for the interview

Personal appearance: good hygiene; smart appearance; dressed to meet the requirements of the job role/industry, e.g. office worker may be required to wear a suit, working in hospitality may require smart shirt and trousers, working outdoors or in construction could require smart casual clothes

Route planning: calculate the time to start travel to reach venue on time, with an estimate of how long the interview will take to allow time to return home; select suitable transport means, e.g. walk, bus, car, taxi; consideration of time of day, e.g. rush during school drop off and pick up times; cost, e.g. if no bus link can you afford taxi fare?; contingency planning, e.g. in case a bus is cancelled

Possible interview questions that you could prepare responses for: general questions, e.g. what attracted you to job role? do you have any experience? what are your interests and hobbies?; employability questions, e.g. examples of working in a team, being organised, being punctual, good communication skills

Possible questions to ask: questions to fill knowledge gaps, e.g. will I be provided with a uniform? is there a company pension? how long is the probation period?; questions to show interest, e.g. how often is stock replaced? when do statements need to be posted by? who signs off stationery?; questions to demonstrate motivation, e.g. on completion of my traineeship will there be a full apprenticeship available? is there an induction period? are there any courses that I can attend to help me in this job role?

3 Be able to respond positively to the interview situation

Questioning: listening intently to questions; clarifying understanding so that your response is relevant; use of suitable vocabulary in response; respond fully so that the interviewer knows that you understood the question and have the relevant knowledge or skill; provide accurate information as question may be asked again at a later stage, e.g. ensure you recall what is on your letter or CV in case any questions are asked from those documents; appropriate questions offered in response

Non-verbal communication: for example facial expressions, gestures, eye contact, posture

4 Be able to recognise effectiveness of own interview performance

Reflection: interview outcome; aspects that went well; aspects enjoyed; overall feelings on interview e.g. nervousness; aspects that did not go well, e.g. not having matched own skills to job

Future planning: skills to improve, e.g. listening; knowledge to improve, e.g. research company service or product before going to interview; plans for improvement, e.g. seeking feedback, practice with mock interview

Further information for tutors and assessors

Delivery

The emphasis of this unit is on helping learners to prepare for and develop the skills to succeed in an interview. The interview being prepared for may be for a job, apprenticeship or work placement. The delivery approach should contain as much practical experience of interviews through 'controlled' situations/role play as is possible.

For learning outcome 1, learners might find out about the main tasks, skills and activities associated with the job role or placement through group discussion, directed investigation (for example internet searches on given websites) or via leaflets, newspapers or other publications given to them. The use of tutorial type discussions to highlight how skills are transferable may also be useful with learners at this level.

For learning outcome 2, to help learners understand the appropriate presentation for interview and appropriate answers to interviewers' questions, it would be useful for them to watch a video of an interview or clips from films or popular television programmes that feature interview scenes. Learners could also discuss various interview scenarios to determine what is meant by appropriate presentation and ways to answer questions. The key points could be collated on a board or flipchart. Learners could make posters of the key points which could be displayed in the classroom or working area to act as a reminder throughout the unit. Learners could work in groups to plan travel to interviews for different scenarios. Group discussion about which travel plans are workable, and any difficulties arising from those options, could give learners an understanding of how to make appropriate travel choices. Solutions could be collated on a board or flipchart.

For learning outcome 3, learners could develop knowledge gained from the above to role-play interview situations, initially amongst themselves. These role plays can then develop into 'mock' interviews with familiar and unfamiliar tutors against a range of job roles. These should be recorded, with learners encouraged to critique performance of themselves in one-to-one discussion with tutors. This will develop the skills and frameworks to meet learning outcome 4.

Assessment

The focus of the unit is on the development of skills to enable learners to enter into employment. Assessment interviews could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests and be at a level that they could reasonably be expected to perform.

For learning outcome 1, to demonstrate that they are able to effectively prepare for their interview, using a job advert, learners should highlight the skills required for a particular job role and then annotate their own CV, showing clear links between their skills and those required for the job role. Using these documents, the learner could assemble a pre-interview pack also containing details of the interviewing company along with other information important to the interview.

For learning outcome 2, in order to demonstrate that they can effectively plan for an interview, learners could expand the pre-interview pack to include a checklist of items to get together on the day, including a breakdown of clothing and hygiene-related practices, e.g. morning wash routine and photographs of the outfit to be worn. This pack could also contain their planned route and mode of transport to

attend the interview, as well as at least three planned responses to potential questions and their pre-prepared questions as an aide-memoire to reduce nerves on the day.

For the assessment of learning outcome 3, the interview should reflect the job advert identified and be as close as possible to a real scenario if it is not an actual job interview. It is highly recommended that this be carried out by somebody unfamiliar to the learner. Where possible the interview should be video recorded to supplement the observation evidence completed by the assessor. The observation record should have sufficient detail to show why the assessor decided that each assessment criteria was satisfied. The record should support further evidence such as the interviewer's and learner's notes. These should all be retained to enable internal and external quality assurance procedures to be conducted.

For learning outcome 4, learners must reflect on how effective their performance was, and identify a minimum of two aspects that went better than expected and two aspects that could be improved. These might relate to particular questions or to aspects such as body language or careful listening. They might reflect on the interview by watching it back on video, listening to a recording or discussing it with the interviewer or other observers. It is appropriate for any of these parties to offer constructive criticism and for the learner to include any two elements of this feedback in the review of their performance. Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Skills and Qualities for Employability	Applying for Jobs	Applying for Jobs
Applying for a Job	Using a CV and Covering Letter to Apply for a Job	
	Achieving Success at Interview	

Essential resources

There are no special resources for the unit. Learners would however benefit from video recording of 'mock' and assessed interviews and role-plays to review performance. Links with local employers and/or local enterprise ambassadors would place the unit in more applied context.

Suggested reading/resources

Websites

www.kent.ac.uk

The University of Kent employability and careers service has an extensive resource of factsheets and activities that can support the development of interview practice

www.nationalcareersservice.direct.gov.uk

The National Careers service website contains key support materials to develop interview practice. This includes checklists and links to further resources

www.prospects.ac.uk

Prospects offers a wealth of resources to job seeking candidates on the development of employability skills. This includes sample interview questions, video case studies and links to other types of interview situations. A free subscription service adds personalisation features

Unit 4: Skills and Qualities for Employability

Unit reference number: M/508/3489

Level: Entry 3

Guided learning: 10

Unit introduction

Every job needs skills and qualities. If you are working with young children you will need patience and energy as well as creative skills and imagination. If you are working in an office you will need to be organised, able to work with others and be able to follow instructions. If you are working in the construction industry you may need to enjoy working outdoors, working with others, carrying heavy loads and working at great heights.

In this unit you will learn the skills and qualities that you will need for different workplace activities. You will choose a job that you are interested in and find out the skills and qualities you will need if you want to do that job. Once you have identified these skills and qualities you will then need to look at the skills and qualities you have and how well they match to the job you have chosen. You will then plan how you are going to build on the skills and qualities you already have and learn new skills.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know skills and qualities needed for different workplace activities	1.1 State skills needed for different workplace activities 1.2 State qualities needed for different workplace activities
2 Know skills and qualities needed for a job of personal interest	2.1 State skills needed for chosen job 2.2 State qualities needed for chosen job
3 Plan to develop own skills and qualities for a chosen job	3.1 Identify own skills and qualities 3.2 Produce a plan to develop own skills and qualities to match a chosen role

Unit content

1 Know skills and qualities needed for different workplace activities

Skill: something that you learn to do over time, e.g. communication, playing sport, drawing, playing an instrument

Quality: a characteristic you are born with and is a part of your personality, e.g. leadership qualities, hardworking, polite, confident, enthusiastic

Difference between a skill and a quality: one is gained by working in a job or at an educational location, the other is a part of your personality

Workplace activities: examples may include answering telephone calls, preparing food and drinks, collecting materials for colleague, sending an email

2 Know skills and qualities needed for a job of personal interest

Skills for a chosen job: examples of what you are good at doing, such as communication, willing to take on unpleasant tasks, artistic, physically fit, IT skills, well organised; matching skills to jobs, e.g. construction worker, office worker, retail worker, nurse

Qualities for a chosen job: positive characteristics, such as working with others, patience, good listener, approachable manner, friendly, honest; matching qualities to a job, e.g. qualities for construction work - enjoying working outdoors, working well with others, ability to work to procedures; qualities for office work - able to work in a team, approachable, flexible

3 Be able to plan to develop own skills and qualities for a chosen job

Identifying own skills and qualities: methods, e.g. own assessment, discussion with tutor or supervisor, online questionnaire, discussion with others

Plan: recording methods, e.g. tutor template, checklist, diary; set targets that are realistic and achievable, dates for targets, ways to develop skills and qualities

Further information for tutors and assessors

Delivery

The aim of this unit is to help learners understand the skills and qualities they will need for the workplace. Employers could be invited to talk with learners or learners could work in small groups to identify what employers may need. Learners could also take part in practical workshops to help them identify the skills and qualities they need to be able to achieve a task. Examples could include making a meal, going shopping or using public transport.

Learners could keep a log of different activities they do, identifying the skills and qualities needed for each.

Learners need to understand that although there are generic skills and qualities such as arriving on time or being trusted to complete a task successfully, they also need to know that jobs demand specific skills and qualities. Workers from different sectors could talk with learners about the skills and qualities they need to have to do their job well. Alternatively learners could visit different workplaces to find out the most important skills and qualities for that job. Learners could also access basic job descriptions online to find out the necessary requirements for specific jobs.

In the final outcome learners need to plan how to develop their skills and qualities for a specific job. This could be done through one-to-one tutorial meetings.

Assessment

For learning outcome 1, learners need to be able to state at least two different skills and at least two different qualities needed for two different workplace activities. Learners may be given different scenarios to help them or they can choose their own work activities. The evidence could be written or given verbally. If verbal evidence is given a record of the questions and answers given must be available for verification purposes.

For learning outcome 2, learners need to state at least two different skills and at least two different qualities for a chosen job, for example healthcare assistant, retail worker, bricklayer.

For learning outcome 3, learners need to identify their own skills and qualities for a chosen job. The job should be the one chosen for learning outcome 2. They will then need to produce a plan that includes how they will develop relevant skills and qualities, with targets and dates for completion. The tutor may provide a template for the learner to complete. Targets and dates must be realistic.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Preparing for Work Placement	Building Working Relationships with Colleagues	Learning from More Experienced People
Learning from Work Placement	Preparing for Work Placement	Building Working Relationships with Colleagues
	Learning from Work Placement	Preparing for Work Placement
		Learning from Work Placement

Essential resources

There are no essential resources for this unit.

Suggested reading/resources

Websites

www.lifecoachexpert.co.uk

Provides guidance and support on creating a work-life balance

www.mindtools.com

Information about setting and achieving personal goals

Unit 5: Preparing for Work Placement

Unit reference number: K/508/3491

Level: Entry 3

Guided learning: 10

Unit introduction

A work placement gives you the chance to find out what work is really like and prepare for working life. However, before you begin a work placement you will need to make some preparations. Good preparations will help to develop the skills which you will need in the world of work. This unit will help you to enjoy your work placement and get the most from the experience to benefit you in the future.

In this unit you will find out where you will be going and what you will be expected to do. You will learn about suitable behaviours and attitudes for the workplace. You will find out how to get help in your work placement if you have any questions. You will learn how to set some targets which will help you to focus on the skills you aim to achieve in the work placement.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about the work placement	1.1 List key information about where to do the work placement
2 Know what is expected during the work placement	2.1 Identify different tasks you are likely to perform as part of the work placement 2.2 Identify appropriate behaviours and attitudes for the work placement
3 Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.1 Identify factors which may cause anxiety or uncertainty during a work placement 3.2 Identify appropriate sources of support you could use in situations of anxiety or uncertainty during the work placement
4 Be able to set goals for the work placement	4.1 Set appropriate goals for the work placement

Unit content

1 Know about the work placement

Key information about work placement: name of company or organisation; address; details of person to contact at company or organisation; type of business or service; duration and hours of placement; what clothing to wear

2 Know what is expected during the work placement

Work placement tasks: tasks specific to work placement, e.g. serving customers, sorting post, stock-taking, planting seeds, feeding animals

Appropriate behaviours: behaviours for successful work placement, e.g. punctuality, reliability, tolerance, following safety rules, showing respect to colleagues, showing respect to customers

Appropriate attitudes: attitudes for successful work placement, e.g. motivation, enthusiasm, willingness to learn, flexibility, accommodating, cheerful

3 Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement

Issues which may cause anxiety or uncertainty: personal, e.g. transport, financial, childcare; work-related, e.g. relationships with colleagues, confusion over tasks

Sources of support in situations of anxiety or uncertainty: people to ask for support, e.g. supervisor, mentor; documents to refer to for support, e.g. work placement notes, training guide, instruction manual

4 Be able to set goals for the work placement

Short term goals appropriate for learner and work placement: personal targets, e.g. arrive on time, attend each day, dress appropriately; work-related targets, e.g. learn a new skill, follow instructions, ask for help if something is unclear

Further information for tutors and assessors

Delivery

A motivating introduction to this unit could focus on ways that work placement may benefit learners in helping them make choices about future employment and training options and develop their employability skills. This may be achieved by inviting learners who have already completed a work placement to speak to the current group of learners about their experiences and how they benefited. Learners could compile questions to ask the about what information needs to be collected before starting the experience. Learners could contact friends who have completed a work placement through social media to ask them to give tips about what information they need before starting a work placement. The class could compile a list of the important information required and discuss ways in which to find out the information. The list should to include key information and specific work placement tasks. Learners could plan how they will travel to their work experience and arrive on time using web based resources.

Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions about appropriate attitudes and behaviours for the workplace. An employer as a guest speaker could explain why positive attitudes and behaviours are essential for success in the workplace. Learners should be given the opportunity to discuss these attitudes and behaviours which may help them identify personal goals to aim for to get the most out of their time on work placement.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to carry out what they are asked to do. Anxieties and concerns and ways to get support should be explored. Learners could discuss their own experiences, such as during previous work placements, part-time work roles or voluntary work or watch a film clip that depicts a stressful scene in the workplace. The discussion could include how situations could be resolved; which will help learners feel confident about seeking support.

Setting goals for work placement may follow on from discussions which have taken place throughout the delivery of this unit about the tasks that learners will be undertaking and the attitudes and behaviours for success in the workplace.

Assessment

Learning outcomes 1 2 3 and 4 could be assessed through one assessment activity. Evidence could be presented in a logbook or a workbook, using a pre-designed format, which could be used for reference and to record further information during the work placement. If this unit is delivered in conjunction with the *Learning from Work Experience* unit then the same logbook or workbook could be used.

Alternatively learners could produce a presentation with assessor questioning. If centres use evidence produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners are required to give basic information about the work placement to which they are going in the form of a list. The source of the information may be, for example, from documents provided by the tutor, from an informal interview with the work placement provider or from leaflets supplied by the work placement provider.

Information identified by the learner should include: the name of the organisation, what the organisation does, its location, who the learner's point of contact will be and the duration and hours of placement and what clothing to wear.

For learning outcome 2 learners are required to identify two different, relevant tasks that they may be expected to carry out when they are on work placement and two different behaviours and two different attitudes that would be expected for the work placement. Learners could be given information about their work placement from which they can extract the information. The information could be included in their logbook or presentation.

For learning outcome 3, learners are required to identify two different issues that may cause anxiety or uncertainty during the work placement and identify at least two appropriate sources of help or support. The learner could use if they found themselves in a situation of stress, uncertainty or difficulty during their work placement. Learners could be given information about their work placement from which they can extract the information. The information could be included in their logbook or presentation.

Learning outcome 4 requires learners to decide on one personal goal and one work related goal. The goals must be appropriate for the learner and in keeping with the overall aims of the work placement. Goal setting may be carried out as part of a question and answer session. Goals could be recorded in the logbook or presentation.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management for Work	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Understanding Employment Responsibilities and Rights
Learning from Work Placement	Personal Behaviour for Success	Preparing for Work Placement
Safe Learning in the Workplace	Preparing for Work Placement	Learning from Work Placement
	Learning from Work Placement	

Essential resources

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

Suggested reading/resources

Websites

www.mindtools.com

Information about setting personal goals

www.worketiquette.co.uk

Advice about workplace conduct

www.worksmart.org.uk

Detailed information about companies

Unit 6: Learning From Work Placement

Unit reference number: A/503/2822

Level: Entry 3

Guided learning: 10

Unit introduction

When you have finished your work placement it is important to think about what you have learned from the experience as this will help you to make decisions about choices for your career. You will have had opportunity to observe others at work, experience different job roles first hand and develop your skills.

In this unit you will learn how to weigh up your successes in work placement and what you learned about the job role. You will also consider which personal and work-related skills you need to develop for success in work. It is important that you are able to consider what you have achieved during the work placement and what skills for work you need to develop as this will help you to make plans and set goals for your future.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to reflect on the experience of the work placement	1.1 List what went well during the work placement and why it went well 1.2 List what they could have done better during the work placement and how it could have been done better
2 Know what has been learned from the work placement	2.1 Identify what was learned about the job role and the work placement 2.2 Identify what they learned about themselves during the work placement
3 Be able to use learning from the work placement to set goals	3.1 Set realistic goals which build on learning from the work placement

Unit content

1 Be able to reflect on the experience of work placement

Reflect on work experience: reflection, i.e. looking back on what has been done and learning lessons from what worked well and what did not; evidence for reflections, e.g. feedback from tutor, supervisor or line manager, colleagues; lists of tasks undertaken

Record-keeping: methods of recording experiences, e.g. work diary or log book, records on mobile phone, e.g. written memos, photos, oral recordings, videos

2 Know what has been learned from the work placement

Learning about job role and work placement: specific to work placement, e.g. skills required for specific tasks, importance of working with others, following instructions

Personal learning: ability to self-manage, e.g. flexibility, time keeping, enthusiasm, punctuality; interests or talents, e.g. good at working with animals, IT skills

3 Be able to use learning from the work placement to set goals

Goal setting: use experiences and personal learning to set goals, e.g. identify skills for development, interests to follow; identify long term goals, e.g. career plans, set short term achievable goals, e.g. study plans, qualifications, work experience; set measurable goals

Further information for tutors and assessors

Delivery

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

Learners will benefit from being prepared for their work placement and could undertake the *Preparing for Work Placement* unit so they know and understand what evidence they should gather for this unit. This may be achieved through a tutorial programme. Learners may find it helpful to discuss their expectations for their work placement before attending. They could then use this information to discuss what they learned or perhaps what they did not learn. Ongoing one-to-one discussions throughout the work placement will also help learners understand the learning process and the importance of feedback.

As most of the evidence gained for this unit will be via a work placement and one-to-one discussions with tutors and/or line managers, it is unlikely that much time will be spent in formal teaching. Learners should be given guidance on gathering and recording information needed for their work placement evidence using diaries, log books or mobile phones. Developing a simple checklist may also be a useful tool. Learners then assess their own abilities as they complete tasks.

The importance of setting goals based on what they have learned on their work placement experience could be discussed with the group using examples which show how setting realistic short-term goals can contribute to career development.

Assessment

To achieve this unit, learners must take part in work experience and gather the information needed to meet the learning outcomes. Detail of experiences in the placement could be collected in a portfolio of evidence or in a logbook or work book. Evidence to meet learning outcomes 1, 2 and 3 could be recorded in the log book or work book. Alternatively, evidence could be collected in question and answer session in a review meeting with a tutor after the work placement. If centres use evidence produced orally the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Alternatively learners could record the evidence required for the learning outcomes in a portfolio or work book.

For learning outcome 1, learners need to give examples of two activities in the placement they did well and two activities that were less successful, based on evidence collected from placement. Learners may need some encouragement and prompting.

Learning outcome 2 requires learners to identify what they have learned about themselves, the company or organisation and the role they undertook at the placement, giving one example in each case. For example, identifying a talent, personal quality or interest recognised as a result of the placement, knowledge gained about the function of the company or organisation, learning a new skill by doing a task successfully or learning to use a particular tool or machine.

For learning outcome 3, learners need to identify two goals for their future career based on the work placement experience. Learners may need some guidance in setting realistic, achievable goals.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management for Work	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Conduct at Work	Personal Behaviour for Success	Understanding Employment Responsibilities and Rights
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Preparing for Work Placement
Preparing for Work Placement	Preparing for Work Placement	Learning from Work Placement
	Learning from Work Placement	

Essential resources

Learners must attend a work placement prior to undertaking this unit.

Suggested reading/resources

Websites

www.mindtools.com

Information about setting personal goals

www.worketiquette.co.uk

Advice about workplace conduct

Unit 7: Managing Your Own Money

Unit reference number: T/503/2804

Level: Entry 3

Guided learning: 20

Unit introduction

Being able to handle your own money effectively is an essential life skill. The purpose of this unit is to help you become familiar with acquiring and using money.

In this unit you will learn how to develop skills in purchasing goods and services using cash, ensuring you have enough money and receive the correct change. You will also find out about different sources of income, different ways to save money in daily life, benefits of saving money and where to keep saved money.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know different sources of income	1.1 Identify different sources of income
2 Be able to buy goods and services using cash	2.1 In a given role, have sufficient money to pay for goods and services 2.2 Check that the correct change has been received when paying for goods and services
3 Know the benefits of saving money	3.1 Identify benefits of saving money
4 Know how to save money	4.1 Identify different ways of making savings in daily life 4.2 Identify where saved money can be kept

Unit content

1 Know different sources of income

Income: definition of income and outgoings; sources of income, e.g. salary or wages; gifts, inheritance; pocket money; selling items; grants, benefits; loans

2 Be able to buy goods and services using cash

How to buy goods or services: types of goods, e.g. clothing, toiletries, groceries; types of services, e.g. travel journey, cinema, haircut; estimate amount of money needed to buy it; calculate total money required; provide sufficient money to pay; check change against total sum offered

3 Know the benefits of saving money

Benefits of saving money: e.g. peace of mind in knowing spare money is available if needed, being financially independent or less dependent on others; earning interest on money saved in a savings account; having money available for emergencies, unforeseen circumstances, and for large or expensive purchases e.g. holiday, computer

4 Know how to save money

Making savings: lifestyle changes, e.g. walking instead of taking bus, meal planning, giving up smoking, checking for lowest prices, avoiding impulse buying; using money saving schemes, e.g. loyalty cards, special offers, coupons/vouchers; keeping saved money, e.g. bank, building society, post office

Further information for tutors and assessors

Delivery

Learners should be actively involved throughout the delivery of this unit. Learners must be able to carry out simple financial calculations and can practise this through role play or real-life situations. Additional learning time may be required to ensure that learners have gained sufficient skills in this area.

In order to achieve the learning outcomes for this unit, it would be helpful for tutors/line managers to introduce learners to basic terminology, such as income and outgoings, goods, services. Learners should then be able to identify different sources of income for different groups of people, for example, a student, a disabled person, an employed person, a pensioner, a self-employed person.

Learners need to learn how to calculate outgoings and work out the difference between the amount of money they have and the amount they need for purchases and this could be delivered in a variety of ways. Tutors could give learners short scenarios to calculate how much money is left over at the end of the activity, or alternatively real-life situations may be used for example, learners being given an amount of money to buy ingredients for a cooking class.

For learning outcomes 3 and 4, learners could discuss in groups the benefits of saving money in a general sense and think about specific ways in which saving money could benefit them personally (for example, having enough money to go on holiday or to buy a computer).

Identifying different places where savings can be kept can be achieved through group discussion, and at this level, learners need only recognise that personal saved money can be kept in different places. However, discussion could include the advantages and disadvantages of saving money in different places.

Assessment

This unit could be assessed in the workplace or in a classroom environment. To achieve the assessment requirements for this unit assessors could consider different forms of evidence.

For learning outcome 1, learners should identify three different sources of income. This evidence could be presented as either a written task such as a leaflet or poster, or recorded in discussion with the tutor/line manager.

To achieve learning outcome 2, learners need to demonstrate buying at least three different items and check that the correct change has been given back. This could be achieved in the workplace or simulated through a paper-based task. Either way this should be supported by a witness statement from the line manager, or an observation record completed by the tutor. In all cases, the calculations should be appropriate in terms of the functional skills for this level.

Learning outcome 3 and 4 could be presented together in written format, a presentation or a recorded discussion with a tutor or line manager.

For learning outcome 3, learners should give at least two reasons why it is beneficial for an individual to save money.

To achieve learning outcome 4, learners should include practical examples of four different ways to make savings in daily life. They must also identify three different places to keep savings.

Where evidence is produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Managing Own Money	Managing Your Own Money

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.bbc.co.uk/skillswise

Website with videos, games and quizzes for developing basic maths skills

Unit 8: Introduction to Health and Safety at Work

Unit reference number: L/505/6929

Level: Entry 3

Guided learning: 20

Unit introduction

Health and safety is an important aspect of the workplace and all employees have responsibilities relating to it. It is important that people know how to look after themselves in the workplace so that they can stay healthy and work effectively.

In this unit, you will understand some of the hazards and emergencies that can occur in the workplace. You will develop an awareness of your own responsibilities and actions in relation to reducing the risk of harm to yourself and others. This includes knowing how to follow instructions concerning hazards in the workplace environment and where to report any problems.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about health and safety for the workplace	1.1 Identify own responsibilities for keeping self and others safe in the workplace 1.2 Identify who to go to in the workplace for health and safety help and support 1.3 Outline why it is important to keep self healthy for work 1.4 Identify ways to stay healthy for work
2 Know potential workplace hazards	2.1 Identify common workplace hazards 2.2 Identify common hazard safety signs
3 Know about workplace emergencies	3.1 List the types of emergency that can occur in the workplace 3.2 Identify own responsibility if an emergency situation occurs in the workplace

Unit content

1 Know about health and safety for the workplace

Own health and safety responsibilities: understand what an employee is expected to do at work; to take care of own health and safety and of others who may be affected by own actions; follow instructions; be aware of the person to whom health and safety matters should be reported; know own limitations in dealing with a risk; not to interfere with, or misuse, anything provided for own or others' health, safety or welfare; use work items provided by the employer correctly in accordance with training and instructions; own behaviour for safe practice in the workplace, e.g. remaining alert to the presence of risk in the workplace environment; own conduct in minimising risk

Sources of support: advisers, e.g. line manager/supervisor, human resources department, occupational health, health and safety adviser, company policies and procedures

Importance of keeping healthy for work: work more efficiently; increased self-esteem; increased enjoyment of work; quality of work could suffer if worker is unhealthy; regular attendance

Ways to stay healthy for work: appropriate equipment, e.g. suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep; dealing effectively with stress; different needs for different environments, e.g. office, outdoors, working in a hospital; different types of illness and injury, e.g. repetitive strain injury, colds, flu and other illnesses; following company policies and procedures e.g. emergency evacuation, safe working practices, instructions

2 Know potential workplace hazards

Common workplace hazards: definition of terms; hazards, e.g. faulty wiring, trailing cables, torn carpet, broken glass, dangerous chemicals, visual display unit (VDU) screens, faulty equipment, poor posture when using computer, wet floors; manual handling; personal protective equipment and clothing; working at height; working with animals; working with computers; vehicles and transport

Common safety hazard signs: types, e.g. fire exit, fire extinguisher, fire door keep shut, no smoking, electrical safety, first aid; accident report book; posters, e.g. health and safety legislation poster, colours, usage

3 Know about workplace emergencies

Types of emergency: e.g. accidents, severe illness, fire, flood, power outages, chemical spills, terrorism, bomb threats

Own responsibility in emergency situations: know the appropriate way to report an emergency promptly; raise the alarm; follow instructions of emergency personnel, e.g. first aider, fire warden; know emergency evacuation procedures e.g. routes, assembly points; stay calm

Further information for tutors and assessors

Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentations, and group work.

In learning outcome 1, speakers from different areas of work could be invited to talk to the group on the importance of keeping healthy at work. This may include reference to the benefits that a healthy workforce has for a company or organisation. When discussing illnesses and injuries at work, it is important to make this as relevant as possible for learners. If they have already been in work, they will be able to refer to their own experiences. However, this will be difficult for learners who have not had any work experience. One way to overcome this would be to refer to their classroom experiences or work at home. Topics such as repetitive strain injury, posture, colds and flu could then be discussed in this context.

Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments. Video clips and case studies may be useful in helping learners understand the importance of health and safety in the workplace.

In learning outcome 2, learners may be able to visit different workplace environments to observe health and safety practices and signs and could create a checklist, leaflet, poster or presentation giving information about health and safety in the workplace for other learners to follow.

Tutor-led lessons relating to potential workplace hazards would provide learners with valuable information relating to hazards. This information could then be used to carry out a 'walk and talk' where learners identify potential hazards around the building. Learners could present their findings to the class and compare hazards and potential hazards identified. Tutors may choose to stage a room with common hazards for learners to identify or provide images which contain common workplace hazards for learners to identify.

In learning outcome 3, in groups, learners could complete web-based research into workplace emergencies and then report back to the rest of the group. Simulation activities could be used for some procedures, for example a fire drill. Learners could create posters regarding procedures covering a range of workplace emergencies such as a fire, bomb threats or accidents. Role-play and simulation would provide opportunities for learners to gain an understanding of personal responsibilities.

Assessment

The evidence for this unit may be combined in one assignment task such as producing a series of health and safety factsheets or posters. This could involve supported internet research, images collected from magazines and brief explanations. Alternatively, the learner may participate in group professional discussions or one-to-one tutorials, recorded by the tutor for verification purposes.

To achieve learning outcome 1, learners must identify at least two of their own responsibilities to keep self and others safe in the workplace. Learners need to identify who to go to for support regarding workplace health and safety; where more than one person is responsible for health and safety, learners need only identify one person. Learners also need to outline two reasons why it is important to keep themselves healthy for work and two ways to stay healthy for work. Appropriate assessment methods could include posters, leaflets or assignments.

To achieve learning outcome 2, learners are required to identify at least two common workplace hazards. These can be from simulated activities within the classroom or from activities carried out in an actual workplace. Evidence may be in written format such as a factsheet, or discussion and question and answer session. The examples identified must show that the learner understands the definition of a hazard (according to Health and Safety Executive definitions).

Learners are also required to identify at least three hazard signs typically found in and around the workplace. Learners could produce images of hazard signs and annotate to confirm they understand what hazard is being communicated by the sign.

To achieve learning outcome 3, learners are required to list at least two types of workplace emergencies and for each, identify their own responsibilities if that emergency were to occur. Assessment may take the form of a professional discussion or observed practical activities such as a fire drill or reporting a dangerous occurrence in the workplace. Alternatively, learners may include this evidence within an assignment or task sheet activity or using leaflets and posters.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management for Work	Self-management Skills	Self-management Skills
Conduct at Work	Self-assessment	
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Understanding Employment Responsibilities and Rights
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement

Essential resources

The Health and Safety Toolbox, published by The Health & Safety Executive (2013) is a reference guide providing authoritative information on health and safety practice in the workplace with case studies and 'dos and don'ts' for key hazards.

Suggested reading/resources

Textbooks

Henmans Freeth LLP – *Health and Safety at Work Essentials: The One-Stop Guide to Health and Safety Issues in the Workplace* (9th Edition) (Lawpack Publishing Ltd, 2015) ISBN 9781910143230

St John Holt A and Allen J – *Principles of Health and Safety at Work* (8th Edition) (Routledge, 2014) ISBN 9781138855151

Websites

www.britsafe.org	British Safety Council webpage
www.healthyworkinglives.com	Giving information which provides opportunity to work in ways that sustain and improve health and wellbeing
www.hse.gov.uk	Information, advice and guidance relating to all aspects of health and safety in the workplace including personal responsibilities
www.officesafety.co.uk	Guidance on all health and safety warning signs including meanings, colours and usage
www.worksmart.org.uk	A TUC website providing employers and employees with guidance on all aspects of employment rights and responsibilities including health and safety

Unit 9: Investigating Rights and Responsibilities at Work

Unit reference number: H/503/2815

Level: Entry 3

Guided learning: 10

Unit introduction

All employees have rights and responsibilities. This unit will introduce you to your rights at work and what your employer's responsibilities are.

You will gain an introduction to employee rights, for example how to stay safe at work, to be healthy at work, to have fair pay and to be treated fairly. You will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed. The unit goes on to explore the responsibilities that you have when you are at work or on work experience. It is also very important to know who to go to for support if difficulties arise at work and the unit will look at the options 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.

Learning outcomes	Assessment criteria
1 Know rights of employees in the workplace	1.1 Identify aspects of the working life where employees have rights
2 Know how to respect the rights of others in the workplace	2.1 Outline how the rights of others should be respected in the workplace
3 Know employee responsibilities in the workplace	3.1 Identify responsibilities of employees in the workplace
4 Know where to get help for problems with rights and responsibilities at work	4.1 Identify sources of help for problems with rights and responsibilities within the workplace

Unit content

1 Know rights of employees in the workplace

Workplace rights: own rights in the workplace, e.g. salary or wages, contract of employment, discrimination and harassment, health and safety

2 Know how to respect the rights of others in the workplace

Respecting the rights of others: right to express opinions and ideas, respect other cultures, religions and views, knowledge of what could offend, privacy of others' personal information

3 Know employee responsibilities to the workplace

Workplace responsibilities: health and safety; understand what the employee is expected to do at work; punctuality; reliability; honesty; complete tasks allocated; be a company representative

4 Know where to get help for problems with rights and responsibilities at work

Sources of help and advice: advisers, e.g. line manager, union; documents or manuals; websites

Further information for tutors and assessors

Delivery

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

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

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

Learners will require an opportunity to investigate how their own behaviour in the workplace has an effect on the rights of others. This could be gained through class discussions, through the viewing of video clips from popular dramas or the internet.

Learners should be encouraged to find the rights and responsibilities policy for those sectors that they have experienced or wish to enter. Discussion could focus on the appropriateness of policy documents, for example whether they are clear, easy to read and contain appropriate images which show respect for the rights of others. The importance of out of work behaviour on the workplace should also be discussed, e.g. how poor social media use can reflect badly on your employer.

Speakers could be invited from a range of sectors to share their experiences of employee and employer rights and responsibilities and detail where to seek advice in the workplace.

Assessment

For learning outcome 1, learners must be able to point out at least three different aspects of a workplace where they have rights as an employee. This must be within a named sector, such as construction. Evidence could be presented in a range of written formats, such as a poster, recorded discussion with the tutor, or annotated workplace policy documents.

For learning outcome 2, learners must outline at least three rights of others that should be respected. In order to do this, learners could be provided with different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language or disrespect of other backgrounds or cultures. Learners could then, either in written format or a record of a verbal discussion or question and answer, explain how the situation could be changed to respect the rights of others. Alternatively, if the learner is in a workplace, practical observation that details specific examples of how learners have shown appropriate behaviours would be appropriate.

For learning outcome 3, learners need to discuss, with examples, at least three different responsibilities of employees to the workplace. This could be evidenced as a workplace poster or a recorded verbal discussion and question and answer.

For learning outcome 4, learners must list three sources of help for a specific workplace problem. This could be offered as a directory or employee handbook for the specific workplace, or be highlighted and annotated screenshots of a company website.

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

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Working as a Volunteer	Working as a Volunteer	Working as a Volunteer
Self-management for Work	Self-management Skills	Self-management Skills
Conduct at Work	Personal Behaviour for Success	Understanding Employment Responsibilities and Rights
Preparing for Work Placement	Investigating Rights and Responsibilities at Work	Preparing For Work Placement
	Preparing For Work Placement	

Essential resources

There are no special resources required for this unit but the focus must be on genuine workplaces.

Suggested reading/resources

Websites

www.acas.org.uk	The conciliation service offers useful linked resources for investigating rights and responsibilities at work
www.citizensadvice.org.uk	Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings
www.gov.uk	The Department for Business, Innovation & Skills has a section for employee rights and responsibilities
www.youtube.com	A range of useful links to video clips that illustrate positive behaviours to encourage active group discussions

Unit 10: Conduct at Work

Unit reference number: Y/503/2813

Level: Entry 3

Guided learning: 10

Unit introduction

We all behave in different ways depending on our situation. If we are out with a group of friends we may be a bit late in arriving, we will dress in a similar way and we may be more relaxed than usual. But, when we are at work our employer expects us to conduct ourselves in a different way. We must be on time and wear clothes that are suitable for the job. Our employer will also expect us to talk to and with colleagues and customers in a way appropriate to a working environment.

In this unit, you will learn how to conduct yourself appropriately in different work situations. You will have time to practice these skills and then review what you are good at and what you need to spend more time on. Knowing how to behave appropriately at work and putting it into practice is a key skill for work.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace
2 Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues 2.2 Dress appropriately for work 2.3 Demonstrate appropriate timekeeping during the working day
3 Be able to carry out a review of own conduct	3.1 Identify an aspect of own conduct that went well and give a reason why it went well 3.2 Identify an aspect of own conduct that did not go well and give a reason why it did not go well

Unit content

1 Know about appropriate conduct for the workplace

Appropriate conduct for the workplace: interacting and communicating with colleagues in familiar situations, e.g. team members, line manager, supervisor; respecting others' views; listening and responding to appropriate feedback, requests or suggestions from others; behaviours, e.g. etiquette when working in an open plan office, talking about others to others, appropriate behavior when customers are present

2 Be able to demonstrate good conduct

Interacting with colleagues: for example pay attention, be positive, polite and respectful, communicate effectively, show appreciation and share credit, own your mistakes, help your colleagues in whatever way you can, be polite to your fellow workers, avoid being rude

Appropriate dress for the workplace: appropriate clothing for different workplaces, e.g. in an office, factory, for outdoor work, uniforms; clothing needed for health and safety reasons or hygiene; being tidy and presentable; having clean clothes and shoes

Appropriate timekeeping: being ready to start work at the agreed time and knowing about the working day, e.g. when expected to be at workplace, whether there are core hours, flexitime, shift work, knowing when to take breaks, when and how long each break is, arriving in good time for meetings and appointments

3 Be able to carry out a review of own conduct

Reviewing own conduct: talking about an aspect that went well e.g. demonstrating appropriate timekeeping, using polite language when interacting with colleagues and members of the public; talking about an aspect that did not go so well e.g. not dressing appropriately, arriving for a meeting when it is about to begin

Further information for tutors and assessors

Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment, or with a training provider. The positive behaviors described in the unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between learners and their line manager, tutor or another appropriate person familiar to learners. Tutors or line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners identify good conduct, for example asking learners to identify social behaviors in their everyday lives and then encouraging them to think about whether these behaviors would be appropriate in the workplace. Learners could create posters or leaflets to record their ideas.

Learners could then explore behaviors in the workplace, for example that there are rules or regulations within every organisation about how employees behave towards each other.

Tutors may want to use learning outcome 2 as an opportunity for learners to devise a simple code of conduct and dress code to use throughout the teaching of the unit. If centres deliver this unit at the beginning of the course, learners could apply their learning over a much longer period of time. Tutorial time will provide an ideal opportunity to discuss learner's own conduct and how they can improve the skills required for success in the workplace.

In a work situation, learners could discuss the organisation's code of conduct and dress code with their line-manager or supervisor to make sure they know and understand how they can apply the codes on a daily basis.

It would be helpful to discuss with learners why some organisations have uniforms, and why clothing is worn for health and safety or hygiene reasons, and that it is important to dress appropriately for the job, for example if you work outdoors, you won't need to wear a suit but you will need to wear durable clothes that protect you from the weather.

Tutors or line managers might also wish to discuss possible requirements for timekeeping in different workplaces. For example, if a workplace requires office cover throughout the working day, it isn't appropriate for everyone to go to lunch at the same time.

For learning outcome 3, tutors may give learners the opportunity to discuss different ways of identifying what they are good at and what they can improve. This could include comments from colleagues, line managers and tutors. They could also take time to refer back to the code of conduct and dress code to see how well they have adhered to it and what they found difficult.

Assessment

To achieve learning outcome 1, learners must identify at least two examples of appropriate conduct in the workplace or training room. Evidence to support this could be in the form of records of group or individual discussion (written by the tutor or by the learner with sign-off from the tutor, or a video or audio recording). The learner does not need to describe examples of conduct in detail.

To achieve learning outcome 2, learners could provide different forms of evidence to show their competence, such as witness statements or observations from their tutor, line manager or supervisor. Learners should gather sufficient evidence over a period of time.

Learners must give at least two examples of where they have shown appropriate use of verbal and body language when listening and responding to colleagues, for example clarifying understanding of instructions, responding to feedback given by someone else, helping a colleague. Learners will not be expected to communicate about complex issues.

Learners must show that they have dressed appropriately by either following a dress code that is already in place or a dress code that has been devised and agreed at the start of delivery of this unit.

Learners need to demonstrate good timekeeping by consistently arriving on time and ready to begin work or their class. They should demonstrate appropriate use of their time during the day, for example, the number of breaks taken during the day, personal conversations, etc. Learners are not required to demonstrate how they prioritise their daily activities, but must know generally about what they are doing during the day and what needs to be done by the end of the day.

To achieve learning outcome 3, learners will need to carry out a basic review of their conduct. This may be done as part of a tutorial programme or a one-to-one with their supervisor or line manager. Learners must identify at least one aspect of their performance that went well and why, and one aspect that did not go so well and why. Whilst the learner may need support in terms of prompting and questioning, they must independently select what will go in their review. Evidence to support this can be through video, taped discussion, written report by the learner or a witness statement written by the trainer. Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor or line manager and the learner in advance.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management for Work	Personal Behaviour for Success	
Working in a Team	Working in a Team	Working in a Team
	Building Working Relationships with Colleagues	Building Working Relationships with Colleagues
	Self-management for Work	Self-management for Work

Essential resources

Learners need:

- copies of organisational procedures for different types of organisations as appropriate — for example school or college procedures for staff and/or learners relating to conduct and behaviour (or, if in the workplace, copies of the procedures for that workplace)
- relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills)
- copies of any appraisal systems that recognise good conduct or performance.

Suggested reading/resources

Websites

www.lifecoachexpert.co.uk	Provides guidance and support for work and life issues
www.worketiquette.co.uk	Information on how to behave at work, with topics covering relationships and communications, and resources including case studies, questionnaires and 'ask the experts'

Unit 11: Working in a Team

Unit reference number: T/508/3493

Level: Entry 3

Guided learning: 30

Unit introduction

Most jobs need people to be able to work well together but it is not always easy. We all have our own ideas and ways of doing things. We have different levels of patience and different personalities. A good team is one that can work well together. They respect each other and use the skills each person has to complete the task.

In this unit you will learn about the skills and behaviours that help make an effective team. You will have the opportunity to work in a team to complete a given task. You will need to understand your role in the team and then use the skills and strengths you have with the group. At the end of the task you will review your own performance as one of the group to find out what you have done well and what could be improved for the next time.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know what skills and behaviours are needed to work well as a team	1.1 List skills needed for a team to work well together 1.2 Outline how team members should behave when working in a team
2 Match own strengths and skills to a given team task	2.1 List own strengths and skills relevant to a given team task
3 Work positively as a member of a team	3.1 Listen to ideas and suggestions of other team members without interrupting them 3.2 Give own ideas and suggestions 3.3 Offer appropriate help to other team members 3.4 List activities that the learner is responsible for completing 3.5 Follow instructions to complete allocated tasks
4 Know own performance as a member of a team	4.1 Identify areas of good performance as a member of a team 4.2 Identify areas for improvements for working as part of a team

Unit content

1 Know what skills and behaviours a team needs to work well together

Team working skills: communication skills, e.g. good listeners, understand and follow instructions, ask and answer relevant questions, share ideas in a way that others understand the message; interpersonal skills, e.g. helpful, friendly, open, able to accept advice from others; self-management skills, e.g. reliable, punctual, works hard, plans own time effectively

Behaviours: every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions, respect each other

2 Match own strengths and skills to a given team task

Matching individual strengths and interests to tasks: taking on a role to suit interest/ability, e.g. ability to cook well could be matched to making biscuits for a coffee morning to raise funds for charity, good communication skills could be matched to giving presentation on the team's work

3 Work positively as a member of a team

Team task: what is the task, e.g. go shopping for a baking session, prepare a display for the class on a topical subject, raise funds for a charity; what needs to be done, e.g. tasks, equipment, help from others; how much time is there to do the task; who will do each task

Own role: list tasks; know who to ask for help; ways to check progress e.g. tick against list when completed, ask others

Listen to ideas and suggestions of others: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if they are appropriate

Offer own ideas or suggestions: participation in a team e.g. respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, and suggest a better way of doing something

Offer to help other team members: support others in the team e.g. offer to show team member how to do something, offer to help another team member who has fallen behind in their task

Follow instructions: facilitate completing task through following instructions e.g. written, verbal

Complete own task: meet deadline/working to the required standard, e.g. complete all aspects of the task, complete task on time, complete task to a satisfactory standard

4 Know own performance as a member of a team

Effective performance as team member: perform to the required standard, e.g. tasks completed without help, tasks completed on time, tasks completed successfully, helped other team members, accepted help or guidance from other team members, effective communication

Areas for improvement: e.g. being patient with other team members, asking for help when needed, checking time allocated for the team task

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to participate in a team task. Knowledge and understanding of team working for learning outcome 1 could be explored using practical group activities. An example could be for learners to put up a display within a specified timescale. In groups, learners could identify the team working skills needed to complete the task and then report back to the rest of the group. For learners with access to the workplace, opportunities to participate in team tasks might occur naturally as part of the job. Alternatively, the tutor or line manager could assign the learner to an appropriate team task for the purposes of assessing learning outcome 1.

A teamwork task needs to be identified for learning outcomes 2, 3 and 4. Teams may be made up of three to five people who have the potential to complete the task set. Learners could be involved in selecting the task. However, learners at this level will need guidance in selecting a task which is manageable, achievable and matches the skills and interests of the team members.

For learning outcome 2, learners need to identify their own strengths and interests that match the task. They may need some encouragement and prompting to do this. Tutorials will provide an opportunity for tutors to offer guidance. Within the workplace, appraisals or one-to-one discussions with a line manager or supervisor could provide opportunities for identifying learners' strengths and interests.

For learning outcome 3, teams could work on a range of group tasks to give experience of working together as a team. Each team member will need to identify their own role and responsibilities within the group. Tutors or line managers will need to provide opportunities for learners to listen to the ideas and suggestions of other team members, give their own ideas and suggestions and offer help to other team members while they are participating in the team task.

Learners could work as a group to consider the performance of the team as a whole before considering their own performance. They could discuss the task together, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 4.

Assessment

For learning outcome 1, learners must list at least two skills used for effective teamwork and outline at least two behaviours that are appropriate for effective teamwork. Evidence could be in the form of a leaflet or a discussion recorded by the tutor for verification purposes.

For learning outcome 2, using a given task, the learner needs to list at least two skills and two strengths that they have, which can be used to complete their given task. The evidence could be in a written format or could come as a result of a discussion with the tutor or line manager. The questions asked and answers given must be available for verification purposes.

Evidence for learning outcome 3 could be from observing the learner working in a team. The learner must clearly demonstrate that they have participated as a positive team member by listening and sharing own ideas and suggestions, that they have offered help where appropriate and that they understand the activities they are responsible for, in order to complete their allocated task. Evidence may be from a witness statement or observation checklist that the tutor or line manager completes. Alternative methods of evidencing learning may be used.

For learning outcome 4, the learner must identify at least two areas of the given team task that they thought they did well as a team member, based on their strengths and interests and two areas where they could improve. This could be evidenced by a brief reflective account of their contribution to the team activity. Alternatively, it could be done through a question and answer session.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Conduct at Work	Working in a Team	Working in a Team
	Building Working Relationships with Colleagues	Building Working Relationships with Colleagues
	Personal Behaviour for Success	

Essential resources

Learners will need the opportunity to participate in a team working task to be of sufficient size to enable learners to have a role that has multiple stages to it.

Suggested reading/resources

Websites

www.lifecoachexpert.co.uk	Guidance and support on creating a work-life balance
www.tellmehowto.net	Guidance on career success and progression
www.worksmart.org.uk	Work-related advice such as pension, employment rights etc.

Unit 12: Developing Personal Presentation Skills for the Workplace

Unit reference number: A/505/6926

Level: Entry 3

Guided learning: 10

Unit introduction

This unit will help you prepare for a work placement. You will learn about basic requirements for personal presentation, such as your clothes, personal hygiene and cleanliness in the workplace, and the importance of these skills in providing a good first impression of self to others.

You will investigate the personal presentation requirements for the workplace and identify what is appropriate and what can be an inappropriate presentation of self.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about personal presentation for the workplace	1.1 State why personal presentation is important at work 1.2 Identify appropriate personal presentation for an area of work 1.3 Identify inappropriate personal presentation for an area of work
2 Be able to present self appropriately for the workplace	2.1 Adhere to dress codes in line with workplace requirements 2.2 Follow workplace requirements for own hygiene and cleanliness

Unit content

1 Know about personal presentation for the workplace

Personal presentation at work: importance of making a good impression; to demonstrate care reflected in approach to work; importance for all jobs, e.g. in care, hospitality, retail, customer service; to meet organisational requirements; social acceptance; benefits to self and others

Personal presentation awareness: appropriate and inappropriate presentation e.g. dress codes for the workplace, personal appearance, personal hygiene

2 Be able to present self appropriately for the workplace

Presenting self appropriately: complying with organisational policies and requirements; being clean and tidy, e.g. hair tied back, clean nails; deciding which clothes to wear; meeting health and safety requirements; being able to do the job properly

Further information for tutors and assessors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. Where learners have undertaken work experience it is likely they will be familiar with the personal presentation skills listed in the unit as these are the expected workplace standard.

For learning outcome 1, learners can be reminded of the need to establish a good first impression and how it can be achieved through personal presentation. This could be delivered through group discussion or through discussion between the learner and their line manager/tutor or another appropriate person familiar to the learner. Tutors or line managers could give the group or individual learner prompts and facilitate the discussion to help learners develop an awareness of their responsibilities to themselves and others in the workplace, for example, responsibility for personal hygiene.

Learning outcome 2 could be delivered in a variety of ways with learners presenting themselves appropriately for the workplace in line with workplace requirements. If they are in a work situation, learners could carry out their normal daily activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario that enables them to demonstrate personal presentation skills in the workplace.

Assessment

This unit could be assessed in the workplace or in a classroom environment where a dress code has been agreed.

For learning outcome 1, the evidence could be presented in written format or through a one-to-one discussion and question and answer session with the tutor/line manager. Learners should state at least two reasons why personal presentation is important in the workplace. They should give at least two examples of appropriate personal presentation in a selected area of work and at least two examples of inappropriate personal presentation in a selected area of work. Learners could draw on examples from their own experiences to illustrate their understanding, either in the workplace or as a customer.

For learning outcome 2 learners need to consistently present themselves in line with workplace requirements. This could be achieved in the workplace supported by a witness statement from the line manager, or in a simulation where a dress code has already been agreed, evidenced by an observation record completed by the tutor. All practical tasks should be supported with a personal statement from the learner. Regardless of the workplace setting (real or simulated), learners should have paid attention to the dress code for the workplace, and their personal hygiene and cleanliness. Their choice of clothing can be based on the advice or guidance of others. Evidence will be presented through witness testimony or tutor observation record.

Where evidence is produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Conduct at Work	Personal Behaviour for Success	
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement

Essential resources

There are no special resources for the unit.

Suggested reading/resources

Websites

www.worketiquette.co.uk

Information on how to behave at work, with topics covering relationships and communications, and resources including case studies, questionnaires and 'ask the experts'

Unit 13: Personal Behaviour for Success

Unit reference number: D/504/3361

Level: Entry 3

Guided learning: 30

Unit introduction

In this unit you will learn how your own behaviour affects personal success through exploring its impact on a range of different work-related situations.

You will learn how to identify and develop the personal skills needed for success by examining positive behaviour and how verbal and non-verbal communication can influence situations. This will help you understand how your own behaviour and that of others may affect those around you. You will also have the opportunity to develop strategies to adapt and respond appropriately in personal and work situations.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how behaviours influence different situations	1.1 List different situations where behaviours change 1.2 Give examples of positive behaviour in given situations
2 Know how own behaviour impacts on others	2.1 Describe how verbal communication influences given situations 2.2 Describe how non-verbal communication influences given situations 2.3 Describe appropriate dress for given situations 2.4 Describe how own behaviour impacts on others
3 Know strategies that can be used to modify behaviour in different situations	3.1 Identify techniques to manage different types of behaviours in self 3.2 Identify techniques to respond to different types of behaviour in others
4 Know how personal behaviour affects personal success	4.1 List factors that contribute to personal success

Unit content

1 Know how behaviours influence different situations

Situations where behaviours change: for example, with family, at work where different types of behaviour can be expected in different situations, e.g. informal in warehouse, but formal and courteous on shop floor, social occasions

Skills required for showing positive behaviour: giving a good first impression at work and socially, good manners, politeness, enthusiasm, kindness, thoughtfulness, punctuality, prompt response, being efficient, effective, consistent, confident, showing determination, effort

2 Know how own behaviour impacts on others

Verbal and non-verbal communication: active listening; empathy; body language; politeness; consideration for others; awareness of needs of others; effective communication, e.g. clarity of speech, tone, appropriate language, avoiding inappropriate jargon; passing on accurate messages; ways to increase trust, clarity and rapport with others, e.g. stance, posture, facial expression; eye contact; mirroring; gestures; movement; awareness of personal space

Personal presentation: for example appropriate dress code for the situation, for health, hygiene and safety reasons (PPE)

Impact of own behaviour on others: for example, time management, e.g. being on time or being late, attitude, e.g. positive, respectful or, asking for help

3 Know strategies that can be used to modify behaviour in different situations

Managing behaviour in different situations: social, family or work-related situations; different techniques for managing own behaviour, e.g. pausing, asking for help, group support; self-management techniques, e.g. self-awareness, honesty, self-reflection; time management; handling stress; agreeing goals; cooperation; awareness of others' behaviour and responding appropriately, e.g. noticing others, noticing changes; respecting others' feelings and space

4 Know how personal behaviour affects personal success

Factors that contribute to personal success: attitude; self-management; health; behaviour; knowledge; presentation; self-assessment

Further information for tutors and assessors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. Where learners have undertaken work experience it is likely they will be familiar with the behaviours listed in the unit as these are the expected workplace standard.

For learning outcome 1, learners could watch short YouTube or television clips to help stimulate ideas. Group discussions and research on different behaviours and situations could be built into a mind map, chart or poster, with learners contributing images from magazines or newspapers to illustrate these. Multiple-choice quizzes on reactions to different situations may be helpful in agreeing what constitutes positive behaviour.

Learning outcome 2 could be delivered using examples on communication skills from video clips. Learners should have plenty of opportunities to practise verbal communication, such as taking and passing on messages, following spoken instructions and responding to simple queries, and non-verbal communication such as observing their body language in group work or listening to others. Activities on 'what not to wear' and a game about first impressions could be good starting points when talking about dress codes.

For learning outcome 3, learners will need some awareness of what 'makes them tick' so as to assess their own behaviours and attitudes and give themselves scores for these. Discussion afterwards should be around why some attitudes and behaviours are necessary in the workplace, with scenarios based around behaviours already identified in previous learning outcomes.

For learning outcome 4, learners need to consider the factors that motivate and give them confidence. They might choose examples of what they have learned from the previous learning outcomes and create a wall display or poster. By focusing on these factors, learners will be encouraged to develop a rounded approach to recognising a range of positives that will remind them of what they have personally achieved without dwelling on any negatives. Displaying them in the classroom will act as an ongoing reminder of these positive outcomes.

Assessment

This unit could be assessed in the workplace or in a classroom environment. To achieve the assessment requirements for this unit assessors could consider different forms of evidence.

For learning outcome 1, evidence could be presented as either written tasks such as a leaflet or poster, or through one-to-one discussions including question and answer sessions with the tutor/line manager. Learners should list at least two different situations where behaviour would need to be changed to achieve a specific outcome, including at least one work-related situation. The learner is also required to give at least two examples of positive behaviour with one example being from a work-related situation.

For learning outcome 2, learners will need to describe at least two different situations that are influenced by verbal communication and by non-verbal communication. The learner should also be able to describe the appropriate dress for at least two different situations, one of which should be a work-related situation.

Learners will need to consider at least two different situations where their behaviour will affect others, and this could be evidenced through role play of positive and negative scenarios. All observations should be recorded, preferably with a video recording, supported with witness statements or through using photographs and captions, together with a learner account of the scenario.

For learning outcome 3, learners should consider at least two different techniques they could use to manage their behaviour and two techniques they could use in response to other peoples' behaviour towards them in different situations, one of which should be work-related. This evidence could be in written format such as a reference document, or in discussion with the tutor/line manager.

For learning outcome 4, learners should list at least two different factors that contribute to personal success. This could be evidenced with a personal success diary, journal or target-setting document.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Developing Personal Presentation Skills for the Workplace	Personal Presentation for the Workplace	Presenting a Professional Image in New Work Environments

Essential resources

There are no special resources required for this unit.

Suggested reading/resources

Websites

www.worketiquette.co.uk

Information on how to behave at work with topics covering relationships and communication, and resources including case studies, questionnaires, and 'ask the experts'

www.youtube.com

Video clips of positive and negative behaviours

Unit 14: Literacy for the Workplace

Unit reference number: K/508/3474

Level: Entry 3

Guided learning: 10

Unit introduction

Everyone needs the essential skills of reading, writing, speaking and listening so that they can be confident, effective and independent in life and at work. All age groups need literacy skills so that they are able to participate and progress in education, training and employment.

This unit begins to build your confidence, so that you can understand short, straightforward, work-related text. You will learn to write text using the correct language and checking it for accuracy. This unit will also prepare you to communicate effectively using listening, speaking and conversation skills for the workplace and prepare you for further learning, for example in Functional Skills English and/or GCSE English.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to understand straightforward work-related text	1.1 State different purposes of work-related text 1.2 Summarise continuous work-related text to show understanding 1.3 Follow written instructions in given work-related text
2 Be able to write text about work-related issues using correct language	2.1 Use complete sentences to write text giving information about work-related issues 2.2 Check writing for accuracy
3 Be able to communicate effectively for the workplace	3.1 Respond to verbal instructions to demonstrate understanding 3.2 Speak to communicate information on work-related topics 3.3 Actively participate in a discussion on work-related topics

Unit content

1 Be able to understand straightforward work-related text

Types of work-related text: induction information, instructions, job descriptions, directions, information, warning signs, guidance

Follow written instructions: follow instructions, e.g. task instructions, instructions on how to use equipment

2 Be able to write text about work-related issues using correct language

Complete sentences: containing a capital letter, a full stop; needs to make complete sense, a subject, a verb, variation of sentence length as appropriate

Correcting errors: strategies to use for checking work, e.g. reading aloud, asking for advice, checking against given instructions and information, removing grammatical mistakes, making sure sentence structure is correct, correcting spelling mistakes, correcting punctuation

3 Be able to communicate effectively for the workplace

Responding to demonstrate understanding: verbal acknowledgement, part-repetition of instructions, questioning to seek increased understanding

Speaking to communicate information: use clear voice and diction, introduce context of information, present information in easy-to-understand sentences, ensure logical sequence of information being communicated, and provide opportunity for questions or clarification

Participate in a discussion: involve at least two people, clear points made, comments made that build on previous points made in the discussion, clarification sought, polite, disagreement supported by evidence

Active participation: eye contact, positive body language, look interested, ask questions, make complementary points, and be constructive

Further information for tutors and assessors

Delivery

To support the learner in developing skills in sequencing, paragraphing and placing key events in logical order, the tutor can give examples of a range of workplace texts. The tutor could provide a breakdown of a piece of workplace text to support the learner in recognising the language devices in the text to convey information, for example passive/active voice. Learners should be supported in finding 'hidden meanings' in the text such as 'urgent response required'.

Learners could be given poorly-sequenced instructions, for example on fire safety that they can reorganise to make it more logical.

As well as written instructions and text, the tutor can use visual material, such as posters and spoken communication and ask learners to create instructions for another learner to follow. They could then use group discussion to evaluate the clarity of the instructions.

To introduce learning outcome 2, the tutor could familiarise learners with the formal structure of workplace communication through discussion of their own expectations of writing from different workplaces. Learners respond to questions such as 'What kind of a letter would you expect from your ... (doctor, head teacher, employer, bank etc)?' The tutor could present learners with text that is wholly unsuitable and draw from them the reasons why it is unsuitable.

The tutor could give learners examples from workplace text and give them guidance on accurate sentence construction, the correct use of nouns, verbs, adjectives and pronouns and clauses and subordinate clauses. To do this, the tutor could use a teacher-led, modelling exercise to talk learners through deliberate errors in the text to guide them in distinguishing the differences between the texts more accurately in terms of variety of sentence construction, syntax, passive and active voice, the use of the imperative, use of gender and politically correct content, spelling and use of connectives and recognising visual clues such as use of paragraphs, clauses, lists, date, time etc.

The tutor could also develop learners' understanding of the tone of some texts, for example an angry tone and how it may sound to an audience. This may lead to reading out loud to a group or 'sending' a fictional memo to other learners and asking for feedback on the 'effect' or responses to the text.

To help stress the importance of accuracy in the use of language for communication, the tutor can use film/video/TV/YouTube footage or drama/role play to highlight how poor use of language can impact on communication in a workplace situation.

The tutor can use a range of enjoyable activities, for example practising different body language movements, inappropriate oral responses or physical spacing role plays which the tutor can facilitate, for example a receptionist who ignores a client.

The tutor could discuss with learners the importance of verbal communication in customer relations. The tutor could use some light-hearted examples to engage the learner, while at the same time emphasising the different situations in a workplace setting where tone of voice can have a serious impact on the 'client'.

Assessment

Learners are required to show that are able to understand basic work-related texts. The range of texts should be linked to genuine workplaces and learners should be encouraged to work with documents from their own workplaces/planned workplaces.

For learning outcome 1 learners must identify at least three different types of work-related texts and state the purpose of each of these. Learners must then produce an accurate and appropriate length summary of a piece of continuous work-related text. This text must not be complex and must be the level and type of information that learner would likely interact with in the workplace. The summary could be provided in written format or orally. Learners must be given at least one set of written work-related instructions. They should be able to follow these instructions successfully. Evidence produced practically should be supported by observation records, which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. This should be supported by further evidence in the form of documents, learners' notes, witness testimonies from employers, video or photographic evidence as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 2 learners should provide at least one example of work-related text that they have written themselves. The text can be on any topic within the workplace. However, it would be valuable for the learner to choose a topic that is of interest to them. The piece of written work could be a letter or an email about an application for a job. If learners use IT in the form of a Word document to write their text, they must authenticate their work as their own. This work should be produced without the use of electronic spelling and grammar checks. Learners should be able to identify and correct the errors accurately to produce a final version of the text.

For the assessment of learning outcome 3 learners should demonstrate their understanding of instructions given in a work-related conversation, through verbal acknowledgement, asking questions, part-repetition of the instructions or summarising what they will do to achieve what has been asked.

Learners should talk about a work-related topic to another person. It could be in response to questions or they could talk about a work topic as a more formal presentation to one person or a small group. Learners should explain clearly what they are talking about and include logically-presented information in an understandable manner.

Learners should participate in a discussion displaying listening, speaking and questioning skills during the discussion.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Literacy for the Workplace	

Essential resources

There are no special resources for this unit but learners must have access to real workplace documents.

Suggested reading/resources

Websites

www.excellencegateway.org.uk	The Excellence Gateway is the Education and Training Foundation's resources portal and provides online access to an unrivalled breadth of resources for everyone working in the wider learning and skills sector in England
www.sabes.org	The System for Basic Education support provides teaching support strategies for the teaching of a range of basic skills
www.teachit.co.uk	Providing a range of teaching resources for the development of English techniques
www.traineeship-staff-support.co.uk	A site developed to support the delivery of traineeship teaching resources. Including case studies and engaging resources to support the development of English/Literacy

Unit 15: Numeracy for the Workplace

Unit reference number: M/508/3699

Level: Entry 3

Guided learning: 10

Unit introduction

Everyone needs to be able to use numbers confidently in the workplace. We must be able to add and subtract and read information from different types of chart. In some work situations, employees will need to be able to weigh and measure accurately to carry out their job successfully. This unit will give you the opportunity to practise these skills, gain confidence and then demonstrate your skills through practical, work-related numerical problems.

This will prepare you for further learning, for example in Functional Skills Mathematics and/or GCSE Mathematics.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to solve work-related problems using whole numbers up to 100	1.1 Solve given work-related numeracy problems using addition with whole numbers up to 100 1.2 Solve given work-related numeracy problems using subtraction with whole numbers up to 100
2 Be able to use units of measure to solve work-related numeracy problems	2.1 Use scales to weigh accurately 2.2 Measure lengths accurately
3 Be able to interpret charts to solve work-related problems	3.1 Interpret work-related bar charts to gather accurate information 3.2 Interpret work-related line charts to gather accurate information

Unit content

1 Be able to solve work-related problems using whole numbers up to 100

Work-related numbers: actual or scenarios of work-related problems relevant to the learner, e.g. stock-taking, adding up daily absence figures, working out the amount left in a simple budget

2 Be able to use units of measure to solve work-related numeracy problems

Mass/weight: kilograms and grams, e.g. find the weight of a parcel in grams then convert to kilograms

Length: metres, centimetres, millimetres, e.g. measure the length of a room in centimetres then convert to metres

3 Be able to interpret charts to solve work-related problems

Work-related bar charts: e.g. simple bar chart showing holiday temperatures; pictogram showing number of hours of sunshine

Work-related line charts: e.g. cost of an item in a resource catalogue; cost of an item in a resource brochure or on an order form; interest rates for different accounts; time-sheet; weekly or cumulative attendance results

Further information for tutors and assessors

Delivery

This unit requires learners to practise arithmetic. Before tackling work-related problems, learners will need to be confident in carrying out the arithmetic operations of addition and subtraction with whole numbers up to 100.

Once learners are confident at carrying out these arithmetic operations then the same types of calculations must be presented within simple work-based contexts. Learners could be asked to write simple problems of their own for others to work on. Dependent upon the nature of the cohort, learners may be fearful of mathematics. However, presenting topics from a work-based perspective will add a relevance to study that may overcome these anxieties.

Before learners carry out any measuring, it would be useful to hold a discussion with them about the different units of measurement. A list could be produced showing all the units they know that can be used for measuring length and weight. Once a list has been compiled, the discussion could move to decide what could be measured appropriately using each unit in the list. For example, use metres to measure the length of a room.

When a ruler, tape measures and scales are introduced, attention should be paid to ensuring that learners can read the different scales on the items, particularly weighing scales that weigh to differing levels of accuracy. Some worksheets requiring learners to just read measurements from a variety of scales would be beneficial.

Learners could start by measuring small work-related objects with a ruler and progress to measuring larger objects. When measuring length, as well as measuring physical objects, for example desks and kitchen units, learners should measure spaces such as the gap between two kitchen units, the width of an alcove, the length and width of a room. Measurements could take place in an outdoor environment. Before measuring, learners should be asked to consider and then justify their chosen unit of measurement.

When learners are confident in measuring they should then be given the opportunity to practise converting between units. Learners could then be asked to carry out some measurements and give their length first in metres, then in centimetres. Likewise, some objects could be weighed and their weights given in both kilograms and grams.

Assessment

For learning outcome 1, learners must be able to solve work-related problems using whole numbers up to 100, using a work-related context that they are currently in or working towards entry to. Learners must provide at least two correctly worked examples of addition and two correctly worked examples of subtraction.

In learning outcome 2 assessment should again be based on a familiar workplace environment. Learners must be able to demonstrate two correctly worked examples of both length and weight using a range of tools and units.

For learning outcome 3, using one work-related bar chart and one line chart, learners must be able to interpret the charts and derive simple meaning from them.

Evidence for the unit could be provided through centre-devised tests that cover all the assessment criteria or a portfolio of evidence that shows evidence for each assessment criterion. The method of assessment is determined by the centre but should closely match to the workplace aspirations of the learner.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Managing Your Own Money	Managing Own Money	

Essential resources

There are no special resources for this unit but learners must have access to real workplace resources.

Suggested reading/resources

Websites

www.excellencegateway.org.uk

The Excellence Gateway is the Education and Training Foundation's resources portal and provides online access to an unrivalled breadth of resources for everyone working in the wider learning and skills sector in England

www.sabes.org

The System for Basic Education Support provides teaching support strategies for the teaching of a range of basic skills

www.teachit.co.uk

Provides a range of teaching resources for the development of mathematical techniques

www.traineeship-staff-support.co.uk

A site developed to support the delivery of traineeship teaching resources, including case studies and engaging resources to support the development of Maths/Numeracy

Unit 16: The Internet and World Wide Web

Unit reference number: K/508/5760

Level: Entry 3

Guided learning: 15

Unit introduction

This unit is from the Microsoft Digital Literacy Curriculum and provides basic knowledge and understanding of how to connect to the internet, browse web pages, navigate websites, use search engines and exchange email with others.

In this unit you will learn what the internet is and how services such as the worldwide web, email and other methods of communication co-exist on this vast and somewhat complex international network.

As the internet is a continuously evolving system, you will appreciate some of the scope and freedom this system offers and how it has become an international enabler for personal and commercial use. Apart from using the internet to surf the web, you will be able to explore some of the technologies, use email, chat and know how to create a basic web page.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the basics of the internet	1.1 Describe the uses of the internet 1.2 Identify the requirements for an internet connection 1.3 Identify the features of two types of internet connections 1.4 Relate the term bandwidth to types of internet connections
2 Understand the basics of the worldwide web	2.1 Describe the components of the web 2.2 Explain how web addresses work 2.3 Explore web sites by using a browser 2.4 Search for reliable information on the web 2.5 Explain how to perform transactions over the web
3 Understand the basics of using email	3.1 Explain how email works 3.2 Write and send email messages 3.3 Manage email messages 3.4 Identify correct email etiquette
4 Understand other methods of communicating on the internet	4.1 Identify the features of online communities 4.2 Explain how instant messaging works 4.3 Explain how to create and publish web pages

Unit content

1 Understand the basics of the internet

The internet: definition of the internet; personal uses, e.g. for communication, education, entertainment; business uses, e.g. commerce/trade, transactions

Terminology: internet connection, e.g. computing device, a connection device; Internet Service Provider (ISP); types of internet connection, e.g. dedicated or dial up connection; definition and measurement of bandwidth; types of internet connection, e.g. dial-up, Digital Subscriber Line (DSL), broadband (landline and mobile)

2 Understand the basics of the worldwide web

The worldwide web: definitions of components, e.g. web browser, web page, website; protocols for setting up a web address, e.g. domain name, URL

3 Understand the basics of using email

Email: definition of email; create and organise email folders

Etiquette: importance of email etiquette; message conventions, e.g. salutation, signature; spelling, grammar, punctuation, tone; when to use and not to use emoticons; prudent use of cc and bcc; sending attachments, e.g. size, attachment type

4 Understand other methods of communicating on the internet

Online communities: definition of online community; types and how these are used, e.g. public, private, internal; social networks

Further information for tutors and assessors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. Where possible, a holistic approach to teaching is suggested. However, the task-based nature of the unit may mean that more than one set context is required.

Accessing online information requires an internet connection and the first part of this unit introduces different types of connection methods. Internet users often begin their exploration by searching for information on the worldwide web.

Websites are accessed using browser application software and learners need to develop the knowledge and skills needed to use browser application software, its tools and help facilities. Knowing how to use the browser tools and change the settings can make web page navigation easier and more efficient. The unit also introduces simple search techniques to help learners understand how to find information and how to save references of sources for future use. They will also use browser tools to access and complete online forms and use interactive websites.

Learners need to know how to compose and send email messages, focusing on how to stay safe and respect others, following guidelines and procedures. Learners should have opportunities to practise sending a file as an attachment to an email message. They will need to develop knowledge and skills in managing incoming email messages as they read and respond to them, and also develop understanding of how to use basic tools to store emails for future use.

Assessment

It is envisaged that this unit be taught through various topic areas of interest to the learners. Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criterion is kept by the learners. Learners will need to meet all of the assessment criteria.

For learning outcome 1, learners need to show evidence of understanding the basics of the internet relating to bandwidth and connections, and give at least two examples of personal use and at least two examples of business use. This could be through a discussion with a tutor/line manager, a poster, leaflet, worksheet or written notes.

For learning outcome 2, learners should demonstrate searching for information and performing transactions on the web. Evidence could take the form of one-to-one discussions including question and answer sessions with the tutor/line manager to show understanding of the basics of the web.

For learning outcome 3, learners need to demonstrate managing an email account by creating and sending at least three email messages using accepted etiquette.

For learning outcome 4, evidence could be through discussion, written notes, and the learner will need to demonstrate using instant messaging and creating and publishing at least two webpages.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Maintaining a Suitable Online Presence for Employment	

Essential resources

To deliver this unit centres will need to have a local area network (LAN) with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Suggested reading/resources

Websites

www.microsoft.com

Search for 'Digital Literacy' – this teaches generic ICT skills and concepts, and features screen shots and simulations from different systems and ability levels to illustrate and provide hands-on examples for students

Unit 17: Word Processing Software

Unit reference number: M/508/5761

Level: Entry 3

Guided learning: 15

Unit introduction

An integral part of producing effective documents is the ability to review and adjust the content and presentation of the documents. This can be achieved using a combination of in-built tools such as spelling and grammar checkers and by manual techniques, such as proofreading and visually checking the presentation of the documents.

In this unit you will develop the skills and knowledge necessary to produce appropriate, largely text-based documents, using appropriate templates, and to store and retrieve files appropriately. You will develop keyboard skills and an understanding of other input methods.

You will explore common uses for word processing software, such as letters, memos and reports, and use a range of basic word processing tools and techniques to produce appropriate, straightforward or routine documents.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Input text and edit word processing documents	1.1 Use keyboard or other input method to enter or insert text 1.2 Give examples of the types of document that you could create using a word processor 1.3 Store and retrieve document files, in line with local guidelines 1.4 Identify why you would use a word processor to create documents 1.5 Use editing tools 1.6 Identify editing used to aid meaning
2 Structure information within word processing documents	2.1 Use appropriate templates to create a new document 2.2 Identify the templates used 2.3 Use appropriate page layout to present and print documents 2.4 Name common items that can be used to affect page layout
3 Use word processing software tools to format and present documents	3.1 Use appropriate techniques to format characters 3.2 Identify formatting used to aid meaning 3.3 Use appropriate techniques to format paragraphs 3.4 Identify tools that can aid in checking documents for accuracy and consistency 3.5 Check documents meet needs, using IT tools and making corrections as appropriate

Unit content

1 Input text and edit word processing documents

Keyboard: features; purpose, e.g. to input information, produce documents; using a range of keys; keyboard shortcuts; other input methods, e.g. voice recognition, touch screen, types of information, e.g. text, numbers, images

Using keyboard skills: to store and retrieve files, to use edit techniques appropriate to the type of information, e.g. cut, paste, insert

2 Structure information within word processing documents

Creating new documents: structuring information by using templates; factors affecting selection of appropriate page layout for document type, e.g. size, orientation, margins

3 Use word processing software tools to format and present documents

Formatting word processed documents: type and use of software tools e.g. spellcheck, grammar check, print preview

Presentation of document: techniques to improve presentation, e.g. font style and size, page layout, margins; checking for, accuracy; formatting paragraphs, e.g. alignment, bullets, line spacing

Further information for tutors and assessors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software, as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

Learners should have opportunities to practise their keyboard skills to produce appropriate straightforward or routine documents. At this level it is expected that they can use a range of basic word processing tools and techniques for editing, formatting and page layout and techniques. A variety of scenarios should be provided.

Learners need to understand the importance of reviewing and adjusting the content and presentation of documents as they produce them, using in-built tools such as spelling and grammar checkers and also by proofreading and visual checks. Tutors should encourage learners to produce well-structured and appropriately styled documents that communicate effectively, and to check their work for accuracy, spelling and grammar.

Assessment

It is envisaged that this unit be taught through various topic areas of interest to the learners. Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence. Therefore, assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work where necessary. Evidence can also take the form of observations, class discussions, peer assessment and written work.

It is advised that a log of evidence recorded against each assessment criteria is kept by the learners. Learners will need to meet all of the assessment criteria.

For learning outcome 1, learners need to show evidence of using a keyboard to input text and edit word processed documents. Examples should include the use of at least three different editing techniques.

For learning outcome 2, learners could demonstrate using templates to create a new documents. Recorded one-to-one discussions, including question and answer sessions with the tutor/line manager, could be used as evidence to show understanding of the factors that affect page layout.

For learning outcome 3, learners need to demonstrate using software tools and techniques to format and present at least two different documents, ensuring this covers formatting of characters and paragraphs, and that the documents are checked for accuracy.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Using a CV and Covering Letter to Apply for a Job	

Essential resources

Learners will need access to appropriate word processing software (Microsoft Word or similar). They should also be given access to pre-prepared templates, tables and forms.

Suggested reading/resources

Websites

www.microsoft.com

Search for 'Digital Literacy' – this teaches generic ICT skills and concepts, and features screen shots and simulations from different systems and ability levels to illustrate and provide hands-on examples for students

www.bbc.co.uk/education

Links to Bitesize with activities and quizzes on word processing at different ability levels

Unit 18: Planning an Enterprise Activity

Unit reference number: J/503/2824

Level: Entry 3

Guided learning: 10

Unit introduction

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or service to a particular group of people or customers. Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Planning an enterprise activity is essential to its success, as this encourages individuals and groups to consider the best way to achieve a positive outcome or profit and to make the activity worthwhile.

In this unit you will learn how to select and set up an enterprise activity. You will explore ideas, suggest activities and decide on a product or service to sell. You will consider potential customers of your enterprise activity and ways of promoting what you have to offer. You will also investigate the costs involved in producing the product or service.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the key requirements of an enterprise activity	1.1 List suggestions of products or services to sell 1.2 Give reasons for choice of one product or service 1.3 List customers who might buy the product or service
2 Know the costs of producing the chosen product or service	2.1 List the costs involved in producing the product or service 2.2 List the start-up costs for producing product or service
3 Know how to promote and sell the chosen product or service	3.1 List ways of promoting a product or service 3.2 Identify skills needed to sell the product or service
4 Be able to promote and sell the chosen product or service	4.1 Use one basic promotional method to advertise the product or service

Unit content

1 Know the key requirements of an enterprise activity

Key requirements: possible products, e.g. greetings cards, handmade jewellery, cakes and biscuits; possible services, e.g. dog walking, car washing, gardening; potential customers, e.g. friends, colleagues, homeowners

2 Know the costs of producing the chosen product or service

Production costs: e.g. ingredients, materials, equipment

Start-up costs: e.g. facilities, advertising, paying for skills or training

3 Know how to promote and sell the chosen product or service

Promoting chosen product or service: promotional method for the chosen, e.g. poster, leaflet, flyer; knowing what information to include on promotional material, e.g. price, location, date, contact details

Producing promotional material: design, e.g. desktop publishing, web design, radio advert; format (paper-based, electronic); resources

Selling chosen product or service: knowledge; skills; techniques

4 Be able to promote and sell the chosen product or service

Skills needed to sell the product or service: knowledge of product or service; understanding customer needs; presentation skills; questioning skills, face-to-face communication; sales targets; producing promotional material

Further information for tutors and assessors

Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of an enterprise activity through practical examples of common enterprise activities. An enterprise activity does not have to be a large-scale activity.

Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

In learning outcome 1, learners need to explore the key requirements of an enterprise activity and use this information to develop ideas and suggestions regarding a suitable enterprise activity. Practical examples and scenarios may be used to familiarise learners with the concept of business or social enterprise activities.

Learners may be asked to share experiences with the group where they have contributed to enterprise activities. These may include those undertaken by youth organisations such as Guides, Scouts or a local sporting team.

Tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding possible products or services. It is important to emphasise that the activity must be possible within the learner's current skills. Ideas could be explored individually or through group activity.

A question and answer session could determine suggestions of products and services to sell and who might want to buy the product or service.

In learning outcome 2, learners could be given a product, such as a biscuit or a greeting card, and work in groups to identify what the production costs and start up costs may be for the given product. Learners would need to learn the difference between start up and production costs prior to beginning this activity.

Learners could visit local businesses to learn more about production costs for products and services or have a local business owner give a talk to the group.

In learning outcomes 3 and 4, in order to understand selling skills, it would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers, magazines and the internet. Point of sale advertising could be a useful resource. Skills can be gained from a range of services including books, internet, media articles or television documentaries.

It is important that learners understand the link between promoting and selling a product or service. Learners could be encouraged to develop selling skills through role play or through viewing market traders and other sales people.

To complete this unit, learners could, with support, research costs on their selected idea and produce drafts of promotional material.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For learning outcome 1, the learner should be given the opportunity to discuss possible ideas for an enterprise activity. This could be part of a group professional discussion with a tutor or as an individual activity. The learner needs to choose the idea to pursue further in this unit and give at least two reasons for choosing their product or service. The learner needs to identify at least two types of customer who is likely to buy their product or service.

To achieve learning outcome 2, the learner needs to identify at least two costs involved in setting up their activity and producing the item or product and at least two start-up costs. This could be presented as a simple spreadsheet or within a written assignment.

To achieve learning outcome 3, the learner is required to identify at least two general ways of promoting products or services. Learners could support their knowledge with practical examples of the promotions listed. The learner also needs to identify at least two key sales skills. Responses could be captured within a discussion with the tutor or via a poster or other appropriate document.

For learning outcome 4, the learner is required to produce some basic promotional material for their product or service, such as a flyer or promotional poster, which contains key information.

Learners are required to provide evidence that they can apply skills relating to the promotion and selling of their chosen enterprise activity. Tutors may observe the learner selling their product or delivering their service. Alternatively, tutor observation of the learner in a role play, which demonstrates selling skills, could be used as evidence.

This information should include the name of the product or service, price, availability and/or contact information.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
		Planning an Enterprise Activity
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity
Producing a Product	Producing a Product	Producing a Product

Essential resources

No essential resources are needed for this unit.

Suggested reading/resources

Textbooks

Eklund F and Littlefield B – *The Sell: The Secrets of Selling Anything to Anyone* (Piatkus, 2015) ISBN 9780349408187

Hickman L – *Desktop Publishing 210 Success Secrets – 210 Most Asked Questions on Desktop Publishing – What You Need to Know* (Emereo Publishing, 2015) ISBN 9781488860607

Websites

www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.gov.uk	Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing
www.socialbusiness.org	A range of social and business enterprise activities can be explored here
www.youtube.co.uk	Search 'Social Enterprise' or 'Business Enterprise' for a range of short clips relating to enterprise activities and how to set these up

Unit 19: Running an Enterprise Activity

Unit reference number: L/503/2825

Level: Entry 3

Guided learning: 10

Unit introduction

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or service to a particular group of people or customers. Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Planning an enterprise activity is essential to its success as it encourages individuals and groups to consider the best way to achieve a positive outcome or profit and to make the activity successful.

In this unit, you will be required to put your enterprise activity ideas into action as you demonstrate selling a product or service and gain an understanding of the importance of keeping accurate, but basic, financial records pertaining to sales, costs, and profit and loss. You will be provided with the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. You will keep accurate records, recording the profit or loss of the enterprise activity.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the reasons that would make an enterprise activity successful	1.1 List ideas or methods that will lead to the success of an enterprise activity
2 Be able to carry out an enterprise activity	2.1 Choose a product or service for selling 2.2 Choose an appropriate price 2.3 Choose an appropriate venue for carrying out the enterprise 2.4 Demonstrate sales skills when selling a product or service
3 Know how to keep accurate records to identify profit and loss	3.1 State the number of sales and costs 3.2 State the profit or loss made

Unit content

1 Know the reasons that would make an enterprise activity successful

Ideas or methods that lead to success: e.g. identify customers, plan tasks and timescales, allocate tasks and roles to the appropriate people, use personal and practical skills appropriately

2 Be able to carry out an enterprise activity

Selling a product or service: suitable products or services prepared and ready for sale; necessary components obtained; promotion materials produced and displayed; location prepared and enterprise activity set up; selling prices determined and displayed; appropriate sales skills used

3 Know how to keep accurate records to identify profit and loss

Records: have appropriate record keeping system; indicate cost in producing service or product; show numbers sold; show calculation of profits/losses

Further information for tutors and assessors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product for example making greeting cards, baking biscuits, making sweets, jewellery or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

The enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

This unit has been designed so that it can be delivered with *Planning an Enterprise Activity* and *Producing a Product*.

In learning outcome 1, learners need to explore the key requirements of an enterprise activity and use this information to develop ideas and suggestions regarding a suitable enterprise activity. Practical examples and scenarios may be used to familiarise learners with the concept of business or social enterprise activities and to provide knowledge relating to methods and tasks likely to lead to the success of their enterprise activity.

Learners may be asked to share with the group experiences where they have contributed to enterprise activities which may include those undertaken by youth organisations such as Guides, Scouts or a local sporting team.

In learning outcome 2, tutors may deliver presentations or set research activities which provide learners with key information regarding planning and having a sales strategy for their chosen product or service. Video clips from programmes such as *Dragon's Den* may provide additional information to support this knowledge.

Knowledge gained from *Planning an Enterprise Activity* will be beneficial to learners here.

Role-play activities with peers could help learners develop selling skills within the safety of the classroom and give learners the opportunity to practise their skills in running an enterprise activity prior to actually carrying out this action.

In learning outcome 3, tutor-led activities to develop knowledge of basic financial record keeping could be used to give learners insight into the recording and monitoring of sales and costs. Visiting speakers such as accounting staff could give learners expert advice and guidance relating to accounting processes.

Learner activities should require them to carry out some simple multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate basic planning and preparation skills. Additionally, learners will need the opportunity to show basic competency in organisational skills, and basic skills in reviewing the financial success of the enterprise activity. The level of financial calculations required should reflect the functional skills mathematics standards for learners at this level.

Learners will need support in carrying out and reviewing their enterprise activity. The tutor might wish to provide the learner with a form or standard record sheet to record the sales, costs and profit/loss information required for this unit.

Regular feedback from tutors (and peers where appropriate) will promote steady progress in the learner's development of the required skills and knowledge.

Learners will require supervisory guidance and regular monitoring and review of progress in order for tutors or line managers to identify knowledge and skills that have been developed.

Assessment

Assessment of this unit centres on the undertaking of an enterprise activity.

In order to achieve learning outcome 1, the learner must identify at least two key ideas or methods that will help an enterprise activity to be successful. This could, for example, be provided via a written report, a brief poster presentation, video evidence or completion of a log or record sheet.

To achieve learning outcome 2, the learner must provide observed or witnessed evidence that the enterprise activity has taken place at an appropriate place. The product or service should have been adequately prepared, the price and nature of the product or service made clear, and adequate sales skills demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence could be used to support records of observation carried out by the tutor or a witness.

To achieve learning outcome 3, some simple records should be provided showing costs and sales with a calculation of the profit or loss made. Record sheets provided by the tutor may be used for this purpose.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
	Running an Enterprise Activity	Running an Enterprise Activity
Producing a Product	Producing a Product	Producing a Product

Essential resources

No essential resources are required for this unit.

Suggested reading/resources

Textbooks

Eklund F and Littlefield B – *The Sell: The Secrets of Selling Anything to Anyone* (Piatkus, 2015) ISBN 9780349408187

Kitchen T, Ivanescu Y and Nicholson L – *Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn and More* (CreateSpace Independent Publishing Platform, 2015) ISBN 9781519611925

Raymond Z – *Start a Small Business: 25+ Tips for Starting and Running a Small Business Successfully* (Kindle Edition) (Seremetis M, 2015) ASIN B01980KB91

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.gov.uk	Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing
www.projectsart.co.uk	Step-by-step guide to project planning
www.socialbusiness.org	A range of social and business enterprise activities can be explored here
www.stridingout.co.uk	Hints and tips on profit and loss financial records
www.youtube.co.uk	Search 'Social Enterprise' or 'Business Enterprise' for a range of short clips relating to enterprise activities and how to set these up

Unit 20: Producing a Product

Unit reference number: R/503/2826

Level: Entry 3

Guided learning: 10

Unit introduction

All businesses begin with a small idea. With hard work, dedication and perseverance, ideas can grow into a successful business. Whether you are baking cakes, building toys or creating artwork, producing products could lead to running your own business or simply to generate some extra cash. Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale.

In this unit, you will learn to understand simple production processes, and identify practical skills in the use of tools and equipment needed to produce products. You will also learn how to work safely when producing a product or item and gain valuable skills to be able to assess the finished product.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to make a product or item	1.1 List the steps needed to make the product or item
2 Be able to identify the skills required to make the product or item	2.1 Identify the skills required to make the product or item
3 Be able to produce the product or item safely	3.1 Demonstrate appropriate levels of safety when making the product or item
4 Know how to examine the finished product or item	4.1 List qualities and any faults of the finished product or item

Unit content

1 Know how to make a product or item

Steps needed to make the product or item: choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment, e.g. tools, measuring instruments, appliances, containers; plan for safe use of equipment; appropriate production techniques

2 Be able to identify the skills required to make the product or item

Practical skills required: production techniques, e.g. painting, baking, welding, creative skills; operating equipment or machinery, e.g. tools, IT equipment

Personal skills required: e.g. problem-solving skills, organisation skills, time management

3 Be able to produce the product or item safely

Appropriate levels of safety in making product or item: use correct materials and equipment as required; use any equipment safely and correctly; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe product or item

4 Know how to examine the product or item

Qualities and faults of the product or item: quality of the item or product; quality of materials used; quality assurance standards; product improvements

Further information for tutors and assessors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. Whilst producing their product or item, learners will need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

In learning outcome 1, it would be helpful if the learners could visit a production line or small business enterprise in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving the learners an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the steps needed to make a product or item.

In learning outcome 2, learners should be asked to list the steps needed to make a product or item with which that they are familiar, such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed to produce a product of their choosing, including practical and personal skills.

In learning outcome 3, learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Learners could undertake simple health and safety risk assessments specifically relating to the product or item being produced. Video clips could be shown to develop understanding or safe working practices.

In learning outcome 4, peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product. Guidance on the importance of quality assuring produced products or items would provide learners with skills in order to identify qualities, faults and how they can improve the product.

Learners will need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

At this level, learner activities should require them to sequence their assessment evidence using basic reading, writing and other communication skills appropriate for learners working at Entry Level 3. The unit focuses on developing the skills needed to make a product or item under supervision.

Delivery of this unit could be carried out in conjunction with *Planning an Enterprise Activity* and *Running an Enterprise Activity*.

Assessment

This unit can be assessed through a series of structured tasks or activities. Photographs and video or audio recordings could be used to record the evidence.

For learning outcome 1, it is permissible for the learner to receive support from the tutor for example using a simple planning template supplied by the tutor, but the learner must make their own decision about which steps to put into the template. Alternatively, the tutor could record a professional discussion with an individual or a brief presentation witnessed by the tutor could be used. The number of steps completed on the template will vary depending on the type of product and how complex the production is. However, where applicable all elements of the unit content should be evidenced.

For learning outcome 2, the learner must be able to identify at least one practical skill and at least one personal skill needed to make the product or item. A question and answer session could be used as evidence for this purpose. Alternatively, appropriate forms of evidence such as written notes or recordings of professional discussions with the learner may be used.

To achieve learning outcome 3, observation by the tutor of the learner making the product or item safely, or an aspect of the product or item safely, needs to be recorded. It must be clear from the observation that the learner has demonstrated appropriate levels of safety in making the product or item. Alternatively, safe working practices during production may be captured in a video recording.

For learning outcome 4, a list of the qualities and faults of the final product or item may be written by the learner, or the assessor could record a professional discussion with the learner. A question and answer session with a witness statement could also be used. At least two observations about the product or item (positive qualities, faults or a combination of both) must be made by the learner.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity
	Producing a Product	Producing a Product

Essential resources

Learners will need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, soft cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety equipment will be required and the location of first aid supplies and support needs to be known.

Where photographs and recordings or audio and video are to be used as evidence, appropriate equipment will be needed.

Suggested reading/resources

Textbooks

Kahney L – *Jony Ive: The Genius behind Apple's Greatest Products* (Portfolio Penguin, 2014) ISBN 9780670923243

Lefteri C – *Making It* (2nd Edition) (Laurence King, 2012) ISBN 9781856697491

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.gov.uk	Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing
www.moneysavingchallenge.com	A range of articles showing how to save money and grow income through activities such as producing a product to sell
www.projectsmart.co.uk	Step-by-step guide to project planning
www.socialbusiness.org	A range of social and business enterprise activities can be explored here
www.stridingout.co.uk	Hints and tips on profit and loss financial records
www.youtube.co.uk	Search 'Social Enterprise' or 'Business Enterprise' for a range of short clips relating to enterprise activities and how to set these up

Unit 21: Solving Work-related Problems

Unit reference number: T/503/2818

Level: Entry 3

Guided learning: 20

Unit introduction

The purpose of this unit is to help you develop problem-solving skills for use in the workplace. The problem-solving skills developed within the context of your work may also be useful in other areas of life.

In this unit you will learn how to identify workplace problems and seek sources of help and support. You will consider ways to solve a workplace problem or issue and learn how to apply problem-solving skills to a workplace problem. This includes identifying a simple set of steps aimed at solving a problem at work.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to recognise workplace problems or issues which require problem-solving skills	1.1 Identify some common types of workplace problems or issues that require problem-solving skills
2 Know sources of help for solving work-related problems	2.1 Identify sources of help, support and guidance for work-related problems 2.2 Identify how listening to the suggestions of others helps when solving problems in the workplace
3 Know how to select solutions to a workplace problem or issue	3.1 Identify possible solutions to a problem, using given sources of help, support and guidance 3.2 Identify how own experiences of problem-solving can help to find solutions to a problem
4 Know how to solve a workplace problem or issue	4.1 Identify a solution appropriate to a workplace problem or issue 4.2 Identify steps to take to solve a workplace problem or issue

Unit content

1 Be able to recognise workplace problems or issues which require problem-solving skills

Workplace problems: types of problems in the workplace, e.g. loss of documents, illness of colleagues, equipment failure; cause of problems, e.g. lack of communication, procedures not followed, equipment not properly maintained, gossip, personality clashes; cultural issues, e.g. work style differences

2 Know sources of help for solving work-related problems

Support and guidance: different sources of help, e.g. supervisors or managers, human resources department, colleagues, organisation training manuals and instruction manuals, internet; using others' experiences, e.g. new viewpoints and ways of doing things, increase in own knowledge and experience of solving work-related problems, increase own flexibility and adaptability to change

3 Know how to select solutions to a workplace problem or issue

Solving workplace problems: different ways to solve problems using all sources of help available, e.g. advice of others, user guides, policy documents; being creative; using own experiences, e.g. from similar types of problems and the solutions used; importance of solving problems; impact on individuals if problems left unresolved, e.g. stress, staff morale, motivation

4 Know how to solve a workplace problem or issue

Problem solving process: logical steps to solve a problem, e.g. assessing the impact of the problem and of alternative solutions; brainstorming; using different ways to identify solutions to problems, e.g. in a team situation, using manuals, asking others

Further information for tutors and assessors

Delivery

The content of this unit could relate to a single problem but is more likely to arise from dealing with a range of different workplace situations. Learners can draw on problems or issues naturally occurring in their workplace, alternatively a simulated workplace environment can be used. In order to achieve the learning outcomes for this unit, it would be helpful for tutors/line managers to introduce learners to basic concepts such as what constitutes a problem and the problem solving cycle.

The problems or issues should be those which a learner working at this level might commonly encounter in the workplace and which it would be reasonable to expect the learner to help resolve. Problems are likely to centre on the learner rather than to be issues for the company as a whole (for example 'What happens when the photocopier breaks down?' rather than 'How do we reach new markets?'). Problems or issues could be naturally occurring or simulated.

For learning outcome 1, learners could recall situations from previous or current jobs, including Saturday jobs and work placements. Learners could discuss possible workplace scenarios with situations provided by the tutor, including video clips and answer questions on a worksheet.

Learning outcomes 2, 3, and 4 provide an opportunity for learners to have practical experience by using sources of help provided by the tutor, employer, supervisor, line manager (or other suitable person) to help solve different problems. Guest speakers from different areas of work could be invited to talk to the group about ways they have solved problems in their workplace. Learners could be presented with scenarios in which workplace problems or issues are resolved. Group discussion about which solutions are workable and any difficulties arising from options could give learners an understanding of how to make appropriate choices.

Assessment

This unit could be assessed in the workplace or using a task or scenario in a classroom environment. To achieve the assessment requirements for this unit assessors could consider different forms of evidence. Where evidence is produced orally the assessor should produce observation records, which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners need to identify at least three different types of common problems or issues they are likely to encounter in the workplace. This can be evidenced through one-to-one discussion with the tutor or line manager or in a written statement.

To achieve learning outcome 2, learners need to show they know how to use different sources of help when solving problems, including using suggestions from others. Learners should identify at least two different sources of general help, support or guidance for workplace problems and one example of identifying how listening to others can help them with solving problems in the workplace. The sources identified can be straightforward, but should be different types.

For learning outcome 3, learners need to give two possible ways to solve an identified problem, using at least two different sources of help, and one example identifying how their own experiences in problem solving could help.

For learning outcome 4, learners must identify the order of steps, and provide a solution, for a specified problem, which could be selected from one of those used in learning outcome 3.

Evidence used could be a role play activity or from the learner’s own experience and may be videoed or provided in the form of a witness statement by the tutor, together with a reflective account or log, by the learner.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Solving Work-related Problems	Solving Work-related Problems

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.youtube.com

Video clips of problem solving techniques

<http://talentlens.com>

Model for creative thinking and problem solving

Unit 22: Self-assessment

Unit reference number: L/503/2811

Level: Entry 3

Guided learning: 10

Unit introduction

No matter what job you would like to do, employers want their employees to have a similar set of generic skills and qualities. Employees need to be able to communicate clearly and well with colleagues and customers, solve problems, work well with others, and have good organisational skills. They also need to have a positive attitude towards work, be enthusiastic, honest and willing to learn. Employers also look for those who have other skills such as an ability to work well with children or adults, practical skills such as drawing or constructing, creative skills or outdoor skills. These skills are also extremely valuable for your personal life.

In this unit, you will have the opportunity to assess your strengths, weaknesses and skills needed for work and personal life. You will also look at how you can use what you learn from other interests to help build the skills you need for the workplace. By doing this, you will find areas that you are good at but you will also find areas that you need to begin learning and developing. You will identify different ways of learning and developing those skills and qualities and plan how you are going to improve these areas.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know personal strengths and weaknesses	1.1 List own personal strengths 1.2 Identify areas of personal weakness
2 Know the benefits of own skills and qualities	2.1 Identify own skills and qualities 2.2 Identify how own skills and qualities can be helpful for career or personal life
3 Know how to set personal goals	3.1 Identify a personal long-term goal 3.2 Identify personal short-term goals 3.3 Identify how short-term goals may be achieved

Unit content

1 Know personal strengths and weaknesses

Personal strengths and weaknesses: what are your strengths e.g. friendly, shy, outgoing, confident; what are your weaknesses e.g. over-talkative, easily upset, easily distracted

2 Know the benefits of own skills and qualities

Skills: for example, clear communication, teamwork, bilingual, multilingual, artistic, cooking, interpersonal skills

Qualities: for example, adaptable and flexible to change, positive attitude, patient, good work ethics, friendly, approachable

How skills and qualities can be used for career or personal life: for example, communication skills could assist in building good relationships with children or grandchildren, being bilingual or multilingual could help secure paid employment as an interpreter, painting skills would be useful in re-decorating own home, sports skills could help in getting fit and healthy, cooking skills could lead to enrolment on a catering or hospitality course

3 Know how to set personal goals

Long-term goals: for example work with children, be a chef, be financially independent, get a full-time job, give up smoking

Short-term goals: for example find some work experience, improve number skills, learn basic cooking, learn to drive

Ways to achieve goals: for example part-time education, work experience or work, talk with friends, colleagues

Further information for tutors and assessors

Delivery

The emphasis of this unit is on enabling learners to consider their own strengths, weaknesses, skills and attributes.

For all the learning outcomes in this unit, learners will need to relate the knowledge to their personal experiences. Learners at this level may need considerable support from their tutor or line manager to be able to reflect on their own attributes and weaknesses. This might be best achieved through one-to-one discussions or tutorials.

The tutor could start delivery of this unit by exploring the generic concept of strengths and weaknesses. It could be useful for learners to watch a video, for example, of a soap opera or drama. In groups, learners could discuss and analyse the strengths and weaknesses of the different characters and then report back to the rest of the group. Recognising areas of weakness is a potentially sensitive area and should be approached with sensitivity and respect, with an emphasis on the fact that everyone has strengths and weaknesses and can accentuate their strengths whilst still recognising their weaknesses.

Learners are required to work towards identifying their own strengths and weaknesses for learning outcome 1.

For learning outcome 2, learners could undertake group or individual research on the skills and qualities of famous people, such as Richard Branson, Oprah Winfrey, David Beckham, and present their findings to the rest of the group. Group discussion could focus on the fact that everyone has skills and qualities which are useful in different situations but are not always recognised as important.

Tutors could invite guest speakers to talk to learners about their experiences of setting long-term and short-term goals for learning outcome 3. Learners could prepare questions to ask speakers about how they achieved their short-term goals. The different long- and short-term goals discussed could be displayed under two headings in the class for learners to refer to. Learners could complete individual research on the internet about possible long-term goals for themselves.

Learners in the workplace could prepare questions to ask more experienced colleagues about how they set and achieved their short- and long-term goals.

This could be used to inform the learner's discussion with their line manager or supervisor about appropriate goals.

Throughout this unit, learners can record their self-assessments through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the needs of the individual learner.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log, depending on the individual learner. Alternative methods of evidencing learning may be used. Evidence from tutorials or one-to-one discussions with the learner, verified by the tutor/line manager may be included in the log.

For learning outcome 1, learners will need to list two personal strengths and two areas of personal weakness and identify how these would affect their work life. The evidence could be recorded in learners' logbooks or any other tool selected to record their learning.

Learning outcome 2 requires learners to identify two of their own skills and two of their own qualities. Although learners can interpret the idea of skills and qualities in a broad sense, the two personal skills and two personal qualities must be reasonably different from each other. Learners should give two ways their identified skills or qualities may help them in the future.

The evidence for learning outcome 3 will need to be an achievable long-term goal and at least two short-term goals that will help the learner achieve their long-term goal identified for 3.1. They should also state at least two ways in which they may achieve their short-term goals given in 3.2.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Self-assessment	Self-assessment
	Career Progression	Career Progression

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

- www.lifecoachexpert.co.uk Provides guidance and support for work and life issues
- www.tellmehowto.net Information and advice on careers and self-development

Unit 23: Self-management for Work

Unit reference number: M/508/3492

Level: Entry 3

Guided learning: 12

Unit introduction

Being able to manage yourself means being able to plan your time well and organise yourself so that you can do your work efficiently. Employers need people who are dependable and can manage themselves. They want their staff to arrive at work ready to start on time. They let them know if they are going to be late or perhaps not able to work. Employers want people who can organise their own work and do the job safely and to the best of their ability.

In this unit, you will learn different ways to manage your time effectively, how to organise yourself and your work, and who to ask for help and support in the workplace. You will have the opportunity to take a workplace task, find out what you need to do to complete it and then plan how you are going to finish the task in the time you have.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know why self-management is needed for work	1.1 List activities that employees need to manage themselves 1.2 Identify why employees need to manage themselves in the workplace
2 Be able to demonstrate self-management at work	2.1 Complete agreed tasks within given timescales 2.2 Identify when to take a break from working 2.3 Identify who to contact if help or support is needed in self-management
3 Be able to recognise effectiveness of own self-management skills	3.1 List a self-management skill that was successful in the given workplace task 3.2 List a self-management skill that was not so successful in the given workplace task 3.3 Suggest ways to improve own self-management skills

Unit content

1 Know why self-management is needed for work

Managing time: managing own workload; problem solving; personal skills, e.g. staying fit and healthy

Plan for workplace activities: for example, administrative tasks, serving customers, restocking shelves, construction tasks, helping others with daily routines, preparing for work, e.g. previous evening's activities, time to get up and leave, travelling time; at work, e.g. dressing appropriately, setting up and checking equipment, organising workload; contingency plans and problem solving, e.g. transport does not arrive, bad weather, equipment fails; personal skills, e.g. keeping safe and healthy

Why employees need to manage themselves at work: for health and safety reasons; for legal reasons; to be able to do their job properly; to benefit themselves and others

2 Be able to demonstrate self-management at work

Completing tasks within timescales: ready for work, e.g. punctual, dressed appropriately; identifying activities for the task, putting activities into an appropriate order; checking resources and availability, e.g. appropriate clothing, tools, equipment; knowing who to ask for help to complete task; knowing who to communicate any timescale issues to

Taking a break from working: for example, taking a break from a computer for health and safety reasons, taking lunch break to eat and relax during the working day

Sources of help and support: for example, line manager, supervisor, team leader, human resources department, occupational health officer, union representative

3 Be able to recognise effectiveness of own self-management skills

Review of self-management skills: aspect of performance that went well, e.g. planning your journey to work so that you turn up on time; aspect of performance that did not go so well, e.g. not telling team member or supervisor when you went on a break or not leaving enough time for lunch; ways to improve self-management skills, e.g. ask for help, practise planning and incorporate contingency planning, find a mentor; ask others on how they manage themselves

Further information for tutors and assessors

Delivery

This unit may be delivered in the workplace, in the context of a work placement or volunteering commitment, or in a simulated situation in a school or college. Reference to 'the working day' can include school, college, work placement or volunteering. It is expected that the self-management skills in the unit are those that need to be demonstrated by learners in an educational context and also as employees. Learners are therefore likely to already be aware of a range of self-management skills in a general context.

Learners need to understand the meaning of the term 'self-management'. In the context of the unit, this includes managing own time, organisational skills and being able to solve problems.

Learning outcome 1 could be delivered through group discussion or through discussion between learners and their line manager or tutor. Tutors or line managers could provide the group or individual learner with prompts and facilitate the discussion to explore the potential areas in which learners would need to manage themselves. Learners should be directed towards some of the more obvious areas, such as health and safety, good conduct, organisational skills and looking after themselves in the workplace, which apply both within and outside of the workplace. Discussions could also focus around the impact of evening leisure activities on the next working day. Learners need to outline potential contingency plans. The emphasis may be on being prepared and letting others know if there is a problem.

Learning outcome 2 could be delivered in a variety of ways. In a work situation, learners could use one of their normal daily tasks to plan and carry out the activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with scenarios that enable them to demonstrate their self-management skills in the workplace. It may be a simple task that they can then break down into smaller activities. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, line manager or other observer helps or supports the learner, for example, by pointing out health and safety issues that they may have missed. Tutors may also wish to discuss and agree the activities which learners will demonstrate in advance. Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed. For example, if it is an observation then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner on how the learner fared in their demonstration. Learners should be able to identify an aspect of their performance that went well (for example planning their journey so that they turned up on time) and one that did not go so well (for example having to hurry through their lunch because they didn't leave enough time). It is appropriate for other parties to offer constructive criticism and for learners to include this feedback in the review of their performance if they accept it. However, learners should independently select what they include in their evaluation.

Assessment

To achieve learning outcome 1, learners must list two activities from a day in their working week (or training centre day), where they needed to manage themselves. Learners must also be able to identify at least two reasons why they need to manage themselves in the workplace.

To achieve learning outcome 2, learners must demonstrate their self-management skills in the workplace, by completing an agreed task within a given timescale. If learners are in a training centre, the tutor should provide the task or scenario. As part of this task, learners must identify the activities to be completed, when they would take their break, and who they would contact for support.

The tutor or line manager must observe the demonstration. The observation should form the basis of a discussion with learners about their performance. Evidence could take the form of a written statement or a video with supporting commentary from the tutor.

To achieve learning outcome 3, learners must identify one aspect of the workplace or training centre task that went well and one that was not so successful. They should then suggest at least two ways to improve their self-management skills.

Evidence to support this can be either written, for example written statements from learners on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or video or taped discussion.

Written statements by learners at this level will be brief and straightforward. The written statements can be discussed and agreed by the tutor or line manager and the learner in advance.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Conduct at Work	Self-management Skills	Self-management Skills
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement
	Personal Behaviour for Success	

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.gov.uk/browse/working	Information about working, jobs and pensions
www.lifecoachexpert.co.uk	Provides guidance and support for work and life issues
www.worksmart.org.uk	A TUC website providing guidance on employee rights, workplace expectations and health

Unit 24:

Working as a Volunteer

Unit reference number: H/508/3490

Level: Entry 3

Guided learning: 10

Unit introduction

Working as a volunteer can give you an opportunity to meet new people, have fun, gain new skills and share your experience with the community or charity that you are working for. You could volunteer to help out at an event such as handing out water to runners at the nearby 5K race, at your local care home by taking time to talk with residents or look after a stall at a bring-and-buy sale.

Being a volunteer is not only of benefit to the organisation or charity. You will meet different types of people and perhaps make new friends. You will learn new skills such as managing other people's money. It could be a personal challenge for you that will give you a sense of achievement. You will also gain skills that you will be able use in the workplace or when you are studying, such as managing your time, being part of a team or becoming more organised. In this unit you will have the opportunity to work as a volunteer.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the role of the volunteer in different types of voluntary work	1.1 List different types of voluntary work 1.2 List activities undertaken by volunteers in different types of voluntary work
2 Know the benefits of participating in voluntary work	2.1 Identify benefits of voluntary work for the volunteer 2.2 Identify benefits of voluntary work for the organisation, community or individual being served
3 Be able to undertake voluntary work	3.1 Participate in voluntary work according to a given brief 3.2 Outline new learning gained from working as a volunteer

Unit content

1 Know the role of the volunteer in different types of voluntary work

Types of voluntary work: working for a charity; working for a private organisation; working for the community; working for individuals

Voluntary work activities: different activities for the different types of voluntary work, e.g. taking part in a street collection for the NSPCC, reading to a visually impaired person in residential home for the elderly, collecting litter in the neighbourhood, shopping for a neighbour

2 Know the benefits of participating in voluntary work

Benefits to volunteers: increase in confidence, e.g. sense of achievement; learn new skills, e.g. how to communicate with elderly people; develop own interests, e.g. gardening, cooking; enjoyment, e.g. having fun while helping at the youth club; gain experience to help with future career

Benefits to individuals: making a difference, e.g. providing company for a lonely resident in sheltered accommodation, part of Duke of Edinburgh's Award Scheme, Scout and Guides Associations

Benefits to organisations: for example having extra help, having people with certain skills

Benefits to community: for example improving environment, improving neighbourhood facilities

3 Be able to undertake voluntary work

Participate in voluntary work: for example help in an animal sanctuary, assist a person with a disability to shop

Learning: skills, e.g. time management, organisational skills, problem solving; experience, e.g. working with others, learning about the organisation or charity

Further information for tutors and assessors

Delivery

The emphasis of this unit is on enabling learners to understand the different types of voluntary work and the value of voluntary work to both volunteers and recipients. Additionally, learners will benefit from a brief period of voluntary work. This could be helping at a local event or working as a volunteer over a slightly longer period of time.

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

The tutor could start delivery of this unit by inviting speakers from different types of voluntary work to talk to the group about volunteering opportunities and roles. They could talk to learners about the benefits of participating in voluntary work.

In groups, learners could research different types of voluntary work and the role of the volunteer and then report back to the rest of the group.

When discussing the benefits of volunteering, learners may be able to refer to situations they have been involved in or encountered. Learners could be encouraged to ask friends and colleagues about their volunteering experiences. Learners could design posters or leaflets to show the benefits of volunteering and could then display them in class.

Learners should participate in a brief period of voluntary work. Tutors should arrange suitable voluntary work and provide learners with appropriate guidance on what is expected from them, the suggested timescale for the work and any supervision details.

Tutorials will provide an opportunity for tutors to discuss the volunteer experience of individual learners and help them identify what they have learned from the experience.

Assessment

For learning outcome 1, learners need to list at least two types of voluntary work and two activities for each. This could be produced in the form of a leaflet or handout. Alternatively, a discussion could take place identifying different types of voluntary work and the corresponding activities. This should be recorded by the tutor for verification purposes.

For learning outcome 2, learners must identify three benefits from participating in voluntary work, and at least two ways each in which the organisation and community or individual benefit from their service. This could be presented in written format through a poster or leaflet or a discussion, which should be recorded for verification purposes.

Evidence for learning outcome 3 is best provided in the form of an observation form completed by the tutor, or a witness statement completed by the 'employer', indicating that the learner participated in line with the guidance provided during their period of voluntary work. After participating in the voluntary work, learners can discuss the learning experience with their tutor, stating at least two skills learned from the volunteering experience that they could use in the workplace or in their studies. Alternatively, they could present their evidence in a learner diary.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Working as a Volunteer	Working as a Volunteer

Essential resources

Learners must have the opportunity to undertake a brief period of voluntary work.

Suggested reading/resources

Websites

www.gov.uk

Search 'Volunteering' for information and a range of opportunities

www.voluntaryworker.co.uk

Advice on all aspects of volunteering

www.volunteering.org.uk

The National Council for Voluntary Organisations: information and links to numerous volunteering opportunities

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Prepare effectively for the interview	1.1 Assess how own skills match to those of the job role 1.2 Outline the purpose and main activities of the interviewing company 1.3 Identify key issues that affect the chosen industry
2 Plan effectively for the interview	2.1 Outline different types of job interview 2.2 Produce a plan for an interview 2.3 Identify potential question themes with responses, that could be asked during the interview 2.4 Identify suitable questions to ask the interviewer during an interview
3 Practically demonstrate effective interview performance	3.1 Present self appropriately at the interview 3.2 Give detailed and informed answers to questions posed by the interviewer 3.3 Demonstrate attention through use of non-verbal communication
4 Review the effectiveness of own interview performance	4.1 Summarise own interview performance 4.2 Identify aspects of the interview that could be improved

Unit content

1 Prepare effectively for the interview

Job role: personal attributes; skills required; responsibilities; workplace; experience needed; required behaviours; future training needs (to secure promotion/permanent role); position in company

Company information: number of employees; sector, e.g. hospitality; main activities; history (date formed, key products, other locations, position in sector); key developments, e.g. product launches, news stories; structure of company and department

Industry issues: government intervention; socio-economic conditions; new product developments; impact on public; technological developments; changes in working practice

2 Plan effectively for the interview

Types of interview: telephone; video; face-to-face; panel; group; assessment centres

Planning considerations: personal appearance, good hygiene; dress to meet the requirements of the job role/industry; route planning; contingency planning; items to take to interview, e.g. presentation, CV; social media review

Possible interview themes: general questions; employability questions; role-specific questions; personal questions; scenario questions; behavioural questions, e.g. what type of animal would you be?; performance-based questions, e.g. give me an example of when you have worked in a successful team; conflict-based questions, e.g. why did you leave your last job?

Possible questions to ask: questions to fill knowledge gaps; questions to show interest; questions to demonstrate motivation; questions to demonstrate knowledge

3 Practically demonstrate effective interview performance

Present appropriately: arrive on time; effective introduction; appropriately dressed; appropriate greeting to interviewer(s); effective preparation for interview start, e.g. good seated posture

Questioning: listening to full questions then pausing before response; clarifying understanding; use of suitable vocabulary in response; full and informed answers; accurate information; appropriate questions offered in response; ability to maintain positive manner

Non-verbal communication: maintain positive body language in relation to interview approach; impact of posture; eye contact with multiple interviewers/other candidates; relaxation strategies; recognising interviewer cues

4 Review the effectiveness of own interview performance

Reflection: interview outcome; aspects that went well; aspects enjoyed; overall feelings on interview, e.g. nervousness; aspects that did not go well; feedback

Future planning: skills to improve; knowledge to improve; strategies for improvement

Further information for tutors and assessors

Delivery

The emphasis of this unit is on helping learners to prepare for and develop the skills to succeed in an interview. The interview being prepared for may be for a job, apprenticeship or work placement. The delivery approach should contain as much practical experience of interviews through 'controlled' situations/role play as is possible.

For learning outcome 1, learners must be introduced to the concept of transferable skills, they should be able to make links between the skills and attributes they have and success in the job role that they will be interviewed for. This could be developed by looking at a range of generic positions and CVs in groups to start to identify themes before focusing on their own abilities. Group work could be used to research via the internet or newspapers, the key themes that affect a variety of industries with groups developing presentation skills through group exercises. Focusing on large global companies initially will ensure that significant amounts of information are available.

For learning outcome 2, video clips could be used to demonstrate the more formal interview approaches with groups identifying similarities and differences in style and approach. Mock group tasks and example assessment centre activities, such as verbal reasoning tests, will introduce, practically, the interview types. The concept of effective planning should be introduced through a variety of tasks being introduced linked to content with learners learning by their own mistakes how important this skill is. This could be linked to the coverage of the types of questions with groups/individuals being set research tasks with limited information or time to produce presentations.

For learning outcome 3, learners could develop knowledge gained from watching video clips of poor interview performance and then taking part in 'mock' interview situations. Examples exist on many sites on the internet. Mock situations should be recorded with learners encouraged to critique performance of themselves in one-to-one discussion with tutors - this will develop the skills and frameworks to meet learning outcome 4. Learners should be introduced to a range of simple relaxation and stress reduction techniques in a practical manner to allow them to select the most appropriate. These can include breathing techniques, pausing techniques and pre-situation imagery.

Assessment

The focus of the unit is on the development of skills to enable learners to enter into employment. Assessment interviews could be a real situation, but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests and it should be at a level at which they could reasonably be expected to perform.

For learning outcome 1, to demonstrate that they are able to effectively prepare for their interview, learners could use the job description and person specification for the role that they are being interviewed for and create a key facts aide memoire that could form part of an interview preparation pack. Learners need to assess at least three of their own skills in relation to the requirements of the job. They could assemble this into a pre-interview pack that contains a review of the interviewing company along with an evidence-based summary identifying at least two key issues affecting the industry.

For learning outcome 2, to demonstrate that they can effectively plan for an interview, learners must be able to discuss the type of interview that they are about to face and other methods that they could face for future roles. At least three different types of interview need to be identified. They could then expand their pre-interview pack to contain a justified checklist of items to prepare for the day and at least three pre-prepared question themes with answers. Learners also need to identify at least two suitable questions to ask the interviewer.

For learning outcome 3, the assessment of interview performance is required to be as close as possible to a real scenario if it is not an actual job interview. It is highly recommended that this be carried out by somebody unfamiliar to the learner. Where possible the interview should be video recorded to supplement the observation evidence completed by the assessor. The observation record should have sufficient detail to show why the assessor decided that each assessment criterion had been satisfied. The record should support further evidence such as the interviewer's and learner's notes. These should all be retained to enable internal and external quality assurance procedures to be conducted.

For learning outcome 4, learners must give a summary of the effectiveness of their own interview performance, identifying at least two aspects of their performance that went well and two that did not go so well. These might relate to particular questions or to aspects such as body language or careful listening. They might reflect on the interview by watching it back on video, listening to a recording or discussing it with the interviewer or other observers. Constructive criticism obtained from the interviewer, assessor or other observers should be used by the learner to include in the review of their performance. However, from the given feedback, the learner must independently identify what they include in their review. Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Links to other units

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Applying for Jobs	Applying for Jobs	Applying for Jobs
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement
Personal Behaviour for Success	Personal Behaviour for Success	
Produce a CV	Using a CV and Covering Letter to Apply for a Job	Developing your CV

Essential resources

There are no special resources for the unit. However, learners would benefit from video recording of 'mock' and assessed interviews and role-plays to review performance. Links with local employers and/or local enterprise ambassadors would place the unit in a more applied context.

Suggested resources

Websites

www.kent.ac.uk	The University of Kent employability and careers service has an extensive resource of factsheets and activities that can support the development of interview practice
www.nationalcareersservice.direct.gov.uk	The National Careers service website contains key support materials to develop interview practice. This includes checklists and links to further resources
www.prospects.ac.uk	Prospects offers a wealth of resources to job-seeking candidates on the development of employability skills. This includes sample interview questions, video case studies and links to other types of interview situations. A free subscription service adds personalisation features.

Unit 26: Using a CV and Covering Letter to Apply for a Job

Unit reference number: J/505/6931

Level: 1

Guided learning: 20

Unit introduction

A CV is often the first impression a prospective employer will have of you as a job applicant and a covering letter is often needed to support a job application. It is important that the CV and covering letter are well presented, accurate and appropriate for the job application.

In this unit, you will learn about the purpose of a CV and covering letter and will find out how to gather the relevant information that should be included in both. You will look at the importance of references, including the sort of people who would be suitable and those who would not. You will then have the skills to produce a CV and covering letter for a specific job application, ensuring that they are appropriate, accurate and clear.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the purpose of a CV and covering letter	1.1 Describe the purpose of a CV when applying for a job 1.2 Describe the purpose of a covering letter when applying for a job
2 Know the type of information usually included in a CV and covering letter	2.1 Identify the type of information appropriate to include in a CV 2.2 Identify the type of information appropriate to include in a covering letter
3 Know the importance of references in a CV	3.1 Outline the importance of references in a CV 3.2 Describe what makes a referee suitable for including in a CV
4 Be able to produce a CV and covering letter for a job application	4.1 Identify a suitable layout for a CV 4.2 Produce a CV appropriate for a job application 4.3 Produce a covering letter appropriate for a job application

Unit content

1 Know the purpose of a CV and covering letter

Purpose of a CV: to get an interview; tailored to the position applied for; to give an overview of skills, education and experience

Purpose of a covering letter: to convey interest in the position applied for; to give examples of abilities to do the job; to provide an example of writing abilities

2 Know the type of information usually included in a CV and covering letter

Type of information included in a CV: personal details; skills; previous work experience, education and training; knowing which items of personal information to include and what to leave out, e.g. age, gender, address, telephone number; knowing whether you are eligible to work in the country legally; recognising that certain items of information fit certain parts of the CV template; using templates and examples as a guideline; types of CV to include online and electronic formats

Type of information included in a covering letter: appropriate salutation; give details of the job being applied for and where it was seen advertised; reasons why you want the job and what you can offer the employer; where the recipient can contact you for further information; information not appropriate to include in a covering letter

3 Know the importance of references in a CV

Importance of references: to confirm facts stated in the CV and covering letter; part of the job selection process; getting prior approval to use referees

Suitable referees: people who can comment positively on skills/qualities in relation to the job, e.g. teachers/tutors, previous employers or colleagues

Unsuitable referees: people who may not be best placed to vouch for your skills/qualities in relation to the job, e.g. family members, friends, someone who does not know you

4 Be able to produce a CV and covering letter for a job application

CV layout: no more than two pages of A4; most important information on first page; appropriate font size, alignment on page; suitability for industry

Produce a CV: include information that is accurate, relevant and appropriate; following accepted guidelines for the format and content of a CV

Produce a covering letter: following accepted guidelines for the format and content of a covering letter; highlighting of skills and experience of particular relevance to the job; include extra relevant information not covered in the CV

Further information for tutors and assessors

Delivery

The tutor could start delivering the unit by giving learners a range of CV templates and layouts at a suitable level for Level 1. Learners could work in groups to think about the information they need to prepare to be able to complete them. Examples of covering letters could be provided. Learners could work in groups to produce a checklist of the information to be provided in a covering letter.

A question and answer session could determine the reasons for using a CV and covering letter. For example, some employers will want to see more of a learner's ability to express themselves in writing.

Learners could work independently to collect the information required to complete a CV. The job application may be real or simulated and can have been chosen by the learner or given to them. However, the learner and the tutor must discuss and agree that this is a suitable job based on the learner's skills and interests, so that the application is relevant to them. Learners could be given CV and covering letter templates and a template for a covering letter into which they can put their personal information.

Guest speakers could be invited to speak to learners about the importance of presenting information on CVs and covering letters accurately and following specific instructions correctly. Learners should be encouraged to practise presenting job application documents appropriately and discuss with their tutor any concerns they may have so that they are able to present documents in a suitable format for the employer. They should also be encouraged to proofread their job applications for accuracy, spelling, grammar and punctuation. Discussions on how references are used to confirm abilities and suitability for a specific job could be followed with learners identifying examples of people they could use for a reference and those who would not be acceptable. Learners should be aware that it is good etiquette to ask for people's permission to act as a referee before including their details on a CV.

Assessment

For learning outcome 1, learners could annotate an exemplar CV and covering letter, giving two reasons why each is required.

For learning outcome 2, in order to provide evidence that they know the information to include in a CV and covering letter, learners could produce a writing frame for each document, giving at least three examples of the types of information that should appear in each document. For example, the personal details section of the CV should include information such as name, address and contact number, and the covering letter should include a brief introduction to self, a mention of the role applied for and a summary statement about why the role is relevant for them.

For learning outcome 3, learners could produce a short presentation that discusses the importance of references in support of job applications and what makes a referee choice good or bad. At least two examples of suitable referees should be given. The presentation conclusion could take the form of pen portraits of their selected referees, illustrating why they have been chosen.

For learning outcome 4, at this level learners may select a CV template into which they can put their personal information, but they must show independence in being able to fill in the sections correctly. Information presented needs to be legible, concise, relevant, clearly understood by a potential employer and must follow specific instructions given in the job application information. Where information is submitted electronically, learners need to use formatting and spell check functions. The use of a template is acceptable at this level in producing a covering letter. However, the letter produced must be suitable to send to an employer.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Applying for a Job	Applying for a Job	Applying for a Job
Career Progression	Career Progression	Career Progression
Produce a CV		

Essential resources

There are no essential resources required for this unit.

Suggested resources

Websites

- www.help4teens.co.uk This site developed by County Durham Careers Service offers a range of advice for young people and has a very good section on CVs, offering templates and simple guides. Can be used as a resource for learners or a teaching tool
- www.nationalcareersservice.direct.gov.uk The government careers portal offers a range of resources for candidates and tutors to support the development of CVs
- www.traineeship-staff-support.co.uk A site developed to support the delivery of traineeship teaching resources, including case studies and engaging resources to support the development of employability

Unit 27:

Applying for Jobs

Unit reference number: A/508/3494

Level: 1

Guided learning: 15

Unit introduction

Securing a job can be stressful, demanding and time-consuming. It is important that you have a good understanding of where and how to look for potential employment. In this unit, you will have the opportunity to investigate different sources and discover the best ways of searching for employment to match your skills, interests and abilities. Choosing the correct job for you is essential and you will consider a range of career choices and how they meet your aspirations. This will help you to put together a strong application.

Successful job applications are more than filling in a form correctly. A variety of approaches are taken by employers to determine your suitability as an applicant. Knowing how this process works increases your chances of securing an interview in the next stage of the recruitment process. This unit introduces you to the different ways you could be asked to apply for a job and teaches you how to complete them effectively.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Explore sources of information for potential employment	1.1 Describe different sources of information about potential employment 1.2 Outline different forms of employment
2 Review own skills, abilities and interests for employment	2.1 Summarise own skills, abilities and interests for employment 2.2 Discuss suitable career pathways to match skills, abilities and interests
3 Search for suitable job vacancies	3.1 Outline job vacancies that match own skills, abilities and interests from suitable sources 3.2 Describe the key features of three jobs from published information
4 Complete a job application	4.1 Compare three different methods of applying for a job 4.2 Present required information for a job application form in draft form 4.3 Respond to feedback on draft applications 4.4 Submit suitable job applications

Unit content

1 Explore sources of information for potential employment

Potential job sources: word of mouth; Jobcentre Plus; employment agencies; local community noticeboards; advertisements on the company premises (e.g. shop window); local newspapers and other local publications; national press; internet jobs boards; social media e.g. Facebook® or Gumtree

Forms of employment: full-time; part-time; casual; zero-hours; voluntary; portfolio

2 Review own skills, abilities and interests for employment

Skills, abilities and interests for employment: self-assessment; soft skills, e.g. listening and speaking; hard skills, e.g. computer skills; abilities, e.g. being patient; interests, e.g. hobbies; personal considerations, e.g. family; working hours

Suitable careers: industries, e.g. hospitality; job roles, e.g. chef; pathways, e.g. apprentice through to manager

3 Search for suitable job vacancies

Using sources of information to identify job vacancies: matching your own skills, interests or experience to job vacancies from a suitable source; other factors in deciding the appropriateness of a job vacancy, e.g. location, working hours

Information to look for in a job advert: job description; specific skills required; specific qualifications; location; working hours; salary and any other benefits; details of how to apply for the job; closing date for applications; promotion possibilities

4 Complete a job application

Different methods of applying: job application form; online application; CV and covering letter; applying in person

Information needed for job application: personal details; address; qualification details; work experience details, e.g. dates and roles; skills and abilities audit; education and training; eligibility to work legally in the country

Presenting required information: knowing where to record/fill in different types of information; completing all sections; use of language; online techniques; checking for spelling and grammar accuracy; using spellchecker and relevant formatting tools; printing and proofreading

Further information for tutors and assessors

Delivery

This unit has been designed to make the delivery of key topics practical wherever possible.

The unit requires learners to investigate methods of searching and applying for job roles. Although from an introductory perspective imagined job roles could be considered, learners will gain most learning from working with real and current vacancies. The job vacancies should also be appropriate to learners' own interests, experience and personal circumstances. Vacancies should be for job roles that learners could reasonably be expected to perform at this level.

The tutor could start delivery of this unit by introducing a range of sources of information for potential employment. If learners are in the workplace and seeking new employment, they could be directed to the same sources but also encouraged to investigate job opportunities at their place of work, for example via the company's intranet or newsletter. Learners could also be encouraged to share their own experiences of looking for work and where they found or looked for relevant information.

Guest speakers from Jobcentre Plus and employment agencies could be invited to speak to learners about matching jobs to their skills and experiences. Tutors could facilitate discussions afterwards with groups of learners about what was said by the guest speakers, and the jobs and skills learners found most interesting. It is important at this level that the focus is on long-term employment, so initially learners should match to their chosen career sectors before narrowing down job roles based on personal skills, circumstances and aspirations.

Targeted group work could be used to encourage learners to consider the full range of job application methods, with groups being asked to imagine they are employers putting together a job application pack. Groups could circulate their pack for other groups to complete and then review it, paying particular attention to any errors made in the application.

A question-and-answer session could help learners to understand the need to present their information in a way that is clear and legible. They should be introduced to 'power' verbs to use in personal statements and covering letters and should also be instructed in writing concisely to meet word counts. Learners should also be made aware that online applications are often 'live' documents that employers can see at all stages. Tutors must also explain that a covering letter is more than something that just introduces an accompanying CV.

Assessment

For learning outcome 1, learners could demonstrate their knowledge of sources of employment information by producing a presentation that describes at least four types of source, and the role or usefulness of each source in a successful job search for particular job types. Learners also need to outline at least four different forms of employment.

For learning outcome 2, learners could review their skills, abilities, interests, personal circumstances and goals in relation to careers and job roles. They should complete a recognised skills audit, for example through the National Careers Service, summarise the key findings and review this in relation to the suggested industries and roles, making evaluative judgements based on their own aspirations and circumstances. This could be carried out in a recorded one-to-one with the tutor. Learners must discuss at least three industries and at least two job roles in each industry. Learners should then make a statement about which roles are the most appropriate. This could be written or in discussion with the tutor.

For learning outcome 3, learners should give evidence of three real job vacancies that match the roles identified in learning outcome 2. This could be screenshots, photographs, printouts from universal job-match terminals or any other suitable evidence of the key information. The evidence could then be discussed with the tutor or job advisor to ensure its suitability. Learners need to describe at least three key features for each of the jobs identified.

For learning outcome 4, learners should compare three methods of applying for a job, giving details of the different issues that they could face in the form of a comparative table that highlights similarities, differences and key application elements, such as amount of space to complete the application or ability to demonstrate skills. They could then collate all the information needed to complete the application for at least two of the vacancies identified in learning outcome 3. These applications should then be completed in draft form and be reviewed by a suitably qualified individual (tutor, job advisor or support assistant). Learners could then discuss this feedback with the tutor in a recorded professional discussion to demonstrate their understanding, before producing final drafts of the applications for submission.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Achieving Success at Interview	Achieving Success at Interview	Preparing for the Recruitment Process
Produce a CV	Using a CV and Covering Letter to Apply for a Job	Developing your CV

Essential resources

Learners will need access to examples of real jobs and accompanying application forms. These can be obtained from a variety of sources, including job websites and company websites.

Suggested resources

Websites

www.myworldofwork.co.uk	This site, produced by Skills Development Scotland, offers a range of advice on job application methods. Registration offers a personalised service but is focused on recruitment in Scotland
www.nationalcareersservice.direct.gov.uk	The National Careers Service website contains key support materials to develop application practice. This includes checklists, audits and links to further resources
www.prospects.ac.uk	Prospects offers a wealth of resources to job-seeking candidates on the development of employability skills. This includes sample application questions, video case studies and links to other types of application approaches. A free subscription service adds personalisation features

Unit 28:

Preparing for Work Placement

Unit reference number F/503/2854

Level: 1

Guided learning: 10

Unit introduction

A work placement gives you experience in the world of work and can help you to develop the skills needed for employment. To gain the most from any work placement you will need to prepare well and think about what you hope to achieve from the experience.

In this unit, you will learn the essential information about the company or organisation where you will be doing your work placement and will collect the information you need before you start your placement. You will find out what is required of you during the work placement, including the hours you are expected to attend and the health and safety rules and tasks you will be carrying out. You will learn about why these specific requirements are necessary.

A successful work placement depends on being able to show positive attitudes and behaviours and in this unit you will learn about these and why they are important. Before you start your work placement it is important that you know what to do if you need to ask for guidance or support during the placement, how to address concerns and set personal goals that you aim to achieve during the placement.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about the work placement company or organisation	1.1 Describe the work placement company or organisation 1.2 Outline key objectives of the company or organisation
2 Know what is expected of learners during the work placement	2.1 Identify the requirements for the placement, and why the requirements are necessary 2.2 Outline tasks likely to be undertaken in the work placement 2.3 Identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace 2.4 Identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement
3 Be able to set goals to help learners get the most out of the work placement	3.1 Set appropriate goals for the work placement

Unit content

1 Know about the work placement company or organisation

Information and objectives of the company/organisation: type of company or organisation; function, e.g. retail, healthcare; location; size; key objectives, e.g. provide residential care for the elderly

2 Know what is expected of learners during the work placement

Work placement requirements: essential requirements, e.g. hours of work, absence procedures, line manager or supervisor, dress code, health and safety procedures

Reasons for work placement requirements: reasons, e.g. to comply with health and safety laws, hygiene safety, efficiency of working, promote good working relationships with colleagues and customers

Expected tasks: tasks specific to work placement, e.g. opening post, taking messages, checking emails, filing documents

Appropriate attitudes and behaviours and why they are important: attitudes for success in the workplace, e.g. being cooperative creates a positive impression of learners; behaviours for success in the workplace, e.g. politeness helps learners to get on with other people in the company or organisation, being on time demonstrates reliability

Appropriate steps in situations of emotional stress, difficulty or confusion: seek support, e.g. ask questions if instructions are unclear or confusing, ask for help or guidance in carrying out a task if it is difficult or unclear, and refer to instruction manual

3 Be able to set goals to help learners get the most out of the work placement

Goals appropriate for learners and work placement: personal targets, e.g. attend each day, arrive on time, be enthusiastic; work-related targets, e.g. learn new skills, improve knowledge of specific sector or career, build confidence in asking for help if something is difficult or unclear; achievable and realistic goals, e.g. specific, within a set timescale, reasonable, within learners' abilities

Further information for tutors and assessors

Delivery

To introduce this unit, learners who have already completed a work placement could be invited to speak to the current group of learners, explaining how careful preparation leads to having a rewarding experience. Although each learner will be attending a different work placement, the principles behind preparing for the work placement will be the same. Before going on their work placement, learners need to find relevant information about the company or organisation, and they need to consider the type of information they need to investigate. To do this, learners could work in small groups to identify the type of information they want to gather about the company or organisation. They could use the results of this discussion to compile a checklist or series of questions. Learners would then be able to carry out independent research to answer the questions relevant to their own placement using web-based resources.

Before learners attend the work placement, they need to find out their expected hours of work, the main tasks they will undertake and the dress code. This information could be gained as a result of an interview with the employer, which could be carried out by Skype®, or learners could email the employer to request details. If this is not possible, learners could identify the information they need before their first day and contact the employer by email to obtain the information.

Employers could be invited as guest speakers to discuss the importance of positive attitudes and behaviours in the workplace. Role-play situations, films or other video clips could be used to explore the reasons why positive attitudes are important for success in the workplace.

To help learners going into a work placement who might feel nervous and concerned about their ability to carry out instructions, case studies could be used for learners to explore potential issues and discuss steps that could be taken to resolve problems.

Setting goals that are suitable, manageable and achievable may be explored through the use of examples in a group discussion.

Assessment

Learning outcomes 1, 2 and 3 could be assessed through one assessment activity. Evidence could be presented in a logbook or workbook, using a pre-designed format, which could be used for reference and to record further information during the work placement. Alternatively, learners could produce a presentation with questioning from the assessor. If centres use evidence produced orally, the assessor should produce observation records, which have sufficient detail to show why the assessor decided that learners achieved each assessment criterion. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners need to provide information about the company or organisation where they plan to carry out the work placement. Information should include aspects such as the size, type of business, location and function. The key objectives of the company or organisation will need to be summarised briefly.

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

For learning outcome 2, information about what is expected of learners during the work placement is required; this needs to relate to learners' work placements. Learners need to identify the requirements of the company or organisation for the work placement, for example hours of work, dress code and absence procedures. Two different requirements must be identified, and a reason given why each one is necessary. A brief description of two different tasks that learners will be expected to complete in the work placement is required. Two attitudes and two behaviours that they should demonstrate in the workplace are also required and learners should explain why each attitude and behaviour is important. Learners need to identify at least two different examples of a straightforward, positive step they could take if they found themselves in a situation of emotional stress, difficulty or confusion during the work placement. The information could be included in their logbook or presentation.

For learning outcome 3, learners need to set two appropriate goals relevant for the work placement, one of which may be personal, for example get to work 10 minutes early every day, or work-related, for example learn how to use the photocopier confidently by the end of the second day. Goals could be recorded in the logbook or presentation.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Conduct at Work		
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Understanding Employment Responsibilities and Rights

Essential resources

To make this unit relevant, learners must be in the process of preparing to go on a suitable work placement. Employers must be prepared for learners arriving and support them in gathering relevant information.

Suggested reading/resources

Websites

www.mindtools.com

Information about setting personal goals

www.worketiquette.co.uk

Advice about workplace conduct

www.worksmart.org.uk

Detailed information about companies

Unit 29: Learning from Work Placement

Unit reference number: M/508/3475

Level: 1

Guided learning: 10

Unit introduction

Work placement gives you important experiences which will help you to make significant decisions for your career. You have opportunity to practise your skills and develop new skills and knowledge of the working environment. To make the best use of this experience you will need to consider what you have learned and what you need to build on to set personal goals to help you in your career.

In this unit you will learn how to record your experiences in work placement and use them to identify skills and knowledge you have gained. You will learn how to consider how well you carry out tasks in work placement and think about ways they could be carried out differently. Reflecting on your learning from work placement will help you to make appropriate decisions about some short-term goals for you to work towards your career aims.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Reflect on what has been learned from the work placement	1.1 Keep an accurate records of tasks undertaken during work placement 1.2 Identify what has been learned from key tasks undertaken during the work placement experience
2 Know how tasks could be undertaken differently or improved	2.1 Outline tasks undertaken during the work placement that could be carried out differently or improved 2.2 Outline different ways to carry out tasks
3 Use learning from work placement to set short-term goals	3.1 Set realistic goals which build on own learning from work placement

Unit content

1 Reflect on what has been learned from the work placement

Records of tasks undertaken: records kept by others e.g. employer reference, tutor report, feedback from work colleagues; own records of tasks e.g. work diary or log book, records on mobile phone e.g. written memos, photos, oral recordings, videos

What was learned from work placement tasks: specific job related skills e.g. technical skills, use of equipment, product or service awareness, business and customer awareness; skills and attitudes for working successfully e.g. team work, communication

2 Know how tasks could be undertaken differently or improved

What could be carried out differently: consider what was not successful; suggest better ways to complete tasks e.g. recognise tasks that could be improved or require change, involve another colleague, use different equipment or method, ask for help when needed, clarify instructions

3 Use learning from work placement to set short-term goals

Short-term goals building on learning from tasks: short-term goal i.e. aim to achieve in near future; achievable and realistic goals e.g. specific, within a set timescale, reasonable, within learner's abilities; relevant to what has been learned from work placement; development of skills and knowledge e.g. further study, voluntary work, employment.

Further information for tutors and assessors

Delivery

In order to achieve this unit the learner must have had experience in a work placement. The length of time spent in the placement is not defined, however, should be sufficient time to allow learners enough time to complete work related tasks repeatedly and are able to complete those tasks without further prompt or supervision.

Learners will benefit from being prepared for their work placement and could undertake the preparing for work placement unit. Learners will need to know and understand what evidence they should gather for this unit and the appropriate ways to collect the evidence and ways to record it should be discussed. Paper based or electronic formats could be designed as a group exercise for learners to use to record evidence in work placement before attending.

The use of case studies or scenarios could be used to introduce ways in which learners could use their experiences to identify the skills and knowledge they need to develop for success in the workplace through. Learners could benefit from a review meeting with a tutor on return from work placement as they may need some encouragement and prompting to help identify what was learned and how they could approach tasks differently.

The importance of setting goals based on reflections on their work placement experience could be discussed with the group using examples which show how setting goals can contribute to career development. The difference between short and long term goals could be defined and how to set short-term goals which are suitable, manageable and achievable may be explored through tutorials.

Assessment

To achieve this unit, learners must take part in work experience and gather the information needed to meet the learning outcomes, meeting the standards of the assessment criteria. Detail of experiences in the placement could be collected in a portfolio of evidence or in a logbook or work book. Evidence to meet learning outcomes 1, 2 and 3 could be recorded in the log book or work book. Alternatively, learners could produce a presentation with assessor questioning. If centres use evidence produced orally the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

Learning outcome 1 requires learners to provide evidence of tasks undertaken in the work placement. Learners need to select two tasks they have undertaken and give a brief description of what they have learned as a result of completing each of the tasks. The learner could make reference to what they learned about themselves in terms of personal skills and attributes or what they learned about the practical aspects of the task.

For learning outcome 2, learners need to select two different tasks from the evidence gathered, which they could have improved or done differently. The learner needs to provide a brief description of how they would do the task differently if asked to do it again; some support from the tutor may be required.

Learning outcome 3 requires learners to identify two realistic short-term goals for their future career based on the work placement experience.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management for work	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Conduct at Work		
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement

Essential resources

Learners must undertake a period of work placement before taking this unit.

Suggested reading/resources

Websites

www.jobs.ac.uk

Advice and support on employability skills

www.mindtools.com

Information about setting personal goals

www.worketiquette.co.uk

Advice about workplace conduct

Unit 30: Career Progression

Unit reference number: J/508/3496

Level: 1

Guided learning: 15

Unit introduction

Where do you see yourself in five or perhaps ten years from now in the world of work? Perhaps you are trying to secure your first job or maybe you want to move from one job to another. Before you can do either, you need to know what your interests are and what skills, knowledge and experience you need to achieve your goals. You also need to know how you are going to gain these skills, knowledge and experience.

This unit gives you the opportunity to find out why it is important to prepare for the future, assess your own skills and experience, and then plan ways to develop your existing and new skills.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the importance of planning for career progression	1.1 Describe importance of career progression 1.2 Describe benefits of planning for career progression
2 Know how to carry out a self-assessment for a chosen career pathway	2.1 Describe skills and experience required for a chosen career pathway 2.2 Assess own skills and experience against those required for the chosen pathway 2.3 Identify gaps in own skills and experience against those required for the chosen pathway
3 Be able to plan short-term goals for career progression	3.1 Identify career and course options appropriate to own skills and experience, using a range of sources 3.2 Identify short-term goals that will help progress own career with realistic timescales 3.3 Describe ways to achieve planned short-term goals

Unit content

1 Know the importance of planning for career progression

Importance of career progression: e.g. improved quality of life, personal fulfilment, job satisfaction, financial benefits, teaching or training others, inspiring or helping others, ongoing learning and development

Benefits of planning for career progression: clear goals; have transferable skills to be able to apply for promoted positions or move to different types of jobs; able to apply when job becomes available; take opportunities to enhance experience and knowledge

2 Know how to carry out a self-assessment for a chosen career pathway

Skills and experience: interests, formal and informal experience, training and qualifications, hobbies, personal strengths, abilities and talents

Skills and experience relevant to chosen career pathway: career-specific or industry-specific skills or experience; personal skills and experience, e.g. self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and information; identification of skills from formal and informal experience; linking personal skills, experience, and interests to specific areas of work or study, e.g. experience in caring for young children or a disabled relative could lead to a career in personal or social care, interest in computers might suit enrolment on an IT course, confidence in talking to people could fit a role in sales or retail

Gaps in skills or experience: gap analysis, e.g. nature of missing skills or experience, work or study needed in order to gain missing skills or experience

3 Be able to plan short-term goals for career progression

Sources of information: guidance and information, e.g. college, school or community-based careers services, Jobcentre Plus, libraries, careers and jobs sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialist websites

Plan the next stage in career progression: setting short-term goals; the role of self in career planning, e.g. mindset, personal behaviour and qualities; ensuring goals are appropriate; the role of others in career progression, e.g. family, friends, tutors, employers; realistic timelines; resources, e.g. financial support, childcare

Further information for tutors and assessors

Delivery

Tutorial sessions could be a useful method of delivery for this unit. The unit could also be integrated into a vocational qualification or delivered in a work-based setting.

It would be helpful to explain to learners the skills associated with preparing oneself to explore career opportunities, employability and the general concept of lifelong learning. Learners should understand that the term 'career progression' encompasses both work and study experience and opportunities.

The idea of motivation (especially self-motivation) and its impact on learning and development should be featured in the learning programme. This is especially relevant for learning outcomes 2 and 3. Tutors or line managers might find it helpful to direct learners to case studies, documentaries or articles about how successful people have been motivated to learn, develop and succeed in their particular field of study or occupation. Tips and sources of support for motivation — how to get motivated and stay motivated — could be explored.

Learners should be encouraged to present their career progression goals in a format that best suits their individual learning style or styles, as the emphasis is on producing a career progression plan that can be applied to their own circumstances. Examples could include presentations, diagrams or posters.

Delivery of the unit could include both real and imagined scenarios relating to work, study and career development. 'Real' situations might include investigating the opportunities and processes for career progression in a particular workplace. This could form part of an induction programme or personal review process.

Learners may listen to visiting speakers or talk to relevant individuals currently working in a specific career in order to obtain useful information. Tutors or line managers could also arrange access to resources that promote a positive approach to learning and development.

Assessment

For learning outcome 1, learners need to describe at least three ways in which career progression is important and at least two benefits of planning for career progression. Learners should refer to how work and study help career progression. Learners may present the information in written format.

For learning outcome 2, learners need to choose a career pathway and describe the skills and experience required. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor or line manager for verification purposes. Learners then should provide information about their personal skills and experience relevant to the chosen career pathway, including skills they have developed through their previous work or learning, and identifying gaps in their current skills and experience. This may be evidenced by learners completing a simple self-assessment pro forma. Alternative types of evidence can be used, for example posters, charts or presentations.

For learning outcome 3, learners should be able to identify at least two different career and course options, explaining how these match their own skills and experience. A range of resources may be provided for learners, but learners must be able to identify the sources of information independently.

Learners need to set at least two realistic short-term goals in the form of a basic development plan for the next stage in their career development, including a timeline and resources. Learners will need to receive guidance about what sort of goals would be appropriate for their circumstances through group discussions, discussions with a tutor or careers counsellor, or access to online and published career guidance resources. Learners must, however, be able to choose and express their career progression goals independently of others. The goals, timelines and resources associated with the plan should be confirmed by the learner's adviser, tutor or supervisor. Learners must also be able to describe at least one way to achieve each of their goals, for example by gaining work experience or researching on the internet.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Self-assessment	Self-assessment	Self-assessment
Produce a CV	Using a CV and Covering Letter to Apply for a Job	Developing your CV

Essential resources

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

Suggested reading/resources

Websites

www.direct.gov.uk

Provides information on study options

www.monster.co.uk

Job vacancy website

Unit 31: Investigating Portfolio Careers and Self-employment

Unit reference number: J/508/3739

Level: 1

Guided learning: 15

Unit introduction

Portfolio careers and self-employment have increased substantially over the years and are now viable career progression options for those looking to be their own boss, work from home or have a 'pick and mix' career.

In this unit, you will learn about the work opportunities that are outside of the traditional '9 to 5' employment patterns, and possible reasons for choosing this way of working. You will understand what is meant by the terms 'portfolio career' and 'self-employment'. You will also develop skills to research different work activities of interest to you that could form part of a portfolio career or self-employment, as well as understanding the skills and qualities needed to make your career a success. You will look at your own skills, experiences, qualities and interests in order to decide what type of work activities are best suited to you. You will learn to research business ideas to ensure your plan is viable and gain knowledge of actions you would need to take in order to set up a portfolio career or become self-employed.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand careers other than full-time employment	1.1 Explain features of different ways of making money through work activities 1.2 Describe the terms 'portfolio career' and 'self-employment' 1.3 Outline reasons for choosing a portfolio career or self-employment
2 Know suitable work activities for a portfolio career or self-employment	2.1 Identify popular work activities for portfolio careers and self-employment 2.2 List skills and qualities required for successful portfolio careers and self-employment 2.3 Outline own skills, qualities, hobbies and experience relevant to a portfolio career or self-employment 2.4 Identify suitable work activities based on own skills, qualities, hobbies and experience
3 Know how to plan for a portfolio career or self-employment	3.1 Explain the importance of researching business ideas before starting a portfolio career or self-employment 3.2 Describe steps to take when planning a portfolio career or self-employment 3.3 Identify sources of information and advice relating to portfolio careers and self-employment

Unit content

1 Understand careers other than full-time employment

Features of careers other than full-time employment: definitions (portfolio career, self-employed); part-time, e.g. employed, reduced hours, less income, increased personal time, better work-life balance, hours to suit, full employment rights; self-employed or freelance, e.g. self-managed, own boss, flexibility, independence, location, no fixed salary; portfolio career, e.g. multiple jobs, work activities which align to strengths and interests, flexibility, increased job security

Reasons for choosing a portfolio career or self-employment: e.g. career change, work-life balance, childcare, care of a family member, boost household income, doing something you love, variety of jobs

2 Know suitable work activities for a portfolio career or self-employment

Work activities: e.g. same role, multiple employers, buying and selling, cleaning, office duties, healthcare, hospitality

Skills, qualities, hobbies, experience: profitable skills, e.g. a trade, multi-tasking, financial awareness, business acumen, networking, marketing, organisational skills, communication skills; qualities, e.g. focus, dedication, energy, resilience; hobbies, e.g. baking, art and design, mechanics, web design, looking after children; experience, e.g. paid work, voluntary work, work experience

3 Know how to plan for a portfolio career or self-employment

Researching a business idea: existing products or services on the market; viable, e.g. financially, sustainable, customer need; target market (customers, businesses); costs, e.g. materials, resources, time, production methods; potential income

Planning a portfolio career or self-employment: self-assessment (skills, qualities, experience, qualifications, hobbies, interests); research business idea, e.g. existing products or services, viability, target market, costs, potential income; form a business plan (establish career goals and objective); sources of funding or finance, e.g. pay the bills whilst finding work; finding work, e.g. flyers, social media pages, networking, cold calling

Sources of information and advice: e.g. people with successful portfolio careers, self-employed or freelancers, webpages, careers services

Further information for tutors and assessors

Delivery

This unit has been designed to give learners opportunities to investigate portfolio careers and self-employment, allowing them to make informed decisions about future career progression opportunities which do not follow the traditional 9-5 routine.

Learners completing this unit may not have any experience of work or be familiar with the terms 'portfolio career' and 'self-employment', so delivery should focus on exploring these career choices from a base level.

In learning outcome 1, tutors could lead presentations and discussions about alternatives to full time employment. Learners may share experiences of people they know who do have different or more than one job. Learners would benefit from investigating jobs that provide additional income alongside an existing career, as well those that provide a main income stream with other work activities used to supplement it.

Discussions around lifestyle choices and why people find themselves in positions where they need an additional income would also give learners an insight into how we make life choices that put us under pressure, as well as the effects of external influences such as redundancy, wage cuts and cost of living increases leading to the need to stretch our money further than it used to.

In learning outcome 2, learners require tools and techniques to help them to assess their own skills, qualities, experiences, hobbies and interests to confirm whether self-employment or a portfolio career is right for them. Learners could use internet sources, television programmes, news articles or social media pages to research the types of jobs people could do to gain additional income, work for themselves or sustain multiple jobs with multiple employers.

Classes could be split into two groups researching portfolio careers and self-employment and presenting their findings back to the group. YouTube videos of individuals who have made successful careers from being self-employed or having multiple jobs in their portfolio will provide learners with evidence of financially viable business ideas, as well as gaining valuable knowledge of the hard work, dedication and focus required. Visiting speakers would also provide similar learning and opportunity for learners to ask questions. Learners could present findings to the group regarding a work activity or activities which they feel would be successful if part of a portfolio career or self-employment. Learners should be encouraged to discuss how they have arrived at this conclusion.

In learning outcome 3, learners would benefit from tutor-led sessions or visiting speakers addressing the importance of researching the market for an intended business idea. Learners could pick a product or service and carry out research to gain experience of finding out costs, customers and current providers of these products or services.

Learners would benefit from visiting local business people to speak with business owners about how they set up their businesses and the processes they went through before being able to trade. This could include questioning regarding sources of information and advice they found helpful when setting up portfolio careers. This could also be supplemented by internet research.

Assessment

Assessment of this unit is about raising awareness of alternative career options and does not require learners to set up portfolio careers or become self-employed in order to achieve the unit.

To achieve learning outcome 1, learners are required to identify at least two ways of earning money other than through full-time employment. At least two features are to be explained for each of the examples identified. Learners are also required to provide a basic definition for the terms 'portfolio career' and 'self-employed'. Responses should provide the assessor with sufficient detail to confirm that learners understand these terms and the differences between the two career options. In addition to this, learners are also required to outline at least two reasons why people may choose a portfolio career or self-employment. Evidence may be derived from workbook activities responding to written questions, from leaflets produced by the learner defining portfolio careers and self-employment and giving features of each, or from professional discussion.

To achieve learning outcome 2, learners are required to identify at least three popular work activities associated with portfolio careers and at least three associated with self-employment. Learners should list at least two skills and at least two qualities for both portfolio careers and self-employment. Evidence should reflect those skills and qualities associated with successful self-employed business people and those with successful portfolio careers.

Learners are then required to outline at least three skills, qualities, hobbies and/experience of their own which could lead to a successful business. These should be practical in nature, with potential to lead to a product or service being offered as part of a portfolio career or self-employment. Learners need to use the information gained to identify at least one work activity which best suits their skills, qualities, hobbies and experience which they could take forward into a successful self-employed career, and at least two work activities for a portfolio career. Learners may also at this stage confirm which of the two career options they prefer. Evidence may be captured within basic self-assessment tasks or skills match activities. Learners may also present their findings in a brief presentation or complete workbook activities.

To achieve learning outcome 3, learners are required to explain at least two reasons why it is important to research business ideas with a view to self-employment or a portfolio career. Evidence should include whether or not the product or service offered would make money. Learners are also required to describe at least four steps to take during the planning stages of becoming self-employed or embarking on a portfolio career. Responses should include sufficient content to reflect the importance of each step being described. Learners should identify at least two relevant sources of information and advice which could be accessed to find out more about self-employment and portfolio careers. Evidence may be derived from workbook activities responding to written questions, from leaflets produced by the learner, or from professional discussion.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity
	Supporting Employability and Personal Effectiveness	Networking and Building Professional Relationships
		Portfolio Careers and Self-employment
		Qualities and Transferable Skills for Work

Essential resources

There are no special resources needed for this unit.

Suggested resources

Textbooks

Cantwell M – *Be a Free Range Human: Escape the 9 to 5, Create a Life You Love and Still Pay the Bills* (Kogan Page, 2013) ISBN 9780749466107

Hopson B and Ledger K – *And What Do You Do? 10 Steps to Creating a Portfolio Career* (A & C Black Publishers Ltd, 2009) ISBN 9781408116302

Raymond Z – *Start a Small Business: 25+ Tips for Starting and Running a Small Business Successfully* (Kindle Edition) (Seremetis M, 2015) ASIN B01980KB91

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.gov.uk	Search 'Business and self-employed' for a range of useful webpages relating to aspects of business and self-employment
www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.portfoliocareers.net	Useful, up to date information and guidance relating to setting up and maintaining a portfolio career
www.projectsart.co.uk	Step-by-step guide to project planning
www.socialbusiness.org	A range of social and business enterprise activities can be explored here
www.youtube.co.uk	Search 'Portfolio Careers' or 'Self-employment' for a range of short clips relating to enterprise activities and how to set these up

Unit 32: Maintaining a Suitable Online Presence for Employment

Unit reference number: D/508/3486

Level: 1

Guided learning: 10

Unit introduction

Employers no longer rely simply on application forms, CVs and interviews to make decisions on who to hire. The opportunity to explore information on candidates is now readily available through the internet and employers will use this in their decision making. Through a small number of mouse clicks an employer can gain access to photos, social media posts and other information about you as a candidate.

This unit will highlight those areas that are readily available to employers and teach you the methods to maintain a professional online image before exploring what you can do online to actually increase your chances of gaining employment.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand online presence	1.1 Outline aspects of online presence 1.2 List areas of online presence that would be visible to employers 1.3 Describe three reasons how an online presence can affect employment
2 Be able to review online presence	2.1 List current aspects of online presence that are visible to recruiters 2.2 Outline areas of online presence that require attention and/or maintenance 2.3 Demonstrate an effective online presence
3 Be able to develop a positive online presence	3.1 Outline steps that can be taken to enhance online presence 3.2 Describe the benefits of uploading a CV to an online jobsite 3.3 Upload a CV to a suitable online job site

Unit content

1 Understand online presence

Online presence: email address; public e.g. searchable by Google; private e.g. secure access; professional e.g. LinkedIn profile

Effects on employment: viewable by employers; reputation of individual; reputation of company; first impressions; attitudes to work; opinions; positive aspects e.g. headhunting

2 Be able to review online presence

Online presence: search engine; social media; social media of others; online CV; jobsites; auction sites; comment boards; blogs; personal websites; fan sites; other sites

Strategies for maintenance: manual search; privacy settings; removing items; security settings

Effective presence: appropriate images on social media; use of professional email address; public statements are not offensive; positive news stories; awareness of 'right to be forgotten'

3 Be able to develop a positive online presence

Presence development: social media bio; profile integration; blogs; personal websites; sharing media; updating; regular checks

Online job site benefits: updated frequently; jobs often not advertised elsewhere; searchable by individual and recruiter; alert set-ups; multiple applications; privacy settings

Online CV: use of forms; removal of formatting; updating; targeting to roles; spelling and grammar; email addresses; editing

Further information for tutors and assessors

Delivery

Learners at this level may fall into two categories and delivery should be tailored to individual needs where possible. Learners may be young and as a result may already be very experienced in the use of technology, whilst in other cases learners may be adults with little or no experience of the use of technologies.

The starting point of the delivery could be group lead with groups suggesting different aspects of online presence, this activity could then form the basis of an individual checklist for learners in reviewing their profiles. It is often the case that individuals are not fully aware of the consequences of poor online presence and case study examples are a good way of highlighting examples of impact. Groups could be given 'staged' case studies and work to identify what issues the individual's profiles might have on their career development. Learners could then be introduced to searching their own profiles to identify what can be seen easily by search engine.

Tutors should be aware of techniques to clean profiles using both paid for software and manual methods and these should be practically demonstrated. Most social network help sections will have instructional videos to support this activity.

A range of online jobsites could be reviewed by the groups to create a pro/con table for learners to identify the most appropriate sites to use. Learners should be encouraged to view a wide range of sites and to become familiar with the ones most suited to their needs.

Assessment

For learning outcome 1 learners could produce leaflets that detail the nature of online presence and the implications of poor presence on employment prospects. Learners need to show awareness of public, private and professional aspects of online presence, list at least three areas of online presence that could be visible to employers, and describe three reasons why online presence can affect employment.

Learning outcome 2 focuses on a personal review of the learner's own online presence. A portfolio based on staged screenshots could be used to demonstrate visible online presence, search and clean processes. The tutor could be involved in a practical observation of the learner viewing their online presence and following the cleaning activity, which could then be recorded in screenshots supported by a detailed observation record.

For learning outcome 3 learners could produce mock-up webpages that demonstrate at least three steps to improve online presence, including a description of at least two benefits of uploading a CV to an internet job site. They could then format their own CV for online use, illustrating changes made via track changes/comments boxes before producing a screen shot of the product uploaded to a suitable job board.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
		Online Branding for Career Success
The Internet and the Worldwide Web	Using a CV and Covering Letter to apply for a Job	Presenting a Professional Image in New Work Environments

Essential resources

Learners must have access to ICT facilities for both delivery and assessment.

Suggested resources

Websites

www.nationalcareersservice.direct.gov.uk The National Careers service website contains key support materials to develop application practice. It has a useful section with embedded links on the online application process

www.about.com This site is a repository for a range of 'how-to' guides and has an excellent careers section including a useful checklist for cleaning online presence

Unit 33: Managing Transition into Work

Unit reference number: K/508/3488

Level: 1

Guided learning: 10

Unit introduction

Starting work is exciting but you might feel a bit nervous. You might be worried about what's expected of you, or if you're doing all right. Your employer should make everything clear to you, and support you as you begin your new working life. It helps to be prepared for what you'll face. You will not be expected to know everything at first; it takes time for everyone to settle in a new job.

In this unit you will learn about changes you will face when you start work. You will learn how these changes may affect you and why it is important to learn how to cope with them to help you to do well in your job and settle into working life. You will learn about the role of employers in helping you to manage your transition. An important focus of this unit is learning how you can prepare for changes and what you can do to make the process of transition as smooth as possible, as this will help you to be successful at work.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand transition into work	1.1 Outline changes to be aware of when starting work 1.2 Outline how employees may be affected by starting work 1.3 Give reasons why it is important for employees to manage transition into work
2 Know how transition into work is managed	2.1 Outline support from employers to support transition 2.2 Outline how transition into work can be managed by employees

Unit content

1 Understand transition into work

Changes when starting work: managing own time-keeping, e.g. arrival, leaving, break and mealtimes; following workplace policies and procedures, e.g. health and safety, accessing the internet, use of mobile phones; having responsibility for tasks; reporting to others; following timetables, e.g. varying starting and finishing times, break and meal times

How starting work may affect employees: anxiety or stress as a result of feeling uncertain; lack of confidence if unsure about tasks; feelings of disappointment if job is different from expectations; difficulties in relating to colleagues, e.g. because of shyness or over-confidence; transition may be smooth if managed well

Why it is important for employees to manage transition to work: to feel settled; to work well with colleagues; to build confidence; for job satisfaction; improve prospects; to cope with stress; to build resilience

2 Know how to manage transition into work

Support from employers for transition: induction; staff handbook, e.g. procedures for health and safety, policy for preventing bullying in the workplace; contract; provide a mentor; further training

Ways employees manage transition: arrive on time; make a good first impression; get to know colleagues; know who to ask for help and support; ask questions; punctual return from break and mealtimes; have realistic expectations, e.g. it may be necessary to complete repetitive tasks before you can progress; complete all tasks given on time; undertake further training offered; ask for feedback; realise it may take time to settle

Further information for tutors and assessors

Delivery

This unit could be introduced by asking learners to consider life events such as starting a new school, starting college or work placement. Learners could discuss in groups how they were affected by the changes and ways that helped them to adjust and manage new circumstances.

Delivery of the unit content could include both real and imagined scenarios relating to work and focus on positive outcomes if transition into work is well managed.

An employer could be invited to speak to the learners about the responsibilities of being employed in respect of time-keeping, following policies and procedures and completing allocated tasks and why they are important for both the employees and the organisation. A group discussion of scenarios could be used to help learners understand difficulties that could arise if employees did not follow work place procedures, for example, the impact on working relationships with colleagues of returning late from meal breaks.

Case studies could be used for learners to discuss in groups how employees may be affected by starting work. Tutors could then explore the reasons why starting work can cause uncertainty and how if the transition is managed well the experience may be smooth with positive outcomes. Tutors could encourage learners to think about transition as a process that takes time to work through and the importance of having emotional support to discuss any difficulties or concerns.

Learners could work in groups to analyse staff handbooks from different organisations to compare the information included and discuss the usefulness of the information for new employees to help them manage their transition.

Learners could contact friends on social media for tips to manage transition into work, followed by class discussion to consolidate ideas, including preparing for the first days and ongoing management throughout the transition process.

Assessment

Learning outcomes 1 and 2 could be assessed through one assessment activity. Learners could produce a leaflet or a webpage for a careers fair. Alternatively, learners could produce a presentation with assessor questioning. If centres use evidence produced orally the assessor should produce observation records, which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, the learner needs to give clear details of three changes they need to be aware of when starting work and how each of these changes may affect them. Reference needs to be made to timekeeping, workplace policies and responsibilities for tasks. Three reasons why employees need to manage transition into work are required. Examples may be given from case studies and workplace documents to support the response.

Learning outcome 2 requires the learner to give details of three ways in which employers support new employees, and three ways for employees to manage transition into work, including preparing for the first days and ongoing management of the transition.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work
	Developing Resilience for Work	Developing Resilience for Work

Essential resources

There are no special resources for this unit.

Suggested reading/resources

Websites

www.businessballs.com

Information about stages of personal change

www.eoslifework.co.uk

Information about managing personal and organisational change

Unit 34: Managing Own Money

Unit reference number: F/508/3464

Level: 1

Guided learning: 15

Unit introduction

Managing your own money is an essential life skill. The purpose of this unit is to help you understand how to balance income and expenditure, how to save money and how to borrow safely.

In this unit you will plan and manage a simple budget to calculate a surplus or shortfall, and examine how pay is calculated. You will develop an understanding of how money can be saved for future needs, and investigate different types of savings accounts to determine which type of account might best suit your needs. You will also explore different approaches to borrowing money by making simple calculations for loan repayments.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to plan personal finances	1.1 List different sources of income 1.2 Outline regular weekly expenditure 1.3 Use calculations to compare weekly income with expenditure 1.4 Explain details shown on a payslip
2 Know how to save money	2.1 Outline ways to make savings in weekly expenditure 2.2 Outline features of different types of savings accounts 2.3 Select a savings account to match own needs
3 Understand borrowing money	3.1 State reasons why borrowing money could be necessary 3.2 Calculate repayments on a loan 3.3 Outline the features of different ways to borrow money

Unit content

1 Know how to plan personal finances

Income and expenditure: concept of money; recording and monitoring income and expenditure; importance of planning to avoid getting into debt; sources of income, e.g. earned income, borrowing, state benefits; types of regular spending, e.g. food, accommodation, public transport; regular and irregular income and expenditure; budget surplus and shortfalls; contingency planning; importance of keeping records

Factors affecting income: terminology used (basic pay, overtime, commission and bonus, fringe benefits, tips, national minimum wage); deductions from salary or wages, e.g. national insurance, income tax; different types of indirect and direct taxes; current rates of personal taxes

Payslip: information, e.g. name, employee number, national insurance number, pay period; PAYE and other deductions and tax codes; payments, e.g. union subscriptions

2 Know how to save money

Saving money: e.g. in the home, transport, food; avoiding debt; definition of debt

Savings accounts: features, rewards and benefits of different types of savings accounts, e.g. easy-access accounts, regular savers, fixed rate bonds; calculating interest and borrowing charges; eligibility for opening accounts; reasons for providing proof of identity, e.g. to protect against fraud

3 Understand borrowing money

Borrowing money: reasons for borrowing, e.g. to pay for long-lasting or expensive items

Loans: calculating interest and borrowing charges; repayments, e.g. amount, number, frequency; interest rate; total cost; effect of changes in personal circumstances, e.g. losing job, sickness

Different ways of borrowing money: e.g. mortgage, credit card, store card; features, e.g. short-term and payday loans tend to have high interest rates, secured and unsecured loans

Further information for tutors and assessors

Delivery

Learners should be actively involved throughout the delivery of this unit and should gather information from their own experiences, internet sources, newspaper or magazine articles, banks and building societies. It is recommended that learners are introduced to simple financial terminology, for example income, expenditure, investment, saving, debt.

Learning outcome 1 could be introduced with group discussions to identify different sources of income and common types of weekly expenditure. The level of calculations required should reflect the Level 1 Functional Skills mathematics standards. Learners need opportunities to experience a range of basic calculation techniques. This may be approached through a role-play exercise or other suitable scenario that will entail the learner keeping a record of money received and expenditure for a week and calculating the difference between income and expenditure. Different situations could be provided that either cause income to exceed expenditure or expenditure to exceed income. Learners also need to examine the taxes and deductions from pay and examples of payslips should be provided, with learners completing simple calculations of net pay.

For learning outcome 2, tutors or line managers could support learners by making them aware of the different methods of saving money, and guest speakers could provide real examples. Learners could be encouraged to identify the many different types of savings accounts available. This could be achieved from internet searches or leaflets from banks and building societies. In the process, learners can select the type of account that best meets their needs.

For learning outcome 3, learners need to be aware of the different reasons why borrowing money could be necessary, for example, purchasing items that are long lasting, and items that may increase in value. The need to plan borrowing to ensure debts do not become unmanageable could be explored through case studies and calculations of loan repayments.

Assessment

This unit could be assessed in the workplace or in a classroom environment. Where evidence is produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners need to show understanding of planning personal finances. They should list at least three different sources of income and outline at least five different typical items of weekly expenditure. Learners will also need to use basic calculations to compare income with expenditure, based on details given for weekly income and expenditure in 1.1 and 1.2, showing whether income for the week exceeds, equals or falls short of expenditure. In addition to this the learner should explain at least five details shown on a simple payslip. This evidence could be from a case study or from their own personal experience, and could be presented as either a written task such as a leaflet or poster, or recorded in discussion with the tutor/line manager.

Evidence for learning outcome 2 should demonstrate understanding of ways to save money over the period of a week, giving at least four different examples. Learners should outline two features of two different types of savings account, and independently select one savings account, giving two reasons why that meets their own needs. Learners may receive some support in discussing and gathering information on savings accounts that might be suitable.

For learning outcome 3, learners could create a leaflet or poster on borrowing money, giving two reasons why borrowing money might be necessary. Learners are also required to outline two features from two different ways to borrow money, and to show simple calculations for repayments on both loans.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Numeracy for the Workplace	Numeracy for the Workplace	

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.bbc.co.uk/skillswise

Website with videos, games and quizzes for developing basic maths skills at different levels

www.moneyadvice.service.org.uk

Government website with tools, calculators and advice on budgeting and managing money

www.moneysavingexpert.com

Independent website with sources of financial advice and forums for sharing moneysaving tips to manage personal budgets

Unit 35: Health and Safety at Work

Unit reference number: F/505/6927

Level: 1

Guided learning: 20

Unit introduction

Health and safety is an important aspect of the workplace and all employees have responsibilities relating to it. It is important that people know how to look after themselves in the workplace so that they can stay healthy and work effectively.

In this unit, you will learn about the hazards and risks that may occur in a workplace environment. You will examine the responsibilities of employers and employees in matters relating to health and safety in the workplace, and ways of preventing risks and accidents to yourself and others. Learning is focused on specific aspects of health and safety in the workplace, with a view to you developing an understanding of the underpinning concepts of hazard, risk and emergency, and the appropriate actions that are used to deal with them. You will also develop the knowledge and practical skills needed to demonstrate safe working practices in a workplace environment.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about health and safety responsibilities for the workplace	1.1 Outline health and safety responsibilities of self and others in the workplace 1.2 Identify sources of workplace health and safety information 1.3 Outline why it is important to report workplace accidents
2 Know about risks and hazards in the workplace	2.1 Outline the difference between 'hazard' and 'risk' 2.2 Identify health and safety hazards in the workplace 2.3 Identify health and safety risks in the workplace 2.4 Identify ways in which accidents can be avoided in the workplace 2.5 Outline reporting and recording procedures for hazards and risks in the workplace
3 Know emergency procedures in the workplace	3.1 Identify types of emergency that can occur in the workplace 3.2 Identify procedures for different types of emergency in the workplace
4 Be able to work safely in a workplace environment	4.1 Comply with organisational and legal requirements for health and safety in the workplace

Unit content

1 Know about health and safety responsibilities for the workplace

Employee responsibilities: to take care of own health and safety and that of others who may be affected by own actions; undertake training provided by employer, e.g. induction, use of equipment, display screen assessments, lifting; follow workplace policies and procedures; be fit for work (not unwell, under the influence of medication, alcohol or drugs)

Employer responsibilities: legal responsibility under Health and Safety at Work Act (1974) to carry out risk assessments, ensure emergency procedures in place; reporting injuries, diseases and dangerous occurrences (RIDDOR); training for manual handling; provision of personal protective equipment (PPE); instruction/training of staff; facilities; policies and procedures

Sources of information: health and safety representative, line manager/supervisor, human resources department; documents, e.g. policies, staff handbook, intranet, trade union

Importance of reporting workplace accidents: RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations); to reduce the risk of future harm; to protect employee welfare; remove hazard

2 Know about risks and hazards in the workplace

Hazard and risk: definitions according to Health and Safety Executive (HSE)

Types of workplace hazard: relevant to work placement environments, e.g. inside buildings or outside areas, equipment in a poor state of repair, incorrect storage of equipment, inadequate control of infectious diseases, poor working conditions, inappropriate use of specialist equipment, electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling, working at a height, working with animals, working with computers, confined spaces, machinery and equipment, hand tools and sharps, pressure equipment, vehicles and transport, falling and flying objects

Types of workplace risk: e.g. electrocution, burns, breathing problems, damage to hearing, injury to self, falling from heights, back injury, viral infections, loss of limb, loss of life

Avoiding accidents: carrying out risk assessments; following precautions identified in risk assessment; prevention, e.g. wearing PPE, maintenance of environment and equipment; identifying hazardous substances; following company policies and procedures

Reporting and recording procedures: know the appropriate way to report a risk or hazard promptly and who the risks should be reported to; appropriate action for reporting high-risk hazards, e.g. a potential fire hazard should be reported as soon as possible and in person to the fire warden and recorded; the appropriate action for dealing with low-risk hazards, e.g. a spillage of a non-toxic substance should not be left unattended until a member of cleaning team arrives to clear it up; complete relevant paperwork, e.g. risk assessment forms, COSHH

3 Know emergency procedures in the workplace

Types of emergency: e.g. accidents, severe illness, fire, flood, power outages, chemical spills, terrorism, bomb threats

Procedures for emergency situations: procedures for responding to different emergencies, e.g. evacuation procedure, sounding the alarm, calling emergency services, assembly point; roles of emergency personnel, e.g. first aider, fire warden; know emergency evacuation procedures e.g. routes, assembly points; stay calm

4 Be able to work safely in a workplace environment

Working safely: according to organisational and legal requirements; wearing PPE; following manufacturer's instructions; safe methods for lifting and handling; removing and disposing of waste and rubbish; storing dangerous substances

Further information for tutors and assessors

Delivery

The unit has been designed to make the key topics practically based wherever possible. Tutors delivering this unit have the opportunity to use a wide range of techniques and resources, including presentations, seminars, practical workshops, external visits and simulations. Additional learning resources could include video, DVDs, case studies, web-based research, learner presentations and group work.

The Health and Safety Toolbox, published by The Health and Safety Executive (2013), is a key reference guide providing authoritative information on health and safety practice in the workplace with case studies and 'dos and don'ts' for key hazards.

In learning outcome 1, speakers from different areas of work could be invited to talk to the group on the importance of keeping healthy at work. This may include reference to the benefits that a healthy workforce has for a company or organisation. When discussing illnesses and injuries at work, it is important to make this as relevant as possible for learners. If they have already been in work, they will be able to refer to their own experiences. However, this will be difficult for learners who have not had any work experience. One way to overcome this would be to refer to their classroom experiences or work at home. Topics such as repetitive strain injury, posture, colds and flu could then be discussed in this context.

Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments. Video clips and case studies may be useful in helping learners to understand the importance of health and safety in the workplace.

Tutor-led group discussions could be held relating to the types of health and safety information and advice, and where this information can be located inside and outside an organisation. In small groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the whole group.

In learning outcome 2, learners could visit different workplace environments to observe health and safety practices. They could create a checklist, a leaflet, a poster or a presentation that includes information about health and safety responsibilities, risks and hazards and accidents in the workplace, and relevant procedures for other learners to follow.

Tutor-led lessons relating to potential workplace risks and hazards would provide learners with valuable information relating to risks and hazards. This information could then be used to carry out a 'walk and talk' where learners identify risks and potential hazards around the building. Learners could present their findings to the class and compare risks and potential hazards identified.

In learning outcome 3, in groups, learners could complete web-based research into workplace emergencies and then report back to the rest of the group. Simulation activities could be used for some procedures, for example a fire drill. Learners could create posters regarding procedures covering a range of workplace emergencies such as a fire, bomb threats or accidents. Role-play and simulation activities would provide opportunities for learners to gain an understanding of personal responsibilities.

In learning outcome 4, learners could watch video clips relating to safe and unsafe working practices and standards of behaviour expected by employers, which meet legal health and safety requirements. Learners could work in groups to develop mock organisational procedures and use web-based research to compare these procedures against appropriate legislation such as the Health and Safety at Work Act 1974. Role-play activities could be used to demonstrate safe working practices.

Assessment

This unit could be assessed via one assignment which could be, for example, a series of health and safety factsheets or posters. This could involve internet research, collecting images from magazines and brief explanations.

To achieve learning outcome 1, the learner needs to show a clear understanding of health and safety responsibilities and is required to outline at least three employer responsibilities and at least two employee responsibilities. The learner needs to identify at least two different sources of workplace health and safety information, at least one internal source of information, and at least one external source of information. Learners are also required to outline at least one reason why it is important to report workplace accidents. Assessment of this learning outcome may be in the form of mock organisational procedures, a combined written assignment or captured during a professional discussion.

To achieve learning outcome 2, the learner needs to define both a risk and a hazard and outline the difference (according to Health and Safety Executive definitions). The learner needs to give at least two examples of health and safety hazards and at least two examples of risks in two different workplaces. The learner needs to identify two different ways in which accidents can be avoided in the workplace and outline the reporting and recording procedures for hazards and risks in a specific workplace (either real or simulated). Evidence could include observed knowledge of risks and hazards identified during a 'walk and talk' activity within a working environment, records of simple risk assessments or assignments.

To achieve learning outcome 3, learners are required to list at least three types of workplace emergencies and for each, to identify procedures that should be followed if that emergency were to occur. Assessment may take the form of a professional discussion or observed practical activities such as a fire drill or reporting a dangerous occurrence in the workplace. Alternatively, learners may include this evidence within an assignment or task sheet activity, or in leaflets and posters.

To achieve learning outcome 4, the learner must demonstrate three examples of their ability to work safely by following organisational and legal requirements relating to health and safety in the workplace environment. The work can be either real or simulated. Witness statements or videos would be useful ways of recording the evidence of this.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Understanding Employment Responsibilities and Rights
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement

Essential resources

The Health and Safety Toolbox, published by The Health & Safety Executive (2013) – a reference guide providing authoritative information on health and safety practice in the workplace with case studies and ‘dos and don’ts’ for key hazards.

Suggested resources

Textbooks

Henmans Freeth LLP – *Health and Safety at Work Essentials: The One-Stop Guide to Health and Safety Issues in the Workplace* (9th Edition) (Lawpack Publishing Ltd, 2015) ISBN 9781910143230

St John Holt A and Allen J – *Principles of Health and Safety at Work* (8th Edition) (Routledge, 2014) ISBN 9781138855151

Websites

www.britsafe.org

British Safety Council webpage

www.healthyworkinglives.com

Information on how to work in ways that sustain and improve health and wellbeing

www.hse.gov.uk

Information, advice and guidance relating to all aspects of health and safety in the workplace, including personal responsibilities

www.officesafety.co.uk

Guidance on all health and safety warning signs including meanings, colours and usage

www.worksmart.org.uk

A TUC website providing employers and employees with guidance on all aspects of employment rights and responsibilities, including health and safety

Unit 36: Investigating Rights and Responsibilities at Work

Unit reference number: Y/508/3499

Level: 1

Guided learning: 10

Unit introduction

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know employee 'rights' and 'responsibilities' in a place of work	1.1 Outline employee 'rights' at work 1.2 Outline employee 'responsibilities' at work
2 Know how the rights of individuals are supported in a place of work	2.1 Discuss the factors that may affect the rights of individuals at work 2.2 Identify laws that can protect the rights of employees at work 2.3 Demonstrate how to respect the rights of individuals at work
3 Know the responsibilities of employers in a place of work	3.1 Summarise employer responsibilities at work, in regard to: <ul style="list-style-type: none">• fulfilling a contract• health and safety• equal opportunities and prevention of discrimination

Unit content

1 Know employee 'rights' and 'responsibilities' in a place of work

Rights: basic human rights, e.g. privacy, respect; health and safety; terms and conditions of employment, e.g. pay, leave, working hours, redundancy; equal opportunities; discrimination and harassment

Responsibilities: responsibility to protect, improve and not infringe others rights; work responsibilities, e.g. contractual obligations; confidentiality; honesty; responsibilities out of work; health and safety requirements; appropriate training and development

2 Know how the rights of individuals are supported in a place of work

Factors affecting rights of individuals: perceptions e.g. stereotyping; unfair discrimination and injustice; cultural background; ignorance or lack of human rights; impacts of progression in the workplace

How to respect others: appropriate behaviour, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action; sources of advice

Laws: laws relating to employee rights, e.g. Data Protection Act (1998), Health and Safety at Work Act (1974), Employment Rights Act (1996), Equality Act (2010)

3 Know the responsibilities of employers in a place of work

Employer's responsibilities: health and safety; working conditions; contractual; equality of opportunity; confidentiality of employee information

Further information for tutors and assessors

Delivery

Tutors need to be creative in their approach to this unit which is based on knowledge and understanding within a workplace environment so is best placed in context. Active learning, can be achieved, for example through learners going into the workplace to interview employers and employees or through role-playing scenarios. Debate and discussion should be encouraged, particularly when defining terminology and considering rights and responsibilities beyond those enshrined in law.

Learners should be briefly introduced to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others, for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks can be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value.

Learners could then consider how this might affect their work. Learners could also be encouraged to discuss how television or radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work. For example, women are often seen taking a domestic role at home and a much smaller percentage of women have high-paid jobs.

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

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

Assessment

For learning outcome 1, learners need to state at least three rights and three responsibilities of an employee in the work place. These should not be limited to one area but should range across the different areas in the content. Learners need to provide practical examples related to a particular work context or environment, for example, an office. This evidence could be provided in a presentation for new apprentices or via a recorded discussion with an assessor visiting a learner on work placement.

For learning outcome 2, learners need to explain three different factors that can affect the rights of individuals at work. For each factor they need to outline the impact on the rights of an individual. Learners then need to show how the rights of individuals can be protected in the work place. To do this, they need to identify two laws that can protect the rights of individuals in the instances they have outlined. The learner must name the law and state how the law protects the rights. Learners also need to describe three ways in which they could respect the rights of colleagues at work. This evidence could be provided via a presentation or a plan for a website but practical evidence gleaned from the workplace supported by assessor question and answer would provide a more motivating way to assess the learning outcome

For learning outcome 3, the learner must be able to summarise the employer’s responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. At least one example is required for each area. This could be presented by learners providing an annotated copy of a workplace staff handbook where the learner can highlight the responsibilities as per the requirements above and summarise what it would mean for them in that environment. Alternatively, it could be presented in a booklet or information sheet for new apprentices.

Links to other units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
	Health and Safety at Work	Understanding Employment Responsibilities and Rights

Essential resources

There are no special resources required for this unit but the focus must be on genuine workplaces.

Suggested resources

Websites

www.acas.org.uk

The conciliation service offers useful linked resources for investigating rights and responsibilities at work

www.citizensadvice.org.uk

Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings

www.gov.uk

The Department for Business, Innovation & Skills has a section for employee rights and responsibilities

www.youtube.com

A range of useful links to video clips that illustrate positive behaviours to encourage active group discussions

Unit 37:

Building Working Relationships with Colleagues

Unit reference number: F/508/3495

Level: 1

Guided learning: 10

Unit introduction

There are very few jobs where you will work entirely on your own. When you are in the workplace, your employer will expect you to be able to work well with colleagues to achieve the team, department and organisation's goals. Colleagues who are open, supportive, honest and helpful can help each other achieve these goals effectively and efficiently. Effective working relationships with colleagues may also result in good friendships. It is however important that your working relationship remains professional.

However, working with colleagues can be difficult and challenging, due to the different ways in which people behave and think. There may be personality differences or some colleagues may be intimidating or hard to work with. In this unit you will have the opportunity to explore these challenges and how to build effective working relationships. Throughout the unit you will have the opportunity to demonstrate how to build effective relationships with your colleagues.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know benefits of having effective working relationships with colleagues	1.1 Outline personal benefits of having effective working relationships with colleagues 1.2 Describe work benefits of having effective working relationships with colleagues
2 Know how to work effectively with colleagues	2.1 Describe ways to build positive working relationships with colleagues 2.2 Describe challenges when building effectively working relationships with colleagues
3 Be able to work effectively with colleagues	3.1 Work effectively with others to achieve an agreed goal 3.2 Review own performance when working with others using different sources of feedback

Unit content

1 Know benefits of having effective working relationships with colleagues

Personal benefits: for example, social, e.g. friendships, new interests, personal relationships; emotional, e.g. having fun, sharing confidences; improve own skills and qualities from observing and talking with others

Work benefits: for example, working efficiently with others, giving and asking for help; learning opportunities, e.g. may be recommended to take specific tasks as others know of your skills

2 Know how to work effectively with colleagues

Effective working: e.g. better communication through sharing information, keeping others informed, listening to and sharing ideas; people skills improve through trust, honesty, respect, ownership and responsibility for own actions, being positive and having a can-do attitude

Challenges: diversity; individual personalities; team roles, e.g. natural leaders, those who enjoy doing the administrative, practical tasks; asking for help in a timely manner; working with aggressive colleagues; achieving targets when others do not complete their tasks

3 Be able to work effectively with colleagues

Effective working: share information so others understand the message; listen to and share ideas; problem solve with others; keep colleagues informed of own progress; give and receive constructive feedback to colleagues

Review own work: review methods, e.g. checklist, notes, witness statements, evaluation forms, feedback from peers

Further information for tutors and assessors

Delivery

The aim of this unit is to help learners know how to build effective working relationships with colleagues. It is therefore suggested that learners have a number of opportunities to work in teams to find out how to work well together and the challenges that they may face. The tasks set could be work-related or on general topics.

Learners need to know the benefits of working effectively with colleagues from a personal and work-related perspective. It may be appropriate to invite an employer to talk with the group to share their expectations of their employees. Group discussions could focus on what learners feel they will benefit from working well with others. They could refer to personal experiences from working with others in the class or workplace.

Learning outcome 2 focuses on how to work effectively with colleagues. It looks at the challenges learners may face when working with others such as different personalities, dealing with disagreements, the person who likes being heard but is not a good listener. There is also an opportunity in this outcome to consider how to work with colleagues who are assertive and aggressive. Role play would be a useful delivery method to help learners deal with different challenging situations. It may also be appropriate to invite speakers in to discuss these issues. Learners can talk about the importance of asking for help and clarification of information as soon as a situation arises.

In the final learning outcome, learners need to know the skills required to develop effective working relationships. Learners would work through different tasks to identify the skills they need. Learners could take part in team building tasks that require them to generate ways to tackle a task, decide what each team member will do, carry out the task and solve problems on the way.

Learners need to be able demonstrate their ability to work effectively with colleagues and review their own performance. The tutor can introduce learners to different ways of reviewing performance, for example observations, checklists, evaluation forms, peer reviews. As they work through different tasks during the delivery of the unit, learners could use different review tools to assess their performance and effectiveness.

Assessment

For learning outcome 1, the learner could present the information in a variety of different ways including a poster or a leaflet. Learners need to outline at least two personal benefits and describe at least two work benefits of having effective working relationships and to provide practical examples to support their answers.

For learning outcome 2, the learner needs to describe at least two challenges they may face when building relationships with colleagues. This learning outcome could be assessed using different scenarios where the learner identifies the challenges. The learner should then describe at least three ways to build positive relationships.

In learning outcome 3, the learner must be able to demonstrate their ability to work effectively with colleagues. This can either be in the workplace or in the centre using a work-based task. A specific task may be set where the learner works with others to achieve an agreed goal or the learner may gather evidence over a period of time showing how they have built effective working relationships with colleagues in order to achieve agreed tasks. The learner must also review their own performance using feedback from at least two people they have worked with.

From the given feedback, the learner must independently identify what they include in their review. Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Working as a Volunteer	Working as a Volunteer	Building Working Relationships with Customers

Essential resources

This unit does not require any essential resources.

Textbooks

Ward K – *Personality Style at Work: The Secret to Working with (Almost) Anyone* (McGraw-Hill Professional, 2012) ISBN 9780071791601

Websites

www.mindtools.com

www.careerealism.com/workplace-relationships

Both websites provide resources, advice and guidance on being productive at work and building work relationships

Unit 38: Working in a Team

Unit reference number: Y/508/3485

Level: 1

Guided learning: 20

Unit introduction

Employers need people who can work well together as a team. They want their employees to be reliable, enthusiastic, open and honest. Good workers will talk and listen to each other, give and accept help to get the job done and have a 'can do' attitude.

This unit will help you to understand how you can work well in a team by using your skills and sharing the knowledge you have gained from different experiences. You will discover how your own behaviour and attitude can influence team results. Knowing your role and the role of others in the team is important to avoid mistakes and make sure the task is done well and on time.

This unit also gives you the opportunity to review what you are good at, the skills you have and how your experience can be useful to the team. You will be able to find ways to improve your skills through different experiences.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know behaviours that make effective teams	1.1 Describe positive behaviours necessary for effective teamwork
2 Know how own skills and experiences can contribute to a given team task	2.1 List skills and experience required to complete a given team task 2.2 Describe how own skills and experience can contribute to a given team task
3 Know roles and responsibilities for each team member for a given task	3.1 Outline the task and its purpose 3.2 List own role and responsibilities 3.3 List roles and responsibilities of the other team members 3.4 Outline how own role contributes to the work of the team as a whole
4 Be able to work positively as a member of a team	4.1 Give examples of listening to other team members' suggestions 4.2 Suggest appropriate ideas on how a team could complete their task 4.3 Give examples of helping and supporting other team members 4.4 Give examples of accepting help from others 4.5 Complete the aspects of the allocated task, in line with the brief
5 Be able to review own performance as a team member	5.1 Describe own positive behaviours used when carrying out the task 5.2 Describe own team working skills that could be improved

Unit content

1 Know behaviours that make effective teams

Behaviours for effective teamwork: e.g. encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others

2 Know how own skills and experiences can contribute to a given team task

Skills and experience: communication skills, e.g. contribute effectively in discussions, listen and respect other's contributions, present ideas and information clearly, multi-lingual, write clearly and coherently, present information in a logical way, be accurate; organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; interpersonal skills, e.g. good listener, confident, patient; self-management skills, e.g. punctual, reliable, honest

Using skills and experience in a team task: e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project

3 Know roles and responsibilities of each team member for a given task

What team is working to achieve: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required

Responsibilities within the team: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members

Contribution of own role to work of whole team: how own role affects roles of others in the team; how own role affects overall team success

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

Listen to the ideas and suggestions of others: paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said

Give ideas and suggestions as to how the team might complete their task: participating in group discussions, problem-solving or 'thought shower' sessions, finding out information and reporting back to the group

Offer help to other team members: e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent

Accept help or advice from other team members: try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time

Complete own task in line with the given brief: complete task to required standard and within stipulated timeframe

5 Be able to review own performance as a team member

Positive team working behaviours demonstrated: e.g. respect each other, listen to opinions of others, respond politely to questions, satisfactorily complete the individual task assigned to them, help others carry out their tasks or responsibilities, offer suggestions as to how the team's goals could be achieved, accept advice from others, learner's own contribution contributed to success of whole task

Identify team working skills that could be improved: e.g. be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Further information for tutors and assessors

Delivery

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

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

A class discussion on the value of different experiences may be a useful introduction to learning outcome 2. Learners could list different experiences that they have and then list the skills they have developed as a result of those experiences. Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks for learners to work together in groups. Learners could be involved in selecting the task. Teams could be made up of around 3-5 people however this will depend on individual group circumstances. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

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

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

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

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

Assessment

For learning outcome 1, the learner must describe at least two different positive behaviours that are needed for teamwork to be effective. This could be evidenced in a number of different ways, for example through a leaflet, presentation or poster.

For learning outcome 2, the learner needs to refer to an identified group task when listing at least two of their skills and at least one relevant experience. The learner needs to describe how each of these helped them to complete aspects of their task. The learner needs to be able to make the link between their skills and experiences and the group task. A chart could be suitable evidence for this learning outcome. Alternative methods of evidencing learning may be used.

The evidence required for learning outcome 3 could be generated through one task, which could be evidenced in a number of ways, such as through PowerPoint slides, a poster or one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and outline what the task is about and its intended outcome, and list roles and responsibilities of all members of the team. The learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

For learning outcome 4, evidence may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners, and should clearly identify at least two examples of each behaviour required in assessment criteria 4.1, 4.2, 4.3 and 4.4, with evidence as to how each of these had a positive effect on their team. The logbook should also provide evidence that the task was completed in line with the brief. The logbook needs to be verified by the tutor or line manager. Alternative methods of evidencing may be used, for example a witness statement or observation checklist.

For learning outcome 5, the learner needs to review their own performance as a team member during the task. The learner should clearly identify at least two positive behaviours demonstrated during the team task, and at least two team working skills that could be improved and how they would improve on these. This learning outcome could be assessed through one-to-one discussion with the tutor or line manager. Responses should be recorded for verification purposes. Alternatively, the learner could provide written evidence.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Conduct at Work	Building Working Relationships with Colleagues	Building Working Relationships with Customers

Essential resources

There are no special resources required for this unit.

Suggested resources

Websites

www.career-advice.monster.com	Tips for interviews and career development
www.lifecoachexpert.co.uk	Provides guidance and support for work and life issues
www.projectsmart.co.uk/team-building.html	Project management website with articles about teamwork and team building
www.worksmart.org.uk/career	Provides advice, guidance and support on jobs and careers

Unit 39:

Learning from More Experienced People

Unit reference number: L/508/3497

Level: 1

Guided learning: 20

Unit introduction

Think of someone you admire for their skills and knowledge – they may be a family member or friend, or perhaps a work colleague or someone you admire on television such as a sports personality.

No matter how skilled we are already we can all learn from others, either in the workplace or outside. In the workplace you may have the opportunity to work alongside a colleague to learn about their job and the skills they use to perform the job well. Some organisations give you the opportunity to move to a different department to help you learn another aspect of the job that may have an impact on what you are doing.

In this unit you will have the opportunity to identify people who have more experience and how you can learn from them. You will also be able to work alongside a more experienced person and learn new skills or knowledge.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to identify people with more experience	1.1 Describe the type of people you could come into contact with in the workplace or place of learning who would be more experienced 1.2 Identify people outside the workplace who could help develop workplace skills
2 Be able to learn from people with more experience	2.1 Describe what is useful about the ways to learn from people with more experience 2.2 Identify appropriate ways to learn from someone with more experience 2.3 Use an appropriate method to learn from someone with more experience
3 Understand what they have learned from people with more experience	3.1 Describe skills that people with more experience have demonstrated 3.2 Describe how these skills could be used in own context

Unit content

1 Know how to identify people with more experience

Range of people: in the workplace or place of learning e.g. line managers, supervisors, managers, team leaders, team members with more experience, heads of department, tutors, teachers; outside the workplace or place of learning, e.g. clients or customers, visiting experts or consultants, news programmes, documentaries

2 Be able to learn from people with more experience

Useful ways of learning: learning techniques e.g. question-and-answer session provides opportunity to have specific queries answered; work shadowing provides opportunity for practical observation; watching a video allows learner to proceed at own pace, reading articles or letters

Ways to learn: selecting a method from observing others at work, work shadowing; discussing ideas and problems with others; reading or looking at what others have written, recorded or produced e.g. reports, presentations, portfolios, video, interviews, letters, articles; questioning others about their work style and practices

Learning from someone with more experience: method used from above, with person from Learning Outcome 1

3 Understand what they have learned from people with more experience

Examples of skills demonstrated by others: for example, positive behaviors and interpersonal skills in the workplace or place of learning, achieving successful outcomes for a task or piece of work, producing high-quality work, solving problems, overcoming difficulties or setbacks, making a positive contribution to a project or meeting, demonstrating different styles of working or learning

How these skills can be used: knowing how what has been learned could be applied to their own work or learning situation, e.g. problem-solving skills to be used in solving a particular challenge in a project or workplace task, positive behaviors and interpersonal skills to be used when dealing with customers in the learner's workplace or with other learners in a place of learning

Further information for tutors and assessors

Delivery

Through group or individual discussion, learners should be able to identify a range of more experienced people that they are or could be in contact with. These will be more experienced people in the workplace or in a school, college or other place of learning. Examples could include managers, supervisors, other colleagues they have identified as being more experienced, tutors and visiting experts. These should be people either familiar to the learner or people the learner could reasonably expect to come into contact with in their workplace, college or school. Although it is not in the workplace, it may be useful to watch footage of 'experts' on television e.g. a chef at work, a sports person playing a game, a DIY expert redesigning a room. Learners can then discuss the skills or knowledge they have gained from watching and listening to others. It could be significant learning or small helpful hints on how to make a particular task easier.

Learners could also learn from each other as they may be more experienced in particular areas such as sport, creative work etc. A session could be based on helping each other learn new skills. This will help to reinforce the fact that we all potentially have more experience in some areas than others and we can all learn from each other.

Tutors should encourage learners to think about how they learn in the workplace, school or college and to recognise that their learning could be informal or formal. For example, they may pick up all sorts of information about their organisation from attending meetings or talking to more experienced people in their team. They may observe others in different situations and, by observing, learn a new way of doing something. Alternatively, learners may be in a more formal situation, for example work shadowing or a presentation by a visiting expert, where they can ask the person questions about their work practice or field of study and use it to improve their own practice or knowledge. Group discussions and discussions with tutors/line managers would help the learner identify various ways they learn in their workplace, school or college — and the advantages or disadvantages of various ways of learning.

Opportunities to observe more experienced people demonstrating skills could come via a wide range of activities such as work shadowing, presentations by visiting experts, interviews with more experienced learners or colleagues, or even day-to-day-interaction with more experienced people in a place of learning or work. In identifying the skills learned from more experienced people, learners should also be encouraged to consider whether these are relevant to their own specific working practice or place of learning, and in which ways they are relevant.

Assessment

Evidence for learning outcomes 1 and 2 could come from a group discussion which shows the individual learner's contribution, or from an individual discussion with the tutor or line manager. The evidence may take the form of a taped discussion, video evidence, presentation etc. It may also be supported by written notes from the learner or the tutor or line manager.

For learning outcome 1, the learner must be able to describe at least two types of people they will interact with in the workplace or place of learning who are experienced in the field of work or study, and at least two people outside the workplace, who could help the learner develop workplace skills.

For learning outcome 2, the learner needs to describe what is helpful about the ways in which they could learn from these people and to describe at least two appropriate learning methods to use in an interaction with a more experienced person. The learner should then undertake the interaction. This evidence should be supported with a recorded discussion between the learner and their tutor, in which the learner describes what they have learned from the more experienced person, and how the learning was achieved.

Evidence for learning outcome 3 could come from a one-to-one discussion between the tutor/line manager and the learner, or via an appropriate small group situation in which the learner gives at least two examples of skills that more experienced people have demonstrated, and describes how they can use these skills themselves. The examples must be clear and relevant to the learner's own work or learning context. For example, after observing a more experienced person at work, the learner intends to read through and use a spell check function for all their future emails before sending them out, or after a presentation by a visiting expert, the learner has specific ideas on where to find answers to some difficult questions in their current assignment.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Learning from Work Placement	Learning from Work Placement	Learning from Work Placement
		Networking and Building Professional Relationships

Essential resources

Learners need access to a variety of people in the workplace, school or college who can demonstrate positive behaviours to them and who can answer questions or help with work shadowing.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Provides guidance and support on creating a work-life balance

www.mindtools.com

Information about setting and achieving personal goals

Unit 40: Developing Resilience for Work

Unit reference number: R/508/3498

Level: 1

Guided learning: 10

Unit introduction

If you are resilient you will be able to 'bounce back' and deal with the demands of work. Employers value resilient employees as they are more committed and work more efficiently. Resilience allows you to make progress at work.

In this unit, you will learn about what makes people resilient and why resilience is important for work. You will learn approaches to help you build your resilience by celebrating your successes and taking on small challenges. You will learn how responding positively to any difficulties or mistakes will help you to develop self-confidence. This unit will help you to achieve at work and progress towards your career goals.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about resilience	1.1 Give examples of resilient behaviour 1.2 Outline ways resilience can be developed
2 Know the importance of resilience for work	2.1 Outline ways employees benefit from being resilient 2.2 Outline ways employers benefit from having resilient employees
3 Know how to develop own resilience for work	3.1 Give examples of own resilience 3.2 Outline ways to build own resilience for work

Unit content

1 Know about resilience

Features of resilience: resilience, i.e. ability to 'bounce back' when things don't go as planned; focus on learning from and overcoming failures; resilient people learn from mistakes and move forward; individuals can develop strategies to increase their resilience, e.g. cope with challenges by being more organised, deal with pressure by being flexible and responsive to change

Ways to develop resilience: celebrate successes, e.g. review what went well each day to develop confidence; take on small challenges; have realistic goals and take small steps towards them; find a resilient role model for inspiration

2 Know the importance of resilience for work

Benefits of resilience for employees: not giving up when faced with difficulties; developing confidence; increased ability to perform under pressure; able to learn from mistakes, empowering

Benefits of resilience for employers: more stable workforce; more committed workforce; increased efficiency of workforce; employees more able to meet deadlines; improved problem solving

3 Know how to develop own resilience for work

Recognise own resilience: review successes, e.g. study achievements, voluntary work and work placement successes

Developing own resilience for work: identify and commit to goals; plan frequent small steps towards goals; identify challenges to take on; focus energy on situations and events that you have control over, celebrate successes; identify family, friends, tutors, colleagues who can give advice and support

Further information for tutors and assessors

Delivery

The concept of resilience may be new to learners and they may struggle to recognise the characteristics of resilience in themselves. A positive way to introduce this unit could be to invite a guest speaker who is a resilient role model to give examples of how they have learned from mistakes and taken on challenges to build their resilience. Learners could work in groups to discuss possible strategies they could use to build resilience. They could use the results of this discussion to compile a checklist of strategies to use.

Learners could research examples, using the internet, of famous people who have demonstrated resilience, for example famous sportspeople who have overcome setbacks to achieve success. Alternatively, they could use case studies. Learners could work in small groups to identify the features of resilience demonstrated by the individuals they researched and strategies they used to overcome difficulties. Learners could discuss work scenarios in small groups to suggest approaches to take that demonstrate resilience.

An employer could be invited to speak about why they value resilient employees. Learners could prepare questions to ask the speaker about challenges employees face. Learners could speak about challenges they have faced in either their work placement or voluntary work and the group could discuss how to cope with these challenges and how having a positive approach would help to build confidence.

Assessment

Learning outcomes 1, 2 and 3 could be assessed through one assessment activity. Learners could produce a presentation with assessor questioning. Alternatively, evidence may be given in a question and answer session. If centres use evidence produced orally, the assessor should produce observation records, which have sufficient detail to show why the assessor decided that the learner had achieved each assessment criterion. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence, to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners need to give two examples of resilient behaviour, identifying what they consider to be resilient about the behaviour. These could be those demonstrated by family, friends, or famous people. Three ways in which resilience could be developed need to be outlined briefly.

For learning outcome 2, learners need to give two examples of how employees benefit from being resilient and two examples of benefits to employers of having resilient employees. Learners could use case studies to give evidence of the benefits to employers.

For learning outcome 3, learners need to identify two examples of small achievements that demonstrate their own resilience. These could include successes in their studies, work placement, voluntary work or even where they have helped in a situation in their personal life. Learners need to give brief detail of three realistic ways to develop their own resilience for work.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	Self-management Skills
	Managing Transition into Work	Managing Transition into Work

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.mindtools.com

The importance of resilience

www.psychology.about.com

Skills and attitudes to increase resilience

www.skillsyouneed.com

Ways to improve resilience

Unit 41: Solving Work-related Problems

Unit reference number: J/508/3482

Level: 1

Guided learning: 15

Unit introduction

A range of different issues and problems is likely to occur in the workplace and being able to solve problems and share your solutions with others is a valuable skill for employability, for learning and for life in general.

In this unit you will understand the types of common problems that can occur in the workplace and to be able to select an appropriate problem-solving strategy. This includes knowing where to find sources of support or information that could help in solving a problem and drawing on your own experience and that of others. You will identify information needed to communicate a solution and examine different ways to communicate to others the solution to a problem you have solved. You will also consider how effectively you have communicated a solution to others.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand problems that individuals may face at work	1.1 Describe common problems that arise for individuals at work 1.2 Outline the main causes of problems that arise at work
2 Know how to find help for a workplace problem	2.1 Outline sources of help appropriate to a particular problem 2.2 State relevant information and/or advice obtained from sources of help for a particular problem
3 Know how to find a solution to a workplace problem	3.1 List the stages of the problem solving process 3.2 Suggest solutions to a workplace problem which draw on own previous experience and that of others 3.3 Suggest solutions to a workplace problem which draw on information/advice gained from sources of help 3.4 Outline a strategy to solve a workplace problem
4 Be able to communicate solutions to others	4.1 Outline appropriate communication methods to present the solution to others 4.2 Present the solution to others in an appropriate way 4.2 Respond appropriately to others' views 4.3 Review the strategy used and own performance when communicating solutions

Unit content

1 Understand problems that individuals may face at work

Workplace problems: definition of a problem; people problems, e.g. personality differences, cultural issues, unequal workload; equipment problems, e.g. new equipment introduced to the workplace, equipment breakdown/failure; insufficient resources; not understanding instructions

Causes of workplace problems: differences of opinion; new situations or changes in current situation; misunderstandings or poor communication; poor or insufficient instructions; inadequate management; lack of knowledge in a particular area or task

2 Know how to find help for a workplace problem

Finding help: sources of help from team, e.g. colleagues, managers, supervisors; sources of help using workplace procedure manuals, e.g. complaints policy, user instructions; human resources department; union representative

3 Know how to find a solution to a workplace problem

Problem-solving strategies: logical stages of the problem solving process, e.g. identify the problem, find out all information required using all sources of help, review the options of all possible solutions; learning from own experience

Types of solutions: relevant to the type of problem, e.g. read user manual for an IT-related problem, discuss with a manager regarding a disagreement with a colleague, consult with human resources manager over difficulties with contract; importance of reviewing solutions relating to similar problems solved in the past

4 Be able to communicate solutions to others

Ways to communicate: verbal, e.g. a formal or informal meeting with other people, delivering a presentation; written, e.g. an email, poster, memo, letter; importance of selecting the most appropriate method to communicate the solution

Communicating solutions with others: importance of responding to others' views by answering questions appropriately, listening politely to what others have to say, making suggestions; reviewing strategy used and own communication performance, e.g. identifying what went well and what did not go well, areas for development

Further information for tutors and assessors

Delivery

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, role plays, interviews, video clips, case studies, and worksheets. As many practical activities as possible should be included to help learners relate to the content of the unit.

Learning outcome 1 could be introduced by discussing a range of different workplace problems or issues with learners referring to their own experiences which will make the content of the unit relevant to them. They could be encouraged to ask friends and colleagues about issues or problems that have arisen at work. Guest speakers could be used to describe real workplace problems to learners or tutors could provide a case study with different work-related problems and learners then answer questions on a worksheet.

For learning outcome 2, learners could be given practical experience of using real sources of help. A range of workplace procedure manuals, training manuals, posters, leaflets and instruction manuals could be made available for learners to use in order to access specific information.

Scenarios offering options for solutions to workplace problems could be used for learning outcome 3, followed by a discussion about the reasons for the solutions chosen. Learners could come up with a range of strategies to find relevant information about the cause of the problem and possible solutions, discussing ideas on who to contact and sources of information.

For learning outcome 4, tutors should provide opportunities for learners to develop and practise the communication skills needed, for example, by organising learners into groups and then asking one member from a group to present to another group. This could all be done informally and within small groups so that learners feel confident in their presentation. Learners could select other communication methods as appropriate to the situation. When reviewing performance, learners would probably find it most appropriate to discuss their performance in either a one-to-one or small group situation with the tutor or line manager.

Assessment

Assessment can be through observation, discussions or written evidence supported with a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of communication for learning outcome 4 should be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor or line manager, if appropriate.

Evidence for learning outcome 1 must demonstrate understanding of the types of common workplace problems and the causes of these. Learners should provide examples of three different problems and three causes that may arise for individuals in the workplace. The evidence could be presented as a leaflet or poster and the causes may be generic responses or related to the identified problems.

Evidence for learning outcome 2 could be provided from one-to-one or group discussion, with the learner outlining ways to source help for solving a problem. Learners should state the problem and suggest at least three appropriate sources of help, stating information from each source that may be useful in solving the problem. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager.

For learning outcome 3, evidence must show that the learner knows the stages of the problem solving process and the different strategies which can be used for solving problems. Learners should select one straightforward problem which they can solve, giving at least two appropriate solutions using information supplied by other people, and two using other sources (which are not 'people based'). Learners should give two justified reasons for their choice of strategy to solve the problem. Evidence could be produced through discussion with the tutor/line manager and supported with a witness statement.

Evidence for learning outcome 4 could be provided from either an observation of the learner by the tutor/line manager or from written evidence. The learner must show that they understand how they should interact with others when presenting a solution to a problem, either in written or oral format, particularly if they need to respond to different views or views they do not necessarily agree with. The learner may need encouragement in behaving appropriately towards other members of the group, for example listening politely, and giving others a chance to suggest their own ideas. A one-to-one discussion between the tutor/line manager and the learner can address the review of performance and choice of strategy. Learners should identify one aspect of their performance they felt pleased with and one that did not go so well, giving an example how they would handle the situation differently.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Developing Resilience for Work	Developing Resilience for Work

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.youtube.com

Video clips of problem solving techniques

<http://talentlens.com>

Model for creative thinking and problem solving

Unit 42: IT Communication Fundamentals

Unit reference number: T/508/5762

Level: 1

Guided learning: 15

Unit introduction

This unit aims to provide you with the appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward activities.

In this unit you will use a range of IT tools to communicate and exchange information. This will help you learn how to access, search for and use internet based information which is required to meet identified needs. You will investigate the legislation relating to the use of sourcing information such as music downloads.

You will also explore how to use email and other IT tools such as an electronic scheduler to help you manage your time effectively.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to use a variety of sources of information to meet needs	1.1 Use appropriate sources of IT-based and other forms of information to meet needs 1.2 Recognise different features of information 1.3 Recognise copyright constraints on the use of information
2 Be able to access, search for, select and use internet-based information and assess its fitness for purpose	2.1 Access, navigate and search internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate and select relevant information 2.3 Indicate how the information meets requirements and is fit for purpose
3 Be able to select and use IT to communicate and exchange information	3.1 Create, access, read and respond appropriately to email and other IT-based communication 3.2 Use IT tools to maintain an address book and schedule activities

Unit content

1 Be able to use a variety of sources of information to meet needs

Information: sourcing and formats of information for different needs, e.g. for research; using online databases, websites, email, newspapers, books, podcasts, web logs

Features of information: factual information; for creative work; finding opinions; information that is continually updated or live; interactive information; guides and directories

Copyright constraints on using information: e.g. music downloads; seeking permission; plagiarism and acknowledging sources

2 Be able to access, search for, select and use internet-based information and assess its fitness for purpose

Access, navigate and search: enter a web address, use a search engine, browse, save and use bookmarks

Search techniques: search keywords, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into keywords for an online query

Information requirements: recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail

3 Be able to select and use IT to communicate and exchange information

Email and IT-based communication: open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web logs or web-based reference sites; importance of email etiquette

Address book: add, amend and delete contact entries in the contacts list

Schedule activities: task list, calendar, send and respond to meeting invitations

Further information for tutors and assessors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills to understand and use a connection method and basic internet software tools and techniques to search for and exchange information for straightforward or routine activities. Learners will also need to develop skills and techniques to use a range of basic email software tools to send, receive and store messages for straightforward or routine activities.

Tools and techniques will be defined as 'basic' because:

- the software tools and functions will be predetermined or commonly used
- the techniques used will be familiar or commonly undertaken.

An activity will typically be 'straightforward or routine' because:

- the task or context will be familiar and involve few factors (for example, time available, audience needs, content, structure); and
- the input and output of information will be predetermined by the person supervising the task.

Much of the assessment evidence is likely to be produced during the delivery process, and centres should consider what other supporting product evidence can be collected. Where possible, a holistic approach to teaching is suggested. However, the task-based nature of the unit may mean that more than one set context is required.

Accessing online information requires an internet connection and for the first part of this unit learners need to explore and source different forms of information to meet different needs. Learners need to investigate the legislation relating to copyright.

Websites are accessed using browser application software and learners need to develop the knowledge and skills needed to use browser application software, its tools and help facilities. Knowing how to use the browser tools and change the settings can make web page navigation easier and more efficient. The unit also introduces simple search techniques to help learners understand how to find information and how to save references of sources for future use. They will also use browser tools to access and complete online forms and use interactive websites.

Learners need to know how to create and send email messages and use other IT-based communication methods following appropriate etiquettes. Learners should have opportunities to practise using email, adding attachments, and contributing to forums. They will need to develop knowledge and skills in creating an address book and using tools for scheduling activities.

Assessment

It is envisaged that this unit be taught through various topic areas of interest to the learners. Learners who use their IT skills directly in their day-to-day work can evidence their skills whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate their knowledge and skills.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criterion is kept by the learners. Learners will need to meet all of the assessment criteria.

For learning outcome 1, learners need to show evidence of using at least four different IT-based or other forms of information sources in two different situations. This could be evidenced through observation and one-to-one discussions, supporting by appropriate product evidence. Learners must be able to outline the main feature of the information gathered from each of the different sources and must be able to outline the copyright constraints on using the information from each source. Evidence could be gathered through question and answer or in written format.

For learning outcome 2, learners need to demonstrate accessing internet information and should as a minimum correctly enter a web address and use a search engine. Learners also need to show that they can search for information using at least three correct techniques. Recorded one-to-one discussions, including question and answer sessions with the tutor/line manager, could be used to confirm how the information is fit for purpose.

For learning outcome 3, learners will need to demonstrate using IT communication skills by managing an email account, using a contacts list, and scheduling activities. This can be evidenced through observation with screen shots, and learners should create and respond to at least three email messages, one sent with an attachment, using accepted etiquette. The address book must show insertions and deletions and have details of at least six contact names. The schedule needs to cover at least two activities and appropriate software tools must be used.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
The Internet and World Wide Web	IT Software Fundamentals	IT Software Fundamentals
Word Processing Software		

Essential resources

To deliver this unit centres will need to have a LAN with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Suggested resources

Websites

www.microsoft.com

Search for 'Digital Literacy' – this teaches generic ICT skills and concepts, and features screen shots and simulations from different systems and ability levels to illustrate and provide hands-on examples for students

Unit 43: IT Software Fundamentals

Unit reference number: A/508/5763

Level: 1

Guided learning: 20

Unit introduction

The ability to select and use software applications to meet needs and solve problems is important to ensure that the information presented is fit for purpose. This can be achieved by using a combination of in-built editing tools such as cut and paste, spelling and grammar checkers, and by manual techniques, such as proofreading and visually checking the presentation of the information.

In this unit you will learn the skills and knowledge necessary to select information and apply editing tools and techniques to refine the presentation of the information as appropriate to meet different needs. You will create new information by combining different types of information, such as images with text. You will also have the opportunity to examine the suitability of different types of information to meet audience requirements, as well as reviewing the effectiveness of IT tools and facilities for presenting information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Select and use software applications to meet needs and solve problems	1.1 Identify different software applications and give examples of their use 1.2 Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems 1.3 Identify what types of information are needed
2 Enter, develop and format different types of information to suit its meaning and purpose	2.1 Enter, organise and format different types of information to meet needs 2.2 Apply editing techniques to refine information as required 2.3 Combine information of different forms or from different sources to meet needs 2.4 Select and use appropriate page layout to present information effectively
3 Present information in ways that are fit for purpose and audience	3.1 Work accurately and proofread, using software facilities where appropriate for the task 3.2 Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate
4 Make effective use of IT tools and facilities to present information	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience 4.2 Review the effectiveness of the IT tools selected to meet presentation needs

Unit content

1 Select and use software applications to meet needs and solve problems

Software applications: definition and types, e.g. word processing, spreadsheet, databases; purpose, e.g. for presentations, graphics, email; audio and video software; using software to open and close applications, switch between applications to

Meet needs and solve problems: format of information, e.g. text, numbers, images, sound, graphics and data records

2 Enter, develop and format different types of information to suit its meaning and purpose

Organise information: headings; lists; tables; templates; sort; charts and graphs; records; simple calculations

Formatting different types: text, e.g. bullets, numbering, alignment, tabs, line spacing, colour, font, style, size; simple tables, numbers, e.g. currency, percentages, number of decimal places; images, e.g. size, position

Editing techniques for different types of information: e.g. insert, delete, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position

Combine different types of information: combine, e.g. insert, size and position; types of information, e.g. images with text, e.g. photo and captions; presentation with audio and/or video; numbers with charts and graphs

Page layout: size; orientation, e.g. portrait, landscape; margins, page numbering, date and time.

3 Present information in ways that are fit for purpose and audience

Presenting information: proofreading and checking spelling, grammar, figures, calculations, print preview

Types of information: purpose and suitability of different types to meet audience requirements, e.g. letter, report, multimedia presentation

4 Make effective use of IT tools and facilities to present information

Using tools and facilities: purpose, e.g. to review and modify work, to produce drafts; review effectiveness of IT tools, e.g. ease of use, accuracy, cost and quality; provide feedback

Further information for tutors and assessors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software, as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. Where possible a holistic approach to teaching is suggested. However, this unit is task based and could prove difficult to achieve over one set context.

Learners should have opportunities to practise their editing and formatting skills to produce appropriate, straightforward or routine documents. A variety of scenarios should be provided. At this level an activity will typically be 'straightforward or routine' because:

- the task or context need will be familiar and involve few factors (for example, time available, audience needs, message, structure);
- the input and output of information will be predetermined by the person supervising the task; and
- the techniques used will be familiar or commonly undertaken.

Tutors should encourage learners to research a range of different types of information including letters, reports, presentations, web pages, information sheets, posters. Learners should examine the purpose of these documents and how they are presented.

Learners need to understand that an integral part of producing effective documents is being able to review and adjust the content and presentation of the documents. They will achieve this by using a combination of in-built tools and techniques such as cut and paste, drag and drop, spelling and grammar checkers. They must also develop the habit of always proofreading their work and visually checking the presentation of the documents. Tutors should encourage learners to produce well-structured and appropriately styled documents that communicate effectively and are fit for purpose, and to check their work for accuracy, spelling and grammar.

Assessment

It is envisaged that this unit be taught through various topic areas of interest to the learners. Learners who use their IT skills directly in their day-to-day work can demonstrate their skills whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate knowledge and skills. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work where necessary. Evidence can also take the form of observations, class discussions, peer assessment and written work.

It is advised that a log of evidence recorded against each assessment criterion is kept by the learners. Learners will need to meet all of the assessment criteria.

For learning outcome 1, learners need to show evidence that they understand the different types of software applications which can be used to meet at least three different information needs. Discussions with tutors/line managers or written accounts can be the source of evidence.

For learning outcome 2, learners should demonstrate using software tools to edit and format at least three different types of information, using appropriate page layouts. This evidence should include at least one example of combining information from different sources for an identified need. Templates can be used to present the combined information. Recorded one-to-one discussions, including question and answer sessions with the tutor/line manager to show understanding of using editing techniques to suit the purpose of the information, could be used as evidence.

For learning outcome 3, learners need to demonstrate using software tools and techniques to format and present at least three different documents, ensuring these are accurate and presented using accepted conventions. Evidence produced in learning outcome 2 could be used.

For learning outcome 4, learners must review the effectiveness of the software tools they have used in terms of ease of use, quality, and presentation of information. This review can be evidenced through discussion with the tutor/line manager.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
The Internet and World Wide Web	IT Communication Fundamentals	IT Communication Fundamentals
Word Processing Software		

Essential resources

Learners will need access to appropriate word processing, spreadsheet and graphical application software, as well as multimedia software such as presentation software with audio or video tools. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content. Learners should also be given access to pre-prepared templates, tables and forms.

Suggested resources

Websites

www.microsoft.com

Search for 'Digital Literacy' – this teaches generic ICT skills and concepts, and features screen shots and simulations from different systems and ability levels to illustrate and provide hands-on examples for students

www.bbc.co.uk/education

Links to Bitesize with activities and quizzes on word processing at different ability levels

Unit 44: Literacy for the Workplace

Unit reference number: A/508/3463

Level: 1

Guided learning: 10

Unit introduction

Everyone needs the essential skills of reading, writing, speaking and listening so that they can be confident, effective and independent in life and at work. All age groups need literacy skills so that they are able to participate and progress in education, training and employment.

This unit begins to build your confidence, so that you can understand short, straightforward, work-related text. You will learn to write text using the correct language and checking it for accuracy. This unit will also prepare you to communicate effectively using listening, speaking and conversation skills for the workplace and prepare you for further learning, for example in Functional Skills English and/or GCSE English.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to read and understand a range of work-related text	1.1 Summarise key messages from two work-related policies 1.2 Follow written health and safety procedures to demonstrate understanding
2 Be able to write structured work-related texts to share information	2.1 Write texts for two different work-related contexts 2.2 Demonstrate proof reading of work related texts
3 Be able to communicate various work-related topics effectively	3.1 Demonstrate contribution to discussions on specific work-related topics 3.2 Participate in work-related telephone conversations

Unit content

1 Be able to read and understand a range of work-related text

Types of work-related text: instructions, job descriptions, policies, procedures, directions, information, newsletter articles, work blogs, descriptions, guidance

Summarise: present the key points logically and accurately

Health and safety procedures: fire evacuation; manual handling; equipment instructions; food hygiene; appropriate PPE

2 Be able to write text about work-related issues using correct language

Logical sequence: start, middle, conclusion

Basic grammatical structures: appropriate verb tense, subject-verb agreement

Simple sentences: basic sentences with a subject a verb and a completed thought

Compound sentences: a sentence made up of two independent clauses connected by one of the following – for, and, nor, but, or, yet, so, when, as

Punctuation: capital letters, full stops, question marks, commas in lists, exclamation marks

Spelling: common words, look up unfamiliar words in a dictionary; use a spellchecker intelligently, proofreading

Accuracy: look for grammatical mistakes, ensure the sentence structure is correct, check for spelling mistakes, check details in the text for accuracy

Sense: assess whether writing makes sense, information intention is clear, check that unfamiliar words are correct

3 Be able to communicate various work-related topics effectively

Responding to questions: verbal acknowledgement, offering an answer or an opinion about the question asked, asking further questions to seek increased understanding

Questions: open questions, e.g. why, where; closed questions giving one-word answers

Own ideas on specific topics: consider own initial thoughts, find information out about the topic, research the views of others, and develop coherent ideas about the topic

Present ideas: clear points that convey ideas about the topic, logical order of presentation, bring points together to create a clear opinion about the topic

Constructive feedback: feedback as part of a discussion, use active listening to make feedback relevant to topic, say why you agree or don't agree with points made, positive feedback

Demonstrating understanding in a telephone conversation: verbal acknowledgement, asking questions, 'echoing' to display active listening

Further information for tutors and assessors

Delivery

Learners should be given access to a range of work-related texts, for example policies, information booklets. To support and encourage learners to scan and speed-read text they could highlight identified key words in three separate texts. They could find key sentences in the texts that use another set of key words.

Learners can be given basic language and grammar crib sheets and examples of accurate, well-written text from the workplace, for example advertising copy. The tutor should then work with learners to highlight why these texts are useful and identify the language devices they adopt.

The tutor can instigate role-play exercises using work-related text and ask learners to read it and note the frequency of key language devices, for example paragraphs. This will help learners to identify the style and tone of the texts and to note differences or similarities in workplace writing. To raise awareness of the importance of paragraphing and logical sequencing, learners can be given a simple work-related piece of text that has been 'cut up', with paragraphs moved out of sequence. Learners then reconstruct the text by re-ordering it into a logical sequence, the correct text should be provided for comparison.

To make learners aware of effective formal writing, the tutor should explain how the use of compound sentences and clauses can have a profound effect on the tone of the text and the outcomes for the audience. Learners could look at examples of letters of application, written in simple sentences. The tutor could then give learners connectives to help improve the writing.

Learners can be given text containing grammatical errors and incorrect punctuation. The tutor then shows learners how to highlight and correct text for errors. The tutor should discuss the implications, for both the writer and the audience, of poorly-written text. Learners can look at examples of well-constructed writing in the workplace and spot the difference between poorly-written and well-constructed text.

Learners may need help and support with speaking and listening, as some learners lack confidence when speaking to others. The tutor will need to ensure that learners have opportunities to express themselves in an environment that both challenges and supports them. Learners can be given a framework of key speaking and listening suggestions and the tutor can then develop the framework by giving learners an introductory question and answer session. To prepare for a discussion on workplace issues, learners can carry out research on the various job roles and responsibilities in the workplace. The tutor could then give learners written resources from a list of specified organisations, for example the local hospital, with examples of typical workplace discussions such as reporting progress of a project or exercise. Each learner is then given a job role or work-related aspect of the role and given guidance on how to summarise its key elements. The tutor could video learners taking part in a group discussion and use the recording to point out body language errors, for example being distracted when someone is talking. This exercise is also useful as a way to spot the quieter learner.

The tutor can give learners a list of language devices needed for verbal communication. It can include key conversational phrases, such as 'Good afternoon, thank you for calling. How can I help you?' The tutor could video learners as they respond to the workplace scenario which could be a telephone conversation, meeting a client for the first time, chairing a meeting or responding to instruction from a colleague. Learners can evaluate the body language, tone of voice and communication skills they use in the scenario.

Assessment

For learning outcome 1, to show their ability to read and understand a range of work-related text, learners should review two formal work-related policies (one of which could be a health and safety policy), and summarise the key messages. The summary can be verbal or written. If the summary is verbal, evidence must be available for internal and external verification purposes. Learners must then produce a practical demonstration of understanding written health and safety-related procedures (this could be one of the two work-related policies that they reviewed for 1.1, but could be different). This should be recorded and accompanied by a detailed observation record that explains how the criterion has been achieved.

For learning outcome 2, learners should write texts for at least two different work-related contexts. The centre should suggest potential readers, for example employers, work colleagues or customers. The texts can be in a range of different formats, for example email print-out, A4 leaflet, letter of application or booklet. A word limit should be given to indicate the amount of text required. If learners use IT to write their text, for example producing a Word document, they must authenticate the work as their own. This work should be produced without the use of electronic spelling and grammar checks. Learners should be able to identify and correct the errors accurately to produce a final version of the text.

For the assessment of learning outcome 3, learners should demonstrate their active participation in at least two work-related discussions on different topics involving more than one person. Learners should use active listening, speaking and questioning skills, and should respond to questions on at least two different work-related topics. They should be able to answer questions using their knowledge of at least two different work-related topics. They should demonstrate their ability to construct a meaningful answer that communicates their thoughts effectively. Learners should also demonstrate their ability to present coherently the information they have gathered and the opinions they have formed about the topic. Learners should give constructive feedback to others involved in the discussion, both to praise them for the good points they have made and to justify why they disagree with other points made. Learners also need to participate in at least two telephone conversations, which can be with their tutor or assessor or recorded as part of normal work practices. Learners should demonstrate their listening and understanding skills during the conversations.

Essential resources

There are no special resources for this unit but learners must have access to real workplace documents.

Where learners are being videoed taking part in discussions and telephone conversation exercises video technology and telephone equipment should be available.

Suggested resources

Websites

www.excellencegateway.org.uk

The Excellence Gateway is the Education and Training Foundation's resources portal and provides online access to an unrivalled breadth of resources for everyone working in the wider learning and skills sector in England

www.sabes.org

The System for Basic Education Support provides teaching support strategies for the teaching of a range of basic skills

www.teachit.co.uk

Provides a range of teaching resources for the development of English techniques

www.traineeship-staff-support.co.uk

A site developed to support the delivery of traineeship teaching resources, including case studies and engaging resources to support the development of English/Literacy

Unit 45: Numeracy for the Workplace

Unit reference number: L/508/3466

Level: 1

Guided learning: 10

Unit introduction

Everyone needs to be able to use numbers confidently in the workplace. We must be able to add and subtract and read information from different types of chart. In some work situations, employees will need to be able to weigh and measure accurately to carry out their job successfully. This unit will give you the opportunity to practise these skills, gain confidence and then demonstrate your skills through practical, work-related numerical problems.

This will prepare you for further learning, for example in Functional Skills mathematics and/or GCSE mathematics.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Make calculations to solve problems in work-related situations	1.1 Solve work-related numerical problems of two and three digits, using a suitable process 1.2 Estimate the answer to a problem before working it out
2 Calculate measurements to solve work-related problems	2.1 Use measurement to calculate the dimensions of a work-related object 2.2 Use scales and measures to accurately collect data on a number of work-related items
3 Use gathered work-related data	3.1 Display accurate work-related data in using a range of charts 3.2 Explain work-related information using gathered data 3.3 Use information from gathered data to answer questions

Unit content

1 Make calculations to solve problems in work-related situations

Work-related: actual or scenarios of work-related problems relevant to the learner

Most suitable process to solve numerical problems of two and three digits: addition, subtraction, multiplication or division, estimation of answer before working out

2 Calculate measurements to solve work-related problems

Dimensions: length, perimeter, surface area, volume

Collect data: weight, temperature, length, mass, volume

3 Use gathered work-related data

Display data: bar chart, line chart, pie-chart, pictogram

Explain and use data to answer questions: interpret data; make conclusions based on data change, e.g. collect data within a café on customer satisfaction and provide simple interpretation of the results

Further information for tutors and assessors

Delivery

This unit requires learners to practise arithmetic. Before tackling work-related problems, learners will need to be confident in carrying out the arithmetic operations of addition and subtraction with whole numbers up to 100.

Once learners are confident at carrying out these arithmetic operations then the same types of calculations must be presented within simple work-based contexts. Learners could be asked to write simple problems of their own for others to work on. Dependent upon the nature of the cohort, learners may be fearful of mathematics, but presenting topics from a work-based perspective may add a relevance that may overcome these anxieties.

Learners need to be encouraged to think about the problem and decide whether they need to add, subtract, multiply or divide the numbers in order to solve the problem. Learners should be asked to first write down the sum, then find an estimate for the answer and finally to work out the accurate answer. As many different work-related contexts as possible should be used.

Tutors should ensure that learners appreciate the difference between perimeter, area and volume within a work-related context. Learners could be asked to give examples of the use of these terms. It would be useful for learners to investigate their own workspaces in groups, identifying when these measures are used practically, before carrying out simple calculations.

Learners need to gain some practical experience of measuring to collect data. Weights should be given in kilograms or grams and temperature in Celsius. Learners should be reminded to consider the appropriateness of their answer each time and try to make their own estimates before the accurate results are found.

It is essential that learners gain experience in collecting their own data. This can initially take place in the learning environment with learners collecting data from each other. Contexts can be simple to start with, for example favourite sport, number of siblings etc. The tutor should introduce learners to the concept of using tallies to collect data, using the gate method, and explaining that this makes it easier to count up data. Learners could be given already-complete data-collection sheets to fill in the totals from the tallies. Data-collection sheets should be used with columns for the data, tally and total. Learners will need practise in designing data-collection sheets. Once data has been collected, the discussion should move to decide how to best display the data. Learners will need practice in drawing bar and/or line charts. They should practise by drawing some for the data that they have already collected. Once charts have been drawn they could be used to answer questions from the tutor.

Assessment

For learning outcome 1, learners must consider two work-related numerical problems involving figures of two and three digits, choosing suitable processes to solve the problems, for example addition then subtraction. They should estimate the answer before the calculation to check appropriateness. This should be presented in a logical and clear fashion showing working and a conclusion based upon the answer.

For learning outcome 2, to demonstrate being able to use measurements to solve work-related problems, learners should take a range of measurements to tackle two common work-related problems. These need to include calculations of length, perimeter, surface area and volume. These problems can be identified by learners,

employers or suggested by the tutor. The measurements required should be numbers with no more than two decimal places, and should include measurements of weight, temperature, length, mass and volume. Learners must provide at least two correctly worked examples.

For learning outcome 3, learners can use data from learning outcome 2 or collect more data that will allow for display in a suitable graphical format. Learners should present the data accurately in a bar chart, line chart, pie chart and pictogram and should explain the information shown. The trends shown by the data collected should be discussed by the learner, with responses given to at least two questions posed by the tutor or line manager. If centres use evidence produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Managing Your Own Money	Managing Own Money	Managing Your Own Money

Essential resources

There are no special resources for this unit but learners must have access to real workplace resources.

Suggested resources

Websites

www.excellencegateway.org.uk

The Excellence Gateway is the Education and Training Foundation's resources portal and provides online access to an unrivalled breadth of resources for everyone working in the wider learning and skills sector in England

www.sabes.org

The System for Basic Education Support provides teaching support strategies for the teaching of a range of basic skills

www.teachit.co.uk

Provides a range of teaching resources for the development of mathematical techniques

www.traineeship-staff-support.co.uk

A site developed to support the delivery of traineeship teaching resources, including case studies and engaging resources to support the development of Maths/Numeracy

Unit 46: Personal Behaviour for Success

Unit reference number: H/504/3362

Level: 1

Guided learning: 30

Unit introduction

In this unit you will learn how your own behaviour affects personal success through exploring its impact on a range of different work-related situations.

You will learn about factors that affect your behaviour and how to respond to different situations. You will have the opportunity to identify and develop the personal skills and qualities needed for success by examining different codes of behaviour, and how verbal and non-verbal communication and dress can influence those around you. This will help you to develop techniques for managing behaviour in a variety of situations. You will also gain an understanding of how your behaviour and other factors contribute to personal success and support progression into sustainable employment.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand how different factors affect behaviour	1.1 Identify different situations where behaviour changes 1.2 Explain why behaviour changes in different situations
2 Know how different codes of behaviour influence different situations	2.1 Describe how verbal communication can be used in different situations 2.2 Describe how body language can influence situations 2.3 Describe how dress codes influence situations
3 Know strategies to use to manage behaviour in different situations	3.1 Compare different strategies for managing behaviour 3.2 Identify techniques to manage behaviour in different situations
4 Be able to manage own behaviour in given situations	4.1 Use techniques to manage own behaviour in given situations 4.2 Use techniques to respond to behaviour in others in given situations
5 Know how personal behaviour affects personal success	5.1 Identify factors that contribute to personal success 5.2 Describe how personal behaviour affects personal success

Unit content

1 Understand how different factors affect behaviour

Behaviour: definition of behaviour; factors which influence behaviour, e.g. confidence, familiarity, environment; expected behaviour in different situations, e.g. social, workplace, family; factors involved, e.g. conventions, manners

Triggers affecting behaviour changes: other people's behaviour; encouragement, feelings or mood; personal circumstances; physical influences, e.g. tired, ill; sequence of events; pressures; desire, need, incentive

2 Know how different codes of behaviour influence different situations

Verbal communication: face-to-face, using the phone in formal and informal situations; listening skills, e.g. taking messages, listening quietly, listening for meaning; speaking skills, e.g. clarity, volume, tone of voice, urgency, getting the message across

Body language: clues to a person's attitude, state of mind, e.g. aggression, attentiveness, boredom, relaxed state; positive and negative signals, e.g. stance, posture, facial expression; eye contact; mirroring; gestures; movement; personal space; touch, e.g. appropriate, inappropriate; unintentional gestures such as rubbing an eye, touching chin, sitting forward

Dress codes: importance of personal presentation, e.g. appropriate dress code for the situation, for health, hygiene and safety reasons (PPE)

3 Know strategies to use to manage behaviour in different situations

Behaviour in different situations: types of positive and negative behaviours for social, family or work-related situations, e.g. attitude, focus and enthusiasm, rudeness

Strategies: long-term plan of action, e.g. goal setting, asking for help, managing emotions, modelling behaviour

Techniques: skills used, e.g. group support, pausing; self-management, e.g. self-awareness, honesty, time management; handling stress; agreeing goals; cooperation; awareness of others' behaviour and responding appropriately, e.g. noticing others, noticing changes; respecting others' feelings and space

4 Be able to manage own behaviour in given situations

Demonstrating behaviours and self-management in a range of scenarios: showing positive and negative aspects of behaviour, e.g. motivation, encouragement, politeness, enthusiasm; demonstrating positive attitude; being honest; taking responsibility; showing initiative; being able to deal with praise, criticism or conflict; demonstrating self-management; responding to others' behaviour, e.g. by showing respect, listening to their ideas and opinions, consideration for others' feelings

5 Know how personal behaviour affects personal success

Factors that affect personal success: how personal success is measured, e.g. achieving goals, getting a job, popularity with others; factors that affect behaviour, e.g. motivation levels, attitude, communication skills; importance of demonstrating expected behaviours to meet workplace standard, e.g. dress code, enthusiasm, punctuality; organisation skills; self-esteem

Further information for tutors and assessors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. Where learners have undertaken work experience it is likely they will be familiar with the behaviours listed in the unit, as these are the expected workplace standard.

For learning outcome 1, learners could discuss the types of behaviours they might observe and those that are likely to change between different situations. They could produce a list, find or draw pictorial representations of situations and allocate likely behaviours to the situations identified, using YouTube or video clips. A game of 'consequences' would be a useful way for learners to begin to explain changes in behaviour given different factors and triggers. Learners could explore possible circumstances surrounding an activity such as travelling to work. They could then move on to consider the effects on behaviour of unexpected changes such as transport delays or lateness.

For learning outcome 2, learners could be given a range of situations for role play in which different approaches to face-to-face communication are required. These could include taking telephone and other verbal messages for family members and at work, or dealing with customer enquiries and complaints. Video clips may provide useful stimuli for discussion. Note-taking skills will be helpful and templates can be provided. Activities to demonstrate the importance of body language could include a series of role plays or mime games, and learners may partake in exercises to demonstrate the importance of eye contact, mirroring, gestures and signals. Learners could prepare an illustrated 'what not to wear' guide or video clip. Alternatively, they could produce a collage-style workbook with images that reflect a variety of appropriate dress against a range of job roles.

For learning outcomes 3 and 4, learners could choose a number of situations to illustrate positive and negative behaviour using video and other recorded material. Learners should choose a range of situations relevant to them and identify appropriate techniques for managing the situations effectively. Realistic contexts are important in order to allow learners to practise individual responses to challenges, so group work and peer appraisal will be helpful. Learners will need some awareness of what 'makes them tick' and could complete a questionnaire or quiz about their aptitudes and personal qualities. They should also begin to consider how and when these aptitudes and personal qualities would be useful in gaining employment.

For learning outcome 5, learners could discuss the factors that motivate them and give them confidence. Scenarios could include acting as a receptionist, providing refreshments for an event, planning a party, showing a visitor around college, a house or the workplace, or taking notes at a meeting. Learners could refer to the strengths and weaknesses of their performance and draw up a list of their skills and qualities, which could refer to experiences from the other learning outcomes. Exemplar job descriptions, which could be found on the internet or at Jobcentre Plus, will also provide ideas.

Assessment

This unit could be assessed in the workplace or in a classroom environment. To achieve the assessment requirements for this unit assessors could consider different forms of evidence.

For learning outcome 1, evidence could be presented either as written tasks such as a leaflet or poster, or through one-to-one discussions including question and answer sessions with the tutor/line manager. Learners should identify at least four different situations where behaviour changes, giving reasons for the change for at least two of the situations, one of which should be work-related.

For learning outcome 2, learners will need to describe how to use verbal communication skills in at least two different situations, such as taking and passing on messages, following verbal instructions, or responding to simple queries. Learners will also need to describe how at least two different situations can be influenced by body language, and describe how dress codes can influence at least two different situations, one of which should be a work-related situation. Evidence could take the form of one-to-one discussions including question and answer sessions with the tutor/line manager, supported by observations of learner role play. All observations should be recorded, preferably with a video recording, supported with witness statements or through using photographs and captions, together with a learner account of the scenario.

For learning outcome 3, learners should compare at least two strategies for managing behaviour and show which was the more effective. Evidence should include an outline of two techniques they could use in response to other peoples' behaviour towards them in different situations, one of which should be work-related. This evidence could be in written format such as a reference document, or in the form of a discussion with the tutor/line manager. Evidence for this learning outcome can be used as a basis for learning outcome 4.

For learning outcome 4, learners will need to be observed in at least two given situations to demonstrate how they would manage their behaviour. Evidence should be produced to show positive reactions to at least two different challenging situations, with one being work-related, clearly demonstrating how they would modify their behaviour in response to the context. Learners also need to be observed in at least two further situations that require a response to the behaviour of others. The behaviour of other people should be clearly identified and a range of techniques considered, identifying which is most effective. Evidence should show positive reactions to at least two different situations involving challenging behaviour from other people, with one being work-related. This may be recorded in a variety of ways, perhaps via a journal, diary, video diary or witness statements.

For learning outcome 5, learners should identify at least two factors that contribute to their personal success in a variety of situations. This could be evidenced through keeping a log of what they have identified and their thoughts and experiences that will form a basis for reflection. Learners should describe at least ten skills and qualities they possess which will help them move into sustainable employment. Learners could share their broader experiences and findings with the group, via a short presentation.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Skills and Qualities for Employability		Reviewing and Improving own Performance
		Qualities and Transferable Skills for Work

Essential resources

There are no special resources required for this unit.

Suggested reading/resources

Websites

www.worketiquette.co.uk

Information on how to behave at work with topics covering relationships and communication, and resources including case studies, questionnaires, and 'ask the experts'

www.youtube.com

Video clips of positive and negative behaviours

Unit 47:

Supporting Employability and Personal Effectiveness

Unit reference no: K/600/8641

Level: 1

Guided learning: 50

Unit introduction

The aim of this unit is for you to develop your employability and personal effectiveness skills through involvement in a group project. You will think about the skills demonstrated and what you have achieved throughout the unit and plan ways to further your development.

Working on projects within teams gives you the opportunity to develop personal potential, skills and self-confidence. Lack of self-confidence can be a barrier to gaining initial employment and this unit aims to develop this aspect of employability. Employability, social skills and team working are the skills that employers value, to show that you can operate effectively in the workplace. Completing this unit gives you the opportunity to experience, develop and improve these skills, gaining the confidence to go into employment or seek new opportunities for engagement in the community.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to use effective communication skills	1.1 Demonstrate the ability to listen to others 1.2 Communicate appropriately with others
2 Be able to make a positive contribution within a team	2.1 Contribute ideas and suggestions to the group project 2.2 Show discussion skills within the group 2.3 Be reliable during the realisation of group work 2.4 Demonstrate collaborative team working skills
3 Be able to demonstrate employability skills in a group project	3.1 Demonstrate task management skills 3.2 Show flexibility when dealing with problems or changes in circumstances 3.3 Complete assigned tasks within given timescales 3.4 Show time management skills
4 Know how to reflect on personal effectiveness skills and qualities for employability developed in the context of a group project	4.1 Describe own personal effectiveness skills and qualities demonstrated 4.2 Identify personal effectiveness skills and qualities needed for own development for employability 4.3 Plan ways to develop own personal effectiveness skills and qualities for employability

Unit content

1 Use effective communication skills

Listening skills: active listening, e.g. appropriate facial gestures; reflecting and paraphrasing, e.g. summing up what has been said

Communication skills: verbal communication e.g. clarity, tone, use of register; non-verbal communication, e.g. open body language; written communication e.g. minutes; adapting communication for different situations, e.g. formal, informal; self-expression; listening; discussing

2 Make a positive contribution within a team

Skills for team work: willingness to participate; reliability; honesty; co-operation; positive attitude; confidence in own work and abilities; initiate ideas; respond to the ideas of others; willingness to try new ideas and skills; ability to make a compromise; ability to engage in constructive discussion; ability to give and receive feedback; observe safe working practices

Collaborative team work: establishing positive working relationships; respect for others; awareness of boundaries; support and encourage others; value others' contributions; accept group decisions

3 Demonstrate employability skills in a group project

Task management: have clear aims; plan tasks; follow instructions; manage deadlines; monitor progress

Problem solving: identify problems; seek advice or help; make informed choices; demonstrate flexibility; demonstrate willingness to engage in a task new to the learner; overcome challenges; adapt plans; renegotiate deadlines

4 Know how to reflect on personal effectiveness skills and qualities for employability developed in the context of a group project

Skills and qualities for employability: positive attitude to work; effective communication skills; punctuality; personal presentation skills; reliability; safe working; responsibility; flexibility; meeting deadlines; responding to instructions and supervision, accepting positive criticism

Reflection: skills achieved/progressed; skills to improve; use of personal records of progress; tools for self-assessment/self-evaluation; use of feedback; goal setting and individual action plan

Further information for tutors and assessors

Delivery

This unit should be delivered through a project that encourages the development of personal skills and qualities, supports learning in managing relationships, keeps learners focussed on the task in hand and develops work-readiness skills.

It is important to deliver a project that will engage and motivate learners, giving them a chance to develop skills in working together, and also to recognise their own individual strengths. The project selected will need to have a tangible end goal which provides learners with the opportunity to try an appropriate new experience or develops their skills in a meaningful way, encouraging personal ownership and a sense of belonging to the group. Building in opportunities for success early in the project will develop self-confidence and encourage learner engagement. Such opportunities could include milestones for the completion of tasks or work-in-progress showings. The emphasis of the unit is on allowing learners to be made aware of the importance of reflection on and evaluation of their participation in the project as a tool to develop generic employability skills. This needs to be made clear at the beginning of the unit, with appropriate opportunities provided to enable this to happen. Reflection may be unfamiliar to them, and as such the role of the tutor in recognising and encouraging the development of the learner's employability skills through appropriate feedback is crucial.

Time may need to be put aside at the end of each session for learners to record their thoughts and use self-assessment/evaluation tools. It is important that learners reflect in a way that is best for them. For some learners this may be a group and/or individual discussion which is recorded visually, through audio or through a witness statement by the appropriate member of staff, a logbook or diary, recorded or videoed log, an annotated series of paintings, drawings, poems, lyrics, evidenced rehearsals/rehearsal planning etc. Tutorials will provide opportunity for individual feedback and allow learners to verbalise their thoughts and identify goals. A useful mechanism for this would be to provide careers development opportunities where learners can explore employment possibilities and how these could be achieved.

Assessment

Assessment evidence will be accumulated throughout the project. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once. For instance, using the example of an arts project, assessment opportunities may occur at times such as post-rehearsal discussions, production meetings, band meetings and tutorials.

Learners will need to be assessed against the assessment criteria at key points in the project, their final assessment occurring when they are ready to pass the criteria. Depending on the standard of learners, in some cases this may happen relatively quickly, but in other cases several projects may be necessary for learners to develop sufficiently. It is important that learners understand that they will be assessed on employability skills through engaging with the project, and that the project is a vehicle to enable this to occur. A high quality project which successfully engages learners is crucial in order to allow their employability skills the chance to develop.

Evidence may be presented in a variety of ways, including observations of group discussions and learner activities supported by a witness statement from the tutor, learner logbooks, self-rating questionnaires, portfolios of learner work and evidence of tutorials.

For learning outcome 1, the communication skills used by learners may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed through witness testimonies, peer group assessment or by the tutor. Documentation will need to be retained for internal and external verification. Learners will need to show their ability to listen actively to others on more than one occasion. Evidence of active listening with the use of appropriate body language will need to be demonstrated. Learners must be able to read, speak, listen and write clearly in the context of group work. Appropriate tone and register will need to be used.

The evidence for learning outcomes 2 and 3 could be supported by tutor observation and/or one-to-one discussions with the tutor. This should support other assessment methods such as self-assessment checklists or a logbook where learners record the contribution they made as a team member, how they managed the tasks and how they achieved outcomes. If discussions are used as an assessment method, it is important that documentation is retained for internal and external verification.

Learning outcome 4 may be assessed through one-to-one discussions with the tutor. If a logbook or checklists have been used as evidence for other learning outcomes these could be used as a basis for discussion. If discussions are used as an assessment method, it is important that documentation is retained for internal and external verification. Supporting evidence such as a video diary, an audio recording, a portfolio of art work with annotated paintings, poems, short stories, sketches and notes may be used.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Developing Resilience for Work	Developing Resilience for Work
Skills and Qualities for Employability		Qualities and Transferable Skills for Work

Essential resources

There are no special resources required for this unit.

Textbooks

Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Macmillan, 2010) ISBN 9780230250185

Hind, D and Moss, S – *Employability Skills* (Business Education Publishers, 2005) ISBN 9781901888409

Patton A – *Work that Matters: The Teacher's guide to Project-based Learning* (Paul Hamlyn Foundation, 2012) ISBN 9781905500079

Trought F – *Brilliant Employability Skills: How to Stand Out from the Crowd* (Pearson Education Limited, 2012) ISBN 9780273749936

Vonada SJ and Brunner J – *BEST: Basic Employability Skills* (CreateSpace Independent Publishing Platform, 2012) ISBN 9781467905442

Websites

www.barclayslifefskills.com

Barclays sponsored site that contains resources and videos to develop employability

www.cominofoundation.org.uk

The Foundation looks for better ways of developing young people's capabilities, their capacity and desire to make things happen – their zest and appetite to learn, to create, to change things for the better, for themselves and others. It encourages and supports innovative ventures designed to enable people to function effectively and to thrive. The website offers a variety of case studies that can provide useful starting points for projects

www.educationendowmentfoundation.org.uk

Working together with the innovation unit of the DfE, this site hosts a repository of successful project cases studies

www.open.ac.uk

Open University: Employability Skills Careers advisory service offers useful videos and support materials to highlight employability concepts

Unit 48: Personal Presentation for the Workplace

Unit reference number Y/508/3471

Level: 1

Guided learning: 15

Unit introduction

In this unit you will learn about the importance of personal presentation and how this provides a positive first impression of self and the organisation.

In this unit you will explore the personal presentation requirements for different types of workplaces, including dress, personal hygiene, attitudes, behaviours and body language, and the effects on others when these are inappropriate.

Learners will also develop the practical skills required to present themselves in line with workplace requirements.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the requirements for personal presentation for the workplace	1.1 Outline why personal presentation is important for the workplace 1.2 Identify effects of appropriate and inappropriate personal presentation in the workplace
2 Know how requirements for personal presentation vary across different types of workplace	2.1 List personal presentation requirements for different types of workplace 2.2 Explain why expected requirements for personal presentation vary across different types of workplace
3 Be able to demonstrate personal presentation in line with workplace requirements	3.1 Adhere to dress codes in line with workplace requirements 3.2 Follow workplace requirements for own hygiene and cleanliness 3.3 Demonstrate attitudes and behaviours at work in line with organisational policy

Unit content

1 Know the requirements for personal presentation for the workplace

Personal presentation: importance for workplace, e.g. presenting a good impression of self to others, representing company/products; meeting organisational/legal requirements; effects of inappropriate presentation, e.g. creating a bad impression for colleagues and customers, damage to reputation of business, safety and hygiene issues

2 Know how requirements for personal presentation vary across different types of workplace

Requirements: to do the job effectively in different types of workplaces, e.g. retail, hospitality, care, customer service; meeting health and safety and organisational/legal reasons in different types of workplace, e.g. appropriate clothing for job role, personal hygiene, personal protective equipment (PPE); positive and negative attitudes, behaviours and body language

3 Know how to present self appropriately for the workplace

Dress codes: complying with organisational policies and requirements; deciding which clothes to wear; meeting health and safety requirements; to be able to do the job properly

Hygiene and cleanliness: complying with organisational policies and requirements; being clean and tidy, e.g. hair tied back, clean nails; cover cuts or wounds; report personal illness to appropriate person

Attitudes and behaviours: good timekeeping; offering assistance; being attentive; displaying appropriate body language; using appropriate language; good manners; knowledge of products and services

Further information for tutors and assessors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. Where learners have undertaken work experience it is likely that the personal presentation skills listed in the unit will be familiar to them, as these are the standards required in the workplace.

For learning outcome 1, learners can be reminded of the need to establish a good first impression and how it can be achieved through personal presentation by having a good positive attitude and showing appropriate behaviour. Discussions between the learner and their line manager/tutor or another appropriate person familiar to the learner would help them to develop an awareness of their responsibilities to themselves and others in the workplace, for example, responsibility for grooming, and positive body language. Discussions should also include the effects on self and others of inappropriate presentation.

For learning outcome 2, tutors/line managers could provide copies of organisational procedures relating to personal presentation requirements for different types of organisation as appropriate. For example, the school or college procedures for staff and/or learners relating to personal presentation (or, if in the workplace, copies of relevant procedures for that workplace). Tutors could provide activities for learners to match personal presentation requirements with different job roles followed by discussions on why personal presentation requirements can vary according to the type of workplace. Learners can use examples from their own experiences.

Learning outcome 3 could be delivered in a variety of ways, with learners presenting themselves appropriately for the workplace and discussing the reasons why appropriate presentation is important. If in a work situation, learners could carry out their normal daily activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario such as a practise interview that enables them to demonstrate personal presentation skills within the workplace.

Tutors/line managers could use the organisational procedures from the learner's school, workplace, college or other place of training, provided the procedures address matters of attitude and behaviour.

Assessment

To achieve the assessment requirements for this unit assessors should consider different forms of evidence.

For learning outcome 1, evidence could be presented as either written tasks such as a leaflet or poster, or through one-to-one discussions including question and answer sessions with the tutor/line manager. Learners should give two reasons why personal presentation is important in the workplace, and two examples of the effects of what would be deemed appropriate personal presentation in a selected area of work. At least two relevant examples of the effects of inappropriate personal presentation for a specified job role should be given. These examples could be from learners' own experiences to illustrate their understanding, either in the workplace or as a customer.

For learning outcome 2, learners must provide information about appropriate personal presentation requirements for three different workplaces. What is deemed 'appropriate' will differ from one workplace to another, depending on the nature of the job. Learners should give two reasons why personal presentation requirements are different for two different types of workplace, supporting this with relevant examples.

For learning outcome 3, learners need to present themselves appropriately for the workplace, in line with workplace requirements. This could be achieved in an appropriate simulation or in work placement, evidenced by a witness statement completed by the work placement supervisor or evidenced by a tutor observation record. Regardless of the workplace setting, learners should have paid attention to the dress code for the workplace, and their personal hygiene and cleanliness and must demonstrate compliance with these during their daily work activities and tasks. Learners must demonstrate positive attitudes and behaviours in line with organisational policy when carrying out work activities; for example turning up to a team meeting on time, answering a routine query from a customer using positive and appropriate verbal and non-verbal communication skills or providing accurate product/service detail to a customer. While learners can seek clarification from others about organisational policies, they must know how to access the relevant sources of information and be able to demonstrate these behaviours and attitudes independently.

Where evidence is produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Conduct at Work		
Developing Personal Presentation Skills for the Workplace		Presenting a Professional Image in New Work Environments

Essential resources

There are no special resources required for the unit.

Suggested resources

Websites

www.worketiquette.co.uk

Information on how to behave at work, with topics covering relationships and communications, and resources including case studies, questionnaires, and 'ask the experts'

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about types of business and motivators	1.1 Describe different types of business 1.2 List factors that motivate different types of business
2 Know about organisational structures	2.1 Identify types of organisation structure 2.2 Describe organisational structures of different business
3 Understand employees' and employers' rights and responsibilities	3.1 Explain employees' rights at work 3.2 Explain different responsibilities of employers
4 Know how businesses make a profit	4.1 Describe how businesses make a profit

Unit content

1 Know about types of business and motivators

Businesses: sectors (private sector, public sector, voluntary organisations); types of organisations in the different sectors, e.g. sole trader, partnership, private, government departments, charities, local authorities

Factors that motivate business: e.g. recognition, profit, for charitable purposes, to provide services or goods to the public, serve the community

2 Know about organisational structures

Organisational structures: types of structure, e.g. flat, hierarchical, matrix

Business use of structure types: use of structures, e.g. flat meaning team work, no differentiation in status, flexible; hierarchical, e.g. traditional, set roles and purpose, status; matrix, e.g. people work across company

3 Understand employees' and employers' rights and responsibilities

Employer rights and responsibilities: legal responsibilities, e.g. equality and diversity, health and safety; rights, e.g. expect the employee to do the job they are employed for

Employee rights and responsibilities: rights, e.g. minimum wage, sick pay, holiday pay, maternity leave, safe working environment; responsibilities, e.g. use safety equipment, follow policies and procedures, meet requirements of employment contract

4 Know how businesses make a profit

Making a profit: income (gross, net); sources of income, e.g. sales revenue, investments; expenses, e.g. lighting, heating, rent, costs of buying or making goods for resale; profit or loss, i.e. difference between total income and total expenses; importance of keeping expenses low

Further information for tutors and assessors

Delivery

The content of this unit is suitable for individual and group exploration by learners supported by clear guidance from tutors. Centres are encouraged to provide learners with interesting and engaging ways to develop knowledge of the topics contained within this unit such as visits to local employers, creating an employee rule book or setting up a mock business to explore profit. Some learners may already have experience of work while others may not, so it is important to pitch this unit at a level appropriate to all. Learners should be encouraged to learn and use business terms and to refer to online and paper dictionaries where required.

For learning outcomes 1, 2 and 3, information on types of business, motivation, organisational structures, employees' rights at work and employers' responsibilities can be explored by learners raising these subjects with their relatives, friends, current or past employers and staff of organisations they may do or have done voluntary work with. This information can also be found in newspapers, television, websites and business studies textbooks.

Learners could be invited to work alone, in pairs or in small teams and retrieve specific information to bring back to share with the group for discussion. This information could be recorded in written answers to questionnaires or in tape recordings, website pages or newspaper articles, etc. If questionnaires are used, tutor guidance will be very important to ensure appropriate questions are asked and a suitable format provided for answers. Practicalities such as delivery and collection will also need to be considered.

For learning outcomes 2, 3 and 4 there is also potential for holistic delivery. Guest speakers from the world of business could be invited to talk on topics covered within these learning outcomes. Learners could be asked to invite their employers or ex-employers from different types of businesses or charities to come and speak to the group. The speaker could explain profit making to the group, with time for the tutor and speaker to check learners' understanding.

For learning outcome 2, tutors could use the centre's own mission statement and organisational chart. Organisation charts can also be found on websites. Learners could also pick a well-known business and research the type of business, what motivates them, organisational structures, types of job role and whether they are a profit-making or not for profit organisation.

For learning outcome 3, learners could be provided with example employment contracts and terms and conditions to familiarise themselves with their responsibilities. Learners should be introduced to specific employment legislation to gain valuable knowledge regarding their rights, as well as those of their employer. Staff from the personnel department may be willing to meet learners to talk about employers' responsibilities and employees' rights. At this level it is important to put the subject matter into a practical context, preferably relating it to experiences learners may have had as part-time employees or in a work placement, or information learners have gained from guest speakers or family.

For learning outcome 4, learners could be set group activities to calculate profit for mock businesses. Simple financial records could be provided to learners, giving them the opportunity to use appropriate numeracy skills to calculate profit.

Assessment

All delivery activities and information gathering and sharing would provide a strong foundation for meeting the assessment criteria. Assessment evidence should reflect learner understanding of the topics covered, therefore assessment methods may include written assignments or statements, presentations, discussions or question and answer sessions.

To achieve learning outcome 1, learners are required to describe the three different sectors (public, private and voluntary) outlining the main feature of each and identifying the types of organisations that would be found in each. Learners must give at least two factors that motivate the type of businesses in each of the three sectors. This learning outcome could be holistically assessed using an assignment or workbook activity, as well as through methods such as learner presentation or engaging activities such as posters or leaflets about each sector.

There is potential to achieve learning outcome 2 through holistic assessment with learning outcome 1. Learners could obtain organisational charts for each of the different types of business, which could then be used to prompt a question and answer session. Learners are required to identify at least two types of organisational structures and describe at least two key points regarding each structure for at least two types of businesses, which could be those identified in learning outcome 1.

To achieve learning outcome 3, learners need to explain at least two responsibilities an employer has towards employees. Learners are also required to explain at least two rights of an employee at work. Assessment methods may include completed workbooks on employment rights and responsibilities, assignment tasks or more practical methods such as leaflets or posters.

To achieve learning outcome 4, learners are required to describe the concept of making a profit; they must make give examples of expenses and income and must outline the basic principle of 'total revenue minus total expense equals profit.' Learners may use practical calculations to support written or oral descriptions.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity
Planning an Enterprise Activity		Planning an Enterprise Activity
Producing a Product	Producing a Product	Producing a Product

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Textbooks

DK – *How Business Works* (DK, 2015) ISBN 9780241006931

Henter, C – *Know Your Rights: Easy Employment Law for Employees* (CreateSpace Independent Publishing Platform, 2013) ISBN 9781482609516

Lee, C K – *Bookkeeping and Accounting Basics for Small Business & Home Business: Over 20 Examples of Bookkeeping and Accounting Transactions* (Calvin K Lee, 2015) ASIN B0188F47RU

Marcouse, I – *The Business Book (Big Ideas)* (DK, 2014) ISBN 9781409341260

Websites

www.acas.org.uk	Acas (Advisory, Conciliation and Arbitration Service) provides free and impartial information and advice to employers and employees on all aspects of workplace relations and employment law
www.adviceguide.org.uk	Citizens Advice information on employment rights
www.bbc.co.uk	BBC Bitesize: Business Studies – Aims and Organisation, Environment, Motivation
www.gov.uk	Government web pages providing practical advice for business and information regarding all aspects of employment information, including current legislation
www.worksmart.org.uk	Health and safety law for business

Unit 50: Producing a Product

Unit reference number: A/508/3477

Level: 1

Guided learning: 20

Unit introduction

All businesses begin with a small idea. With hard work, dedication and perseverance, ideas can grow into a successful business. Whether you are building toys or creating artwork, producing products could lead to running your own business or simply generate some extra cash. Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills can be gained from being involved in a production activity, even if on a small scale.

In this unit, you will learn about innovation in product design and the importance of research when planning to make products. You will find out how to make a product or item safely, understand the skills required in making the product or item and evaluate the quality of the product or item. You will also consider whether the quality of the finished item is in line with original expectations. Being involved in a production activity can help you develop a range of basic entrepreneurial skills.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the concept of innovation in product design	1.1 Describe features of an innovative product 1.2 Explain the importance of innovation when planning to make products
2 Know how to conduct product research	2.1 Explain the importance of research when planning to make products 2.2 Identify sources of information that may be useful when researching products 2.3 Use suitable research methods to gather information on a product idea 2.4 Draw conclusions based on the research
3 Know how to make a product or item	3.1 Produce a plan to make a product or item 3.2 Identify the materials and equipment required 3.3 Identify any relevant safety points
4 Understand the skills required to make the product or item	4.1 Outline the skills required to make the product or item 4.2 Identify any new skills that might be required
5 Be able to produce the product or item safely	5.1 Produce a product or item using relevant skills, materials and equipment 5.2 Take appropriate measures to produce the product or item safely
6 Be able to assess how well the product or item was made	6.1 State what parts of the finished product or item met with expectations 6.2 State what parts of the finished product or item did not meet the original expectations 6.3 Outline what changes would be made if the product or item were to be produced again

Unit content

1 Understand the concept of innovation in product design

Innovation: definition, e.g. create new products, improve existing products; features, e.g. different, modern, use of technology; importance, e.g. gain a competitive edge, improve efficiency and effectiveness, meet the needs of the modern consumer, develop a unique selling point

2 Know how to conduct product research

Product research: importance, e.g. product viability, target market, customer need; sources e.g. existing customers, potential customers, competitors; methods (primary, secondary); conclusion

3 Know how to make a product or item

Plan for making a product or item: choice of appropriate product or item to make; record steps to be followed in making the product or item; list and obtain resources and materials needed for product or item; plan for effective use of different types of equipment e.g. tools, measuring instruments, appliances, containers; plan for safe use of equipment; use of safety clothing if required

4 Understand the skills required to make the product or item

Skills: technical, personal or practical skills required to make the product; identify any skills gaps

5 Be able to produce the product or item safely

Producing the product or item: using appropriate materials and equipment
Steps to produce the product or item safely: use correct materials, methods and equipment following instructions; use any equipment effectively and safely; use appropriate safety clothing and protection if required e.g. safety glasses, appropriate footwear, gloves; first-aid supplies available; produce safe item or product

6 Be able to assess how well the product or item was made

Quality of the finished product or item: quality of materials used; quality and use of equipment; comparing quality of final product or item against original plans for quality of product or item; possible improvements to production processes

Further information for tutors and assessors

Delivery

This is a practical unit, and active learning is encouraged such as group work or discussion, even where learner's own assessment evidence is recorded. Learners could produce small items such as handmade jewellery, confectionery, cards or gift boxes as well as larger-scale products that might require the use of workshop facilities.

Learners need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify the knowledge and skills developed, as well as areas of knowledge, understanding and skills that need improvement. The unit focuses on developing the skills needed to make a product or item under some supervision. Learners can work individually or as a group, to make an item or product. The item or product itself can be very simple in design; the focus is on the learners' learning experiences.

For learning outcome 1, learners could research the term 'innovation' and explore innovative products to identify what features make them innovative. This could be a group exercise where learners present a selected innovative product to describe. Video clips, news articles and product advertisements provide a good source of information as would TV programmes such as *The Gadget Show*.

For learning outcome 2, learners could work in groups or pairs to discuss types of research, sharing experiences of market research already familiar to them. Simple product research activities could be set to familiarise learners with methods and sources, such as researching suitable mobile phone for particular customers or the best local restaurant. Use of comparison or specific retailer websites to read customer reviews; mock questionnaires could be developed to conduct a survey amongst peers. Tutors could lead discussions regarding the function of research prior to producing a product. Learners should be encouraged to use research to determine the product to produce, also whether their chosen product would be financially viable and meet the needs of the target customer.

For learning outcome 3, learners could visit a production line on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as provide an opportunity to see how tools and materials are used and safety measures put in place to protect staff; alternatively, TV programmes such as *How It's Made* are a good resource. Generate discussion about the creation of production plans, followed up by the learner creating a plan to produce a product or item that they are familiar with, such as making tea.

For learning outcome 4, learners should be able to explore their own skills using tools such as skills assessments, and assess that they have the skills required to produce their chosen product. Learners could visit local small businesses and markets and discuss practical and personal skills required.

For learning outcome 5, learners need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Introduce learners to the concept of 'risk assessment', and to assess the basic risks associated with the product they are producing and its production methods.

For learning outcome 6, introduce learners to quality assurance methods such as checklists and product testing. Peer assessment of their work will allow learners to develop skills in assessing the quality of the finished product.

Assessment

This unit can be assessed through a series of structured tasks or activities such as photographs and video and audio recordings, which could add to the range of evidence suggested.

To achieve learning outcome 1, learners are required to describe at least two features of an innovative product and give at least two reasons why innovation is important when producing products. Learners could be set workbook tasks or provide oral responses in a question and answer session or a professional discussion with the tutor. Alternatively, learners may present these findings to the group in conjunction with an assignment, which may cover other evidence required for this unit.

To achieve learning outcome 2, learners are required to give at least two reasons why research is important in product planning. In addition to this, learners are required to identify at least three sources of information that would provide useful information to inform research activities. Learners should use information captured during research activities to provide a simple conclusion regarding whether the product they are intending to produce is viable. Learners are required, as a minimum, to include financial viability, customer need and competitors when drawing conclusions. Evidence for this learning outcome should include competence-based assessment including observation of research activities, evidence from research activities and a verbal or written conclusion. A workbook, assignment brief or professional discussion could evidence the Knowledge criteria.

To achieve learning outcome 3, the learner is required to develop a plan to produce their product, listing materials and equipment needed, as well as the safety points. Tutors or line managers could provide examples of planning templates but the learner must select the template and decide what information is required in their plan. Alternatively, a poster or PowerPoint presentation, witnessed by the tutor, can be used.

To achieve learning outcome 4, a question-and-answer session could evidence the learner describing the skills required to make the product. Alternatively, the learner could include an outline of the required skills as part of the plan submitted for learning outcome 3. The learner must outline at least two skills needed to make the product or item. These may be personal or practical skills. The learner must also be able to identify any new skills that might need in order to make the product.

To achieve learning outcome 5, the learner needs to demonstrate that they have taken appropriate safety measures whilst making the product or an aspect of the product, safely. A tutor or designated person should observe the demonstration, keeping an observation report, witness testimony or video, as evidence.

For learning outcome 6, the tutor or line manager may prompt the learner with questions or comments about the product, but the learner must show that they are able to make an independent judgement about the quality of the product produced, and whether it has met their original expectations. Evidence of this could be through a statement or journal written by the learner. The learner must also be able to show that they can outline changes that they would make to improve the item or product. Alternatively, the learner may capture evidence within a quality checklist, from findings of product testing activities or evidence from peer assessment.

Evidence is required to demonstrate the learner has reviewed how well the product or item was made, whether it has met the original expectations of the plan and how the plan could be modified. Alternatively, if a planning template is used, the learner could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity

Essential resources

Learners need access to an area suitable for practical activities, for example a workshop or practical workroom. A variety of materials such as wood, metal and fabrics will enable learners to become familiar with the properties of different materials. Depending on what the learners produce, appropriate safety equipment will be required as well as first aid supplies and support.

Where photographs and audio and video recordings are to be used as evidence, appropriate equipment will be needed.

Suggested resources

Textbooks

Kahney L – *Jony Ive: The Genius behind Apple’s Greatest Products* (Portfolio Penguin, 2014) ISBN 9780670923243

Lefteri C – *Making It* (2nd edition) (Laurence King, 2012) ISBN 9781856697491

McKeown M – *The Innovation Book: How to Manage Ideas and Execution for Outstanding Results* (FT Publishing International, 2014) ISBN 9781292011905

Milton A and Rodgers P – *Research Methods for Product Design (Portfolio Skills)* (Lawrence King, 2013) ISBN 9781780673028

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.enterprise-education.org.uk	This organisation’s mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.gov.uk	Search ‘Enterprise’ for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.innovate-design.co.uk	Free inventors’ information pack
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing and new product research
www.moneysavingchallenge.com	A range of articles showing how to save money and grow income through activities such as producing a product to sell
www.projectsart.co.uk	Step-by-step guide to project planning

Unit 51: Running an Enterprise Activity

Unit reference number: Y/503/2858

Level: 1

Guided learning: 10

Unit introduction

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or service to a particular group of people or customers. Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Planning an enterprise activity is essential to its success as it encourages individuals and groups to consider the best way to achieve a positive outcome or profit and to make the activity successful.

In this unit, you will be required to put your enterprise activity ideas into action as you demonstrate selling a product or service and gain an understanding of the importance of keeping accurate, but basic, financial records pertaining to sales, costs, and profit and loss. You will be given the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. You will keep accurate records, recording the profit or loss of the enterprise activity. You will also develop an understanding of how to increase the chances of success of an enterprise activity and how to evaluate its performance.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to increase the likelihood of success in an enterprise activity	1.1 Identify features which would lead to the effective delivery of a chosen enterprise activity
2 Be able to complete an enterprise activity	2.1 Prepare the product or service for the enterprise activity incorporating required features 2.2 Create appropriate advertising for the product or service 2.3 Set an appropriate price for the product or service offered 2.4 Demonstrate appropriate sales and communication skills
3 Be able to review the success of the enterprise activity	3.1 Produce records to show the successes and failures of the enterprise activity 3.2 State what would be done differently should there be another enterprise activity

Unit content

1 Know how to increase the likelihood of success in an enterprise activity

Features leading to effective delivery: identify customers and what customers want or need; conduct market research; set an appropriate price; estimate number of sales; plan tasks and timescales; allocate tasks and roles according to a plan; evaluate skills needed and who best able to provide them; develop effective sales and communication skills

2 Be able to complete an enterprise activity

Preparing an enterprise activity: product or service (order goods, produce items, agree service standards); pricing (research pricing, set appropriate price); promotional material (e.g. create and display leaflets or posters (desktop publishing), create and post social media events online); venue (e.g. type of venue, location, cost); resources (e.g. equipment, people)

Completing an enterprise activity: practical skills, e.g. planning, budgeting and finance, manufacturing, communication, promotion and selling; personal skills, e.g. confidence, knowledge of product or service, determination, commitment organisational skills; implement enterprise activity plan

3 Be able to review the success of the enterprise activity

Producing records: show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses

Evaluating success of enterprise activity: what went well; what went less well; number of sales and profit made/not made; reasons for success or failure, e.g. quality of the product, venue, cost, weather, advertising, footfall; what could be done differently if enterprise activity is run again

Further information for tutors and assessors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example making greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or car washing. During the delivery of this unit, learners should be given as much practical experience as possible.

The enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

This unit has been designed so that it can be delivered with Entry Level 3 or Level 2 Planning an Enterprise Activity and *Producing a Product*.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided.

In learning outcome 1, learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners may find it helpful to watch video clips from programmes such as *Dragon's Den*, which may provide additional information to support this knowledge. Additionally, learners could read news articles relating to successful local or national enterprise activities.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

In learning outcome 2, the essential planning, organisation and delivery skills required to complete an enterprise activity could be discussed in groups, with learners agreeing strategies likely to lead to the success of the task.

Tutor-led lessons on project planning and how to organise a run an enterprise activity would benefit learners and lead to learners creating their own project plans. Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

In learning outcome 3, learners could seek guidance from record-sheet templates that suggest the key financial information that needs to be recorded to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

Learners will need support in carrying out and reviewing their enterprise activity. The tutor might wish to provide the learner with a form or standard record sheet to record the sales, costs and profit/loss information required for this unit.

Regular feedback from tutors (and peers where appropriate) will promote steady progress in the learner's development of the required skills and knowledge.

Learners will require supervisory guidance and regular monitoring and review of progress in order for tutors or line managers to identify knowledge and skills that have been developed.

Assessment

Assessment of this unit centres on the completion of an enterprise activity.

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner must be given the opportunity to show organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

To achieve learning outcome 1, the learner must be able to identify key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least two key features for success.

To achieve learning outcome 2, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared incorporating the features specified in 1.1, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (jewellery they have made), or something produced by someone else (ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence can be used.

To achieve learning outcome 3, some simple records need to be provided, showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by a tutor can be used for this purpose. The learner should be able to state what would be done differently should there be another enterprise activity. Consideration could be given to the venue, time of the enterprise activity, the marketing, quality of the product or service, and the communication skills used.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
Producing a Product	Producing a Product	Producing a Product

Essential resources

There are no special resources needed for this unit.

Suggested resources

Textbooks

Eklund F and Littlefield B – *The Sell: The Secrets of Selling Anything to Anyone* (Piatkus, 2015) ISBN 9780349408187

Hickman L – *Desktop Publishing 210 Success Secrets – 210 Most Asked Questions on Desktop Publishing – What You Need to Know* (Emereo Publishing, 2015) ISBN 9781488860607

Kitchen T, Ivanescu Y and Nicholson L – *Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn and More* (CreateSpace Independent Publishing Platform, 2015) ISBN 9781519611925

Raymond Z – *Start a Small Business: 25+ Tips for Starting and Running a Small Business Successfully* (Kindle Edition) (Seremetis M, 2015) ASIN B01980KB91

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.gov.uk	Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing
www.projectsart.co.uk	Step-by-step guide to project planning
www.socialbusiness.org	A range of social and business enterprise activities can be explored here
www.stridingout.co.uk	Hints and tips on profit and loss financial records
www.youtube.co.uk	Search 'Social Enterprise' or 'Business Enterprise' for a range of short clips relating to enterprise activities and how to set these up

Unit 52: Self-assessment

Unit reference number: J/508/3479

Level: 1

Guided learning: 15

Unit introduction

Finding a job that you are interested in and have the skills to do can be challenging. This is why it is important to be able to assess your own strengths, skills and qualities to find out how closely they match to the job you would like to do. This assessment will also highlight areas that you need to work on.

In this unit, you will have the opportunity to assess your personal strengths, skills and qualities. These could include aspects of your personality. For example, friends may have said that you are good at working with young children. It could be that you love drawing or playing a musical instrument. You may enjoy constructing models or getting things to work.

This unit will also give you time to research jobs in your own area. You will match your skills and qualities to some of these jobs. This will highlight areas that you may need to work on if you would like to gain work in a similar job in the future. You will then set yourself some realistic goals to work towards.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the importance for recognising personal strengths, skills and qualities for the workplace	1.1 Describe own strengths that are suitable for the workplace 1.2 Describe own skills and qualities 1.3 Explain how own skills and qualities may be used in work and personal life
2 Know about local job availability that meets own strengths, skills and qualities	2.1 List sources of information about job availability locally 2.2 Match own strengths, skills and qualities against a chosen job 2.3 Identify gaps in own strengths, skills and qualities that may be developed for the chosen job
3 Be able to set goals to develop own strengths, skills and qualities for job opportunities	3.1 State a long-term goal for a potential job opportunity with realistic targets 3.2 State short-term goals for a potential job opportunity with realistic targets 3.3 Outline ways to achieve identified short-term goals

Unit content

1 Know importance of recognising personal skills and qualities for work

Skills and qualities: communication skills, e.g. good listener, can use sign language; practical skills, e.g. can use a computer, can drive a car; interpersonal skills, e.g. good at encouraging, helping or motivating others, patient with elderly people or children

Personal strengths: behaviour, personality and attitudes, e.g. friendly, shy, confident, talkative, punctual, sensitive, determined, loyal

Using skills and qualities in personal life and careers: personal skills and qualities, e.g. good listener would be useful for work in a call centre, skills in motivating others would suit working in a team, ability to use a computer could meet criteria for enrolling on an online course, patience with children would suit nursery work

2 Know about job availability locally

Sources of information: job centres; careers advisors; internet; local media e.g. newspapers; local advertising e.g. shop windows, social networks, word of mouth

3 Be able to set goals to develop own skills and qualities for job opportunities

Setting goals: long-term goal, e.g. six months, year; short term, e.g. week, month; nature of goals, e.g. have a clear target; are realistic; are manageable; achievement boosts self-confidence and self-esteem

Ways to achieve short term goals: set goals to make improvements in certain areas of personal life, work or study, participate in a training course to improve skills, complete self-development course, seek professional advice, e.g. life coach or career advice, support or help to remedy areas of weakness, take up a new hobby, get involved in voluntary work to improve sense of confidence

Further information for tutors and assessors

Delivery

There are three main themes running through this unit: identification of own strengths, skills and qualities; knowing the local job market; and setting goals to develop the skills and qualities needed for identified jobs.

A group discussion could help identify the difference between strengths, skills and qualities. Learners could begin by working in pairs and then sharing their answers with the larger group. Learners could then collate the information on a chart to refer to during the delivery of the unit.

Tutors could provide different scenarios of people involved in a range of experiences that provide opportunities to gain skills e.g. babysitting, volunteering in a charity shop, dog walking. Learners could then list the skills and qualities gained and needed by participating in the activities.

Learners can use a range of different assessment tools to find out their own strengths, skills and qualities. They may also find it helpful to use tools that help identify job opportunities that match their interests.

For learning outcome 2 learners need to research the local job market. This may be done individually or in small groups. The internet is a good source of information however learners can be encouraged to use local sources such as the library, local advertising, local newspapers etc. Having identified potential jobs learners can then begin to match their strengths, skills and qualities against jobs that they are interested in. This will help them understand what is required and the areas that they will need to work on if they are interested in applying in the future.

Learning outcome 3 follows on from the previous two learning outcomes. Learners need to set a long-term goal and short-term goals that will help them improve areas for work. It may be helpful to discuss this work during tutorials or at one-to-one meetings with the line manager or supervisor.

Assessment

For learning outcome 1, the learner needs to describe at least two strengths, two skills and two qualities appropriate for work and explain how they may be used in the workplace. Evidence to support this can either be written, for example written statements from the learner on their skills and qualities and how they use these in the workplace and/or supporting statements from the tutor or line manager, or video or taped discussion.

For learning outcome 2, the learner needs to list at least two different sources of information about the local job market. They will then need to list the requirements of the job against their own skills in order to identify gaps. It is not anticipated that this will be an in-depth analysis. Ideally the job chosen will be 'real', however it may be appropriate for the tutor to provide a job description that the learner can use for assessment purposes.

For learning outcome 3, the learner needs to set a long-term goal and at least two short-term goals that have realistic targets. The short-term goals should be relevant for the long-term goal. The learner then needs to outline at least two ways to achieve each of their short-term goals. This evidence could be presented in written format, or as a recorded discussion with the tutor or line manager.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Career Progression	Career Progression	Career Progression
Self-management skills	Self-management skills	Self-management skills
	Investigating Portfolio Careers and Self-employment	Portfolio Careers and Self-employment

Essential resources

There are no special resources needed for this unit.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Provides guidance and support for work and life issues

Unit 53: Self-management Skills

Unit reference number: F/508/3481

Level: 1

Guided learning: 20

Unit introduction

Rushing out of the door first thing in the morning with breakfast in your pocket is not the best way to start your day at work or at the training centre. You could be late, not prepared for the day and feel very stressed. If this happens on a regular basis your health will eventually suffer and you will be at greater risk of ill health. When you finally begin work for the day, your line manager or tutor and possibly other colleagues may not be happy with you as you are not prepared and others may have had to do your work for you.

Employers need workers who have good time-management skills, can organise themselves and their own work tasks. They also need staff who can think ahead and anticipate problems that may arise.

In this unit, you will learn about the importance of self-management skills for employers and employees. You will learn how to use them when carrying out workplace tasks. You will also have the opportunity to assess your self-management skills and find ways to improve them.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know why self-management is important for work and personal well-being	1.1 List self-management skills used in the workplace 1.2 Outline why employers need people to have good self-management skills 1.3 Outline why employees need good self-management skills
2 Be able to use self-management skills to complete a workplace task within a given period of time	2.1 State activities in an effective way to complete the task within a given time 2.2 Outline reasons for the order of the activities 2.3 Carry out activities using a plan and within a given time period
3 Be able to review own self-management skills	3.1 Outline self-management skills that worked well when completing a workplace task 3.2 Outline self-management skills that were not so successful when completing a workplace task 3.3 Outline challenges faced when working on the task 3.4 Describe how challenges were overcome when working on the task

Unit content

1 Know why self-management is important for work and personal well-being

Self-management skills: organisation and planning skills; time management; problem solving; personal wellbeing, e.g. time to take sufficient exercise, prepare nutritious meals, relax and have time with friends

Self-management in the workplace: employer reasons, e.g. need people they can rely on, be flexible, able to juggle tasks, prioritise work, think ahead, solve problems; decision making; employee reasons, e.g. sense of achievement, less stressful, builds confidence and self-esteem

2 Be able to use self-management skills to complete a workplace task within a given period of time

Workplace tasks: tasks that form part of learner's role and responsibility, e.g. administrative tasks, serving customers, restocking shelves, construction tasks, helping others with daily routines

Prioritising activities: reasons, e.g. time taken for each activity, order of importance, availability of resources, how much time there is to complete the task as it may be necessary to delay it to another day or ask for help, need to take account other people's commitments if needing their help

3 Be able to review own self-management skills

Review of self-management skills: aspects of performance that went well; aspects of performance that did not go so well

Ways to improve self-management skills: ask for help, gain more experience, practise planning

Further information for tutors and assessors

Delivery

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

Learners need to understand the meaning of the term 'self-management'. In the context of the unit this includes time management skills, organisational skills and being able to solve problems.

Learners need to know why it is important to have good self-management skills. In learning outcome 1 they could invite employers to share their experiences of working with employees who have or may not have good self-management skills. They could also explain why they need staff who can manage their time well, are organised and can cope with different situations. Learners may work in small groups to discuss why they feel they need good self-management skills to be effective workers and have quality time at home. Learners could research different internet sites on how to stay manage their time and maintain a healthy lifestyle.

Learning outcomes 2 and 3 could be delivered in a variety of ways. If in a work situation, learners could spend time with their line manager or supervisor identifying activities for specific tasks. Learners could then provide evidence of prioritising the activities and carrying them out. On completion of the task or at the end of the day, the learner could discuss with their supervisor or line manager the success of the task and areas that may be improved. The learner could gather evidence of the completion of the task and the discussion with their supervisor for assessment purposes. Exercises relating to self-management for example time management, 'mock' work tasks and 'in-tray exercises', health and safety, personal management are useful resources.

In a simulated situation, learners could be given different workplace scenarios that allow them to demonstrate self-management skills. Tutors may wish to spend time with learners in preparation, for example discussing factors to consider when prioritising their activities, anticipating potential issues that may arise and how to manage them. Alternatively, learners could assess each other during different role play situations and provide feedback.

Assessment

For learning outcome 1, learners need to list at least three self-management skills used in the workplace. They are then required to give an outline of why employers want, and why employees need to have, good self-management skills. Evidence for this outcome could be written or could be presented as a poster or leaflet. The learner could also take part in a discussion with a tutor, which should be recorded to provide evidence for verification purposes.

For learning outcome 2, learners need to demonstrate their ability to manage time to complete a workplace task, prioritising and carrying out the activities that make up the task. The learner must provide their list of activities, at least two reasons for the ordering of the activities and evidence of completing the task within the given period of time. Evidence may be a witness statement from the supervisor or tutor, an end product, an observation checklist signed by the supervisor or tutor.

For learning outcome 3, learners need to review the success of the task carried out for learning outcome 2. At least one example of self-management skills working well and at least one example of self-management skills not working so well should be given. Learners also need to outline at least two challenges that they faced during the task and describe how each challenge was overcome. Evidence could come from a one-to-one discussion with the supervisor or tutor. A record of the discussion must be available for verification purposes. Alternatively, learners could provide a written or oral report that provides evidence for each assessment criterion.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Self-assessment	Self-assessment	Self-assessment
	Supporting Employability and Personal Effectiveness	Reviewing and Improving own Performance

Essential resources

There are no special resources needed for this unit.

Suggested resources

Websites

- www.direct.gov.uk Provides information on working, jobs and pensions
- www.lifecoachexpert.co.uk Improving work life balance by dealing with everyday stress and pressure
- www.monster.co.uk Job vacancy website
- www.worksmart.org.uk Provide advice, guidance and support on jobs and careers

Unit 54: Working as a Volunteer

Unit reference number: L/508/3483

Level: 1

Guided learning: 10

Unit introduction

Working as a volunteer can be rewarding and fun. It is also a good way to meet people of different ages, cultural backgrounds and nationalities who have similar interests. Working as a volunteer can also give you the opportunity to gain new transferable skills which can be used in the workplace or further study.

The focus of this unit is to help you understand the importance of volunteers in a range of situations, for example, working in a charity shop on a regular basis, helping out with a local marathon or completing community service as part of the Duke of Edinburgh's Award. In this unit, you will consider the areas where volunteers are used and the skills required by volunteers in different areas of voluntary work. You will also have the opportunity to apply for an area of voluntary work which interests you.

For this unit you must participate in some form of voluntary work. A specified time for the voluntary work is not given, but it must be sufficient to allow you to gain the knowledge and experience needed to meet the learning outcomes.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the role volunteers play in different volunteering situations	1.1 Describe different situations where volunteers are used 1.2 Explain why the role of volunteers is important in different volunteering situations
2 Be able to undertake voluntary work	2.1 List skills required for different types of voluntary work 2.2 Apply for voluntary work, adhering to application requirements 2.3 Complete a voluntary work activity according to a given brief 2.4 Review learning gained from working as a volunteer

Unit content

1 Understand the role volunteers play in different volunteering situations

Volunteering situations: e.g. charity shops, conservation projects, animal sanctuaries, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, emergency relief work, VSO

Roles of volunteers in situations: back office functions, e.g. sorting and pricing goods for a charity shop; customer-facing functions, e.g. serving in a charity shop or working on a stall during fundraising events; specialist roles, e.g. cooking for a lunch club or homeless shelter, working as an adviser for a telephone advice line, emergency relief work

Importance of volunteers: to provide expertise; to provide time; to provide extra help; to provide new ideas; to respond in an emergency

2 Be able to undertake voluntary work

Skills for voluntary work: general skills, e.g. cheerfulness, empathy, reliability, punctuality; communication skills, e.g. verbal, written, team-working skills, receiving and giving instructions, confidentiality, being non-judgmental; specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, using a computer, being able to communicate using sign language, physical fitness

Apply to become a volunteer: match skills and interests to voluntary work; different application methods, e.g. phone, email, letter, application form, visit

Voluntary work: suitable work which matches skills and interests, e.g. gardening for person who is disabled, helping at a youth club, helping at an animal sanctuary, craft activity in a residential home for elderly people

Further information for tutors and assessors

Delivery

The emphasis of this unit is for learners to be aware of the importance of voluntary work and the range of skills required to take part. This will help learners in identifying the skills required for a preferred area of voluntary work, applying for and subsequently completing a role in voluntary work.

Delivery methods could include learner-centred tasks such as group work, research and learner-led presentations to explore a wide a range of volunteering situations. Websites may be a good source of information.

Understanding the skills required by different volunteers could be covered by case studies that include volunteers in a range of volunteering situations, or by guest speakers. Learners could answer questions on a worksheet identifying the skills needed by the volunteer.

Learners could work in pairs to determine which skills are common to all areas of voluntary work and which are specific to particular volunteering work, for example communication skills for visiting the elderly, physical skills and physical fitness for outdoor work, and then report back to the rest of the group. Posters could be designed to show the generic skills and specific skills required by volunteers which could then be displayed in class.

Centres should be able to cover learning outcome 2 through practical activities which could include completing real or simulated application forms for volunteering work, writing application letters and role-play telephone conversations.

Learners are to complete a brief period of voluntary work for learning outcome 2.

Tutorials will provide an opportunity for tutors to discuss the interests and skills of individual learners in order to arrange a brief period of suitable voluntary work.

Tutors should provide learners with guidance about the voluntary work, the skills required, and the timescale to complete the work and any supervision arrangements.

Assessment

This unit can be assessed through a series of structured tasks or assignments involving a mixture of theoretical and practical application.

To meet learning outcome 1, the learner must describe at least three situations where volunteers are used. They must then provide a short explanation as to why volunteers are important for each of the three situations.

For learning outcome 2, the learner must be able to list at least three types of voluntary work, and at least two skills required for each. This could be assessed through one-to-one discussion with the tutor. Responses must be recorded for verification purposes.

The learner also needs to provide evidence that they have applied for voluntary work, in the form of letter, record of a telephone call or completed application form. The evidence must show that the learner has understood and followed the appropriate guidelines in applying for the voluntary work.

The learner could complete a reflective log or diary to record the tasks completed and their learning while they worked as a volunteer. This needs to be verified by the supervisor of the voluntary work. This evidence should be supported with a recorded discussion between the learner and their tutor, in which the learner reviews what they have learned from the voluntary work placement.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Skills and Qualities for Employability		Qualities and Transferable Skills for Work
	Building Working Relationships with Colleagues	Building Working Relationships with Customers

Essential resources

Learners must undertake a brief period of voluntary work.

Suggested resources

Websites

www.gov.uk

Search 'Volunteering' for information and a range of opportunities

www.voluntaryworker.co.uk

Advice on all aspects of volunteering

www.volunteering.org.uk

The National Council for Voluntary Organisations: information and links to numerous volunteering opportunities

Unit 55: Developing Your CV

Unit reference number: L/508/3919

Level: 2

Guided learning: 10

Unit introduction

There is a difference between having a CV and having a CV that will get you a job interview. A CV needs to be a document that will grow with you as your career and qualifications do. However, too much information on a CV will potentially stop employers looking at it.

This unit will allow you to understand which aspects of your CV it is acceptable to remove, which items need expanding and which items really have to be there. You will consider that a CV isn't a 'one size fits all' and how to adjust your CV to meet the needs of the industry you may wish to enter.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand feedback on a CV	<ul style="list-style-type: none">1.1 Summarise feedback received on CV from two professionals1.2 Outline changes that need to be made to CV based upon feedback1.3 Describe three reasons why a CV needs to be kept updated
2 Be able to update a CV to meet job requirements	<ul style="list-style-type: none">2.1 Annotate current CV with notes on required changes2.2 List key changes in job roles/qualifications /experience and achievements since last CV2.3 Produce an updated CV for a given job role
3 Plan to keep CV updated	<ul style="list-style-type: none">3.1 Describe areas of CV that should be updated on a regular basis3.2 Produce a plan to keep CV up to date

Unit content

1 Understand feedback on a CV

Feedback: from professional (employer / careers advisor / tutor); style; content; length; suitability

Skills for receiving feedback: open minded; willing to learn; listening; clarifying

Reasons for updating: relevance; future-proofing; job requirements; new experiences; new skills; new qualifications; making it stand out; using keywords; secure promotion; secure new employment; outdated

2 Be able to update a CV to meet job requirements

Skills for updating: keywords; relevance; brevity; concise language; reference selection; recognising achievements; personal statements; interests; telling a story; covering gaps in employment

CV updating considerations: style; use of templates; appropriate personal details; new experiences; new skills; new qualifications; links to social media; links to online presence; tense; language; jargon; length; being able to sell individual; being different; industry standard

3 Plan to keep CV up to date

Planning: changes to personal details; objective setting; setting targets; timeframe; reflection; identifying skills to develop; career planning; recognising skills

Further information for tutors and assessors

Delivery

The delivery of this unit should be based around learners reviewing and updating their own CV. The starting point therefore is to ensure that learners have a CV already and the unit will then stress the importance of using this as a personal marketing and professional development tool.

Learners could peer assess each other's CVs before they are submitted to experts for review. To gain the most impact from professional input, guest speakers could first describe experiences of good and poor CVs they have seen and run workshops on developing CVs to meet the requirements of their industry. Dependent upon the experiences and aims of learners, experts could come from a wide or narrow range of employment sectors.

Learners need to be introduced to techniques to develop their CVs, this could be achieved from reviewing good and bad CVs to create 'Dos and Don'ts' posters. Learners could undertake research into employer blogs that highlight what makes a good CV. One aspect learners often struggle with is seeing the wider transferable skills they have gained. A range of employability skills could be discussed with learners encouraged to try and find examples from their own experience that meet this skill requirement. Learners should be aware that acceptable CV layouts and style may differ from industry to industry and they should take care when choosing layouts for their own document. The use of templates for building CVs is an acceptable technique when first putting a CV together but learners should be encouraged to develop their own style and approach as a CV is a personal marketing tool and as such, employers as customers expect an up to date product, and effective action planning techniques should be discussed, with tips shared on setting reminders and key dates. Learners should see the updating of a CV as a regular development tool and not something that is just done with each job application.

Assessment

To meet learning outcomes 1 and 2 learners should gain feedback on their current CV from two professionals. This feedback could be oral or written, and should be reviewed by the learner, who could then annotate their current CV to detail which areas need attention and what they need to do to update it. These changes could then be discussed with the tutor in a professional discussion where the wider needs to update the CV could also be discussed. Learners should further use the feedback from the tutor to add additional annotation and to compile a detailed list of the changes that need to be made to ensure the CV is suitable for the industry/roles in which they are aiming to obtain employment. A final version of the CV should then be produced.

For learning outcome 3, to demonstrate that they are able to plan to keep the CV up to date, learners could discuss with the tutor, as part of a tutorial or individual learning plan session, the reasons for keeping the CV up to date and the answers to tutor questions recorded. Learners should create a 2-year timeline plan of when they should update their CV, with details of which areas of their CV they will be updating.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Applying for Jobs	Applying for Jobs	Applying for Jobs
	Using a CV and Covering Letter to Apply for a Job	
Self-assessment	Self-assessment	Self-assessment

Essential resources

Learners must have access to professionals other than the tutor to give feedback on CVs (for example employers or careers advisors). Local enterprise partnerships, in conjunction with the Careers & Enterprise Company, will be available to assist schools and colleges in this role. For adult learners, links with Jobcentre Plus, local networking events and other contacts will be invaluable in this.

Suggested resources

Websites

www.careersandenterprise.co.uk	The Careers & Enterprise Company is an organisation set up to help young people unleash their best possible futures. It works as an umbrella organisation, in partnership with others, to broker relationships between schools, colleges and the world of work
www.lepnetwork.net	Resource containing details of the Local Enterprise Partnership Network, with links to local LEPs and labour market intelligence at a national level
www.myworldofwork.co.uk	Skills Development Scotland offers advice on job application methods, with the opportunity to register for a personalised service which is focused on recruitment in Scotland
www.nationalcareersservice.direct.gov.uk	The National Careers Service website contains key support materials to develop application practice, including checklists, audits and links to further resources
www.prospects.ac.uk	Prospects offers a wealth of resources to job seeking candidates on the development of employability skills. This includes sample application questions, video case studies and links to other types of application approaches. A free subscription service adds personalisation features

Unit 56: Applying for Jobs

Unit reference number: J/508/3742

Level: 2

Guided learning: 15

Unit introduction

Securing a job can be stressful, demanding and time consuming. It is important that you have a good understanding of where and how to look for potential employment. Throughout this unit, you will have the opportunity to investigate different sources and discover the best ways of searching for employment to match your skills, interests and abilities. Choosing the correct job for you is essential and you will consider a range of career choices and how they meet your aspirations. This approach will then allow you to put together a strong application.

Successful job applications are more than filling in a form correctly. A variety of approaches are taken by employers to gauge your suitability as an applicant. Knowing how this process works increases your chances of securing an interview in the next stage of the recruitment process. This unit introduces you to the different ways you could be asked to apply for a job and teaches you how to complete applications effectively.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Using sources of information for potential employment	1.1 Assess different sources of information about potential employment 1.2 Appraise different forms of employment to meet personal circumstances 1.3 Explain local employment opportunities using three sources of information
2 Recognise own skills, abilities and interests for career planning	2.1 Evaluate own skills, abilities and interests for employment 2.2 Justify suitable career pathways to match skills, abilities and interests 2.3 Create an action plan for job application success
3 Search for suitable job vacancies	3.1 Summarise suitable job vacancies based on own skills, abilities, interests and opportunities 3.2 Describe key features of three advertised jobs based upon published information and information gained from making contact with recruiting organisation 3.3 Evaluate own suitability for three advertised jobs from information obtained
4 Complete job application	4.1 Assess three different methods of applying for a job 4.2 Present required information for job applications in draft form 4.3 Respond to feedback on draft applications 4.5 Submit suitable job applications

Unit content

1 Using sources of information for potential employment

Potential job sources: word of mouth; jobcentres; employment agencies, local community noticeboards; advertisement on the company premises (e.g. shop window); local newspapers and other local publications, national press; internet jobs boards; professional networking (online and face-face); social media and social internet, e.g. Facebook or Gumtree; other labour market intelligence

Forms of employment: full-time; part-time; casual; zero-hours; voluntary; work experience; apprenticeship; portfolio; self-employment; contract

Appropriateness of job vacancy sources: the choice of source could limit or widen the type and number of job vacancies searched for, e.g. using the internet versus using a local job notice board; some sources of employment are specialised or specific to particular job types, e.g. industry publications, trade journals, specialised recruitment agencies

2 Recognise own skills, abilities and interests for career planning

Skills and abilities for employment: self-assessment; soft skills, e.g. listening and speaking; hard skills, e.g. computer skills; abilities, e.g. patient; interests, e.g. hobbies; personal considerations, e.g. family; working hours

Suitable careers: industries, e.g. hospitality; job roles, e.g. chef; pathways, e.g. apprentice through to manager; differences between employment conditions in different sectors, e.g. working conditions, salary and benefits, terms of employment, ethics and values of the organisation

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

3 Implement a search for suitable job vacancies

Using sources of information to identify job vacancies: identifying the most appropriate sources to search for employment based on own skills, interests and achievements; using specific job-searching tools, e.g. searching employment websites on the internet; using contact details or instructions in the job advert to apply for the job or find out further information about the job; identifying the appropriate questions to ask to find out the desired information; using appropriate means of communication to find out more information, e.g. phone; knowing how to respond to the information received from the employer/employer's representative

Information to look for in a job advert: job description; specific skills required; specific qualifications; location; working hours; salary and any other benefits; details of how to apply for the job; closing date for applications; promotion possibilities

4 Complete job applications

Different methods of applying: hard-copy job application form; online application forms; CV and covering letter; applying in person

Information needed for job application: personal details; address; qualification details; work experience details e.g. dates and roles; skills and abilities audit; education and training; eligibility to work legally in the country, hobbies and interest

Presenting required information: knowing where to record/fill in different types of information; completing all sections; use of language; competency based questions; personal statement; online techniques; checked for spelling and grammar accuracy; using spellchecker and relevant formatting tools; printing and proof-reading

Cover letters: purpose; language; tailoring letter to job role; layout; explaining gaps in work or experience, outline your suitability for the job role.

Further information for tutors and assessors

Delivery

This unit has been designed to make the key topics practically based wherever possible.

The unit requires learners to investigate methods of searching and applying for job roles. At this level, learners should be working with real and current vacancies. The job vacancies should also be appropriate to the learner's own interests, experience and personal circumstances. Vacancies should be for job roles that learners could reasonably be expected to perform at this level.

Delivery of this unit is most effective if experiential. Tutors could introduce the range of sources of job information and then divide the class into groups. Each group member researches the pros and cons of an individual source before bringing findings back to the rest of the group. Learners should then be encouraged to share their own experiences of looking for work and where they found or looked for relevant information. Sources of labour market intelligence should be discussed and key information presented on local employment market, growth industries and declining industries nationally and locally should also be discussed. This could be based on industry case studies or local press information.

Guest speakers from Jobcentre Plus and employment agencies could be invited to speak to learners about the local job market and about the skills and experiences key local employers are looking for. Tutors could facilitate discussions afterwards with groups of learners about what was said by the guest speakers, and the jobs and skills learners found most interesting. It is important at this level that the focus is on long-term employment, so a focus initially should be on matching to career sectors before narrowing down job roles based on personal skills, circumstances and aspirations. Learners could work in a 'speed dating' format to review each other's skills audits to highlight transferable skills that are required in a range of industries.

Learners at this level would be expected to show independence when investigating a range of job roles for learning outcome 3. However, tutors could support learners by discussing the process with them and providing information when asked. In searching for jobs, learners should be advised to look for jobs that they will apply for or that genuinely interest them. Once learners have identified potential job roles, the suitability of the identified job roles should be discussed and agreed by the tutor. Learners should be encouraged to find out as much information as possible about their chosen job vacancies. Any communication with employers can be discussed and agreed by the tutor, for example a draft email or relevant questions to ask on the phone.

Learners could analyse in groups, examples of CVs, covering letters and job applications that have been completed incorrectly and point out errors or areas needing improvement. Learners could discuss the importance of accurate and neat presentation, including relevant information and its effect on a successful outcome to the job application. Learners could develop a 'best practice' guidance sheet to present job applications. Key points could be collated on a board or flipchart. The tutor could provide CV templates and covering letter templates for learners' use. Learners could undertake peer assessment of completed job applications to consider the appropriateness of the application for its intended audience.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. They should be introduced to 'power' verbs to use in personal statements and covering letters and should also be instructed in writing concisely to meet word counts. Learners should be encouraged to plan competency question answers before drafting. Learners should also be made aware that online applications are often 'live' documents that employers can see at all stages. It must be discussed that a covering letter is more than something that just introduces an accompanying CV.

Assessment

To ensure that learners see the full relevance of the correct approach to job applications the assessment focus should be based around the individual. They could be encouraged to produce an application file that contains all of their job search information in a variety of clearly divided sections.

For learning outcome 1, in order for learners to demonstrate that they understand how to use the sources of job employment information, the first section could be based on local opportunities. Learners could complete a review of the types of information source, making comparisons and considering the usefulness of the source for their job search and detailing the characteristics of different forms of employment. They could then go on to use the three most suitable sources to highlight recruitment opportunities, justifying the ones most suitable to them. At this stage the search should be at sector/employer level rather than role level.

Assessment for learning outcome 2 could be based around career matching for learners to demonstrate that they can recognise their skills, abilities, interests, personal circumstances and goals in relation to careers and job roles. They should complete a recognised skills audit e.g. national careers service, and be able to make clear judgements on their career opportunities based upon their findings. Learners must then justify three possible career pathways, highlighting key entry roles into these industries and the strengths and weaknesses they have in relation to these. Learners could then have a recorded discussion with their tutor where they negotiate a clear application action plan for one of these pathways.

For learning outcome 3, a section of their folder for job searching could then be produced to demonstrate the implementation of a search for suitable vacancies. Learners should collect details on a range of roles (at least 5), within their career sector before summarising the suitability of three real job vacancies in recorded discussion with the tutor. Learners should then obtain more specific detail on these three roles including job description, person specification and discussion with the employer / employer's representative. Learners should then undertake a detailed review of this information before justifying a rank order for the three roles based upon their suitability.

To show suitable approaches to job applications, in learning outcome 4, learners should first detail their different methods that they could face in the form of a comparative table that assesses the role, use, similarities, differences and key application elements. They could then collate all information needed to complete an application for one of the identified vacancies from learning outcome 3. This application should then be completed in draft form and be subject to review by a suitably qualified individual, (tutor, job advisor, support assistant). Learners could then discuss this feedback with the tutor in a recorded professional discussion to demonstrate understanding before submitting the final version of their application.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Achieving Success at Interview	Achieving Success at Interview	Preparing for the Recruitment Process
Produce a CV	Using a CV and Covering Letter to Apply for a Job	Developing your CV

Essential resources

Learners will need access to examples of real jobs and accompanying application forms. These can be obtained from a variety of sources including online job websites and company websites. Learners will need access to local labour market intelligence which can be gained from the local Jobcentre Plus, careers advisor networks and also gained by reviewing local news website business sections. Some local authorities and local enterprise partnerships will also publish this information.

Suggested reading/resources

Websites

www.lepnetwork.net	Resource containing details of the Local Enterprise Partnership Network, with links to local LEPs and also labour market intelligence at a national level
www.myworldofwork.co.uk	Skills Development Scotland offers advice on job application methods, with the opportunity to register for a personalised service which is focused on recruitment in Scotland
www.nationalcareersservice.direct.gov.uk	The National Careers Service website contains key support materials to develop application practice, including checklists, audits and links to further resources
www.prospects.ac.uk	Prospects offers a wealth of resources to job-seeking candidates on the development of employability skills. This includes sample application questions, video case studies and links to other types of application approaches. A free subscription service adds personalisation features

Unit 57:

Preparing for the Recruitment Process

Unit reference number: R/508/3548

Level: 2

Guided learning: 20

Unit introduction

The route to employment has traditionally been focused on being successful at interview. As the world of work changes, so do the methods employed to select the appropriate candidate for the job role. By being prepared and knowing what to expect you can greatly increase your chances of getting that job. This unit will introduce you to the key parts of the recruitment process and develop the skills needed to improve your chances of success.

In this unit you will learn about the various methods used to recruit candidates and how to prepare for them. You will review your own skills and use the results of mock exercises to effectively plan your own approach to the process. By understanding the demands of the process you will develop a set of practices and skills that should ease the fear of the recruitment process and reduce the impact of anxiety on your performance. It is important that every interview is seen as a learning experience, and to use feedback on the strengths and areas for improvement from the interview to improve future performance.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Explore the recruitment process	1.1 Compare different recruitment methods 1.2 Describe different forms of interviews 1.3 Describe different activities used within assessment centres 1.4 Summarise own performance in mock recruitment activity
2 Prepare for recruitment activity	2.1 Appraise own CV in relation to a specific job role 2.2 Explain the purpose and main activities of the interviewing company 2.3 Produce a presentation on the key issue affecting the recruiters' industry
3 Plan for the interview	3.1 Assess possible interview themes giving detailed responses to typical questions 3.2 Justify suitable questions to ask at interview to fill gaps in own knowledge 3.3 Deliver a short presentation in response to a pre-set job interview task
4 Demonstrate effective interview performance	4.1 Present themselves appropriately at the interview 4.2 Provide detailed and informed answers to questions posed by the interviewer 4.3 Demonstrate attention through use of non-verbal communication 4.4 Use effective questions during interview that demonstrate motivation
5 Appraise the effectiveness of own interview performance	5.1 Assess own interview performance 5.2 Use feedback to set goals for improving future recruitment practice

Unit content

1 Explore recruitment methods

Recruitment: sources (internal and external); methods of recruitment appropriate to each source, e.g. promotions, advertisements (internal and external), employee referrals, recruitment agencies, job fairs, job portals; advantages and disadvantages of recruitment methods

Interviews: methods, e.g. face-to-face, telephone, Skype, panel, groups; formats (competence-based, strengths-based, technical) presentations; group exercises; written tests; in-tray exercises; case studies; 'informal events'; one-to-one interview; panel interview

Interview types: telephone; video; panel; one-one; group; assessment centre

2 Prepare for recruitment activity

Job role: personal attributes; skills required; responsibilities; workplace; experience needed; required behaviours; future training needs (to secure promotion/permanent role); position in company

Company information: number of employees; sector, e.g. hospitality; main activities; history (date formed, key products, other locations, position in sector); key developments, e.g. product launches, news stories; structure of company and department

Industry issues: government intervention; socio-economic conditions; new product developments; impact on public; technological developments; changes in working practice

3 Plan for the interview

Types of interview: telephone; video; face-face; panel; group; assessment centres

Planning considerations: personal appearance, good hygiene; dress to meet the requirements of the job role/industry; route planning; contingency planning; items to take to interview, e.g. presentation, CV; social media review

Possible interview themes: general questions; employability questions; role-specific questions; personal questions; scenario questions; behavioural questions, e.g. what type of animal would you be?; performance-based questions, e.g. give me an example of when you have worked in a successful team; conflict-based questions, e.g. why did you leave your last job?

Possible questions to ask: questions to fill knowledge gaps; questions to show interest; questions to demonstrate motivation; questions to demonstrate knowledge

Presentation: approaches to content; use of technology

4 Demonstrate effective interview performance

Present appropriately: arrive on time; effective introduction; appropriately dressed; appropriate greeting to interviewer(s); effective preparation for interview start, e.g. good seated posture

Questioning: listening to full questions then pausing before response; clarifying understanding clearly; use of suitable vocabulary in response; full and informed answers; accurate information; appropriate questions offered in response; ability to maintain positive manner

Non-verbal communication: maintain positive body language in relation to interview approach; impact of posture; eye contact with multiple interviewers/other candidates; relaxation strategies; recognising interviewer cues

5 Appraise the effectiveness of own interview performance

Reflection: interview outcome; aspects that went well; aspects enjoyed; overall feelings on interview e.g. nervousness; aspects that did not go well; feedback

Future planning: skills to improve; knowledge to improve; strategies to improve

Further information for tutors and assessors

Delivery

The emphasis of this unit is on helping learners to prepare for and develop the skills to succeed in an interview. The interview being prepared for may be for a job, apprenticeship or work placement. The delivery approach should contain as much practical experience of interviews through 'controlled' situations/role play as is possible.

For learning outcome 1, learners must be able to understand that the recruitment process is more than a one-to-one, face-to-face interview. The full range of techniques should be explored and experienced. Learners could work on researching one type of interview and its components and then come back to group members to assemble a series of fact sheets on interview types. External agencies or centre HR departments could be used to deliver mock assessment centres with learners gaining feedback from a range of sources.

For learning outcome 2, learners must be introduced to the concept of transferable skills, they should be able to make links between the skills and attributes they have and success in the job role that they will be interviewed for. This could be developed by looking at a range of specific job positions and CVs. These could be reviewed and attributes placed on large scale visual display so that themes can be extracted. If this is done individually and then with groups identifying themes and common language can then be explored. Tutors could then apply accurate terminology before assisting learners to focus on their own abilities. Group work could be used to research via the internet or newspapers the key themes that affect a variety of industries with groups developing presentation skills through group exercises. Focusing on large global companies initially will ensure that significant amounts of information are available. This portion of the unit is best delivered topically taking advantage of recent events, learners being encouraged to seek examples themselves in the weeks before.

For learning outcome 3, the concept of effective planning should be introduced through a variety of tasks being introduced linked to content with learners learning by their own mistakes how important this skill is. This could be linked to the coverage of the types of questions, with groups/individuals being set research tasks with limited information or time to produce presentations. The focus should shift to learners then reviewing pre-interview instructions and discussing planning approaches with tutors and peers. The emphasis must be on the learner understanding effective planning techniques.

For learning outcome 4, learners should return to the assessed outcomes of learning outcome 1. If this has been assessed, the tutor/observer must provide detailed feedback to ensure that learners are effectively prepared.

Techniques to effectively respond to feedback are important learning points for learning outcome 5. Learners should be introduced to a range of simple relaxation and stress reduction techniques in a practical manner to allow them to select the most appropriate. These can include breathing techniques, pausing techniques and pre-situation imagery.

Assessment

The focus of the unit is on the development of skills to enable learners to enter into employment. Assessment interviews could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests and be at a level that they could reasonably be expected to perform.

For learning outcome 1, to demonstrate that they have explored the full variety of recruitment methods learners could produce a table that allows for comparison of the those processes stipulated in the content. They should then be subject to a mock assessment centre that contains two different interview techniques and three different non-interview selection activities. This will enable them to effectively identify and discuss strengths and areas for improvement. This aspect could be reviewed as a discussion with the assessor, a presentation or as a written report.

For learning outcome 2, to demonstrate that they are able to effectively prepare for their interview learners will need detailed person specifications for the job role that they are being interviewed for. They could then use their CV as section headers to discuss elements of the role that they are prepared for and those which they are not. They could assemble this into a pre-interview pack that contains detailed information about the interviewing company. If learners have been asked as part of the interview process to produce a presentation, then this can be used as evidence for 2.3.

For learning outcome 3, in order to demonstrate that they can effectively plan for an interview, learners must be able to discuss the type of interview that they are about to face. They could then expand their pre interview pack to contain a justified checklist of items to prepare for the day and their pre-prepared questions as one of their chosen relaxation methods. A copy of the slides/notes that they have assembled for the job interview task should also be placed in the folder as well as delivering it prior to interview by the assessor. If no interview task is set, the learner should still deliver the presentation prepared for 2.3. If this is not the case, in preparation for the interview learners should deliver this presentation to peers to gain feedback.

The interview, as stated in learning outcome 4 is required to be as close as possible to a real scenario if it is not an actual job interview. It is highly recommended that this be carried out by somebody unfamiliar to the learner. Where possible the interview should be video recorded to supplement the observation evidence completed by the assessor. The observation record should have sufficient detail to show why the assessor decided that each assessment criteria is satisfied. The record should support further evidence such as the interviewers' and learners' notes. These should all be retained to enable internal and external quality assurance procedures to be conducted.

To be able to recognise how effective their own interview performance has been, for learning outcome 5, learners must identify at least three aspects of their performance that went well and two that did not go so well. These might relate to particular questions or to aspects such as body language or careful listening. They might reflect on the interview by watching it back on video, listening to a recording or discussing it with the interviewer or other observers. Constructive criticism obtained from the interviewer, assessor or other observers should be used by the learner to include in the review of their performance. However, from the given feedback, the learner must independently identify what they include in their review. Evidence to support this can either be written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Links to other units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Achieving Success at Interview	Achieving Success at Interview	
Applying for Jobs	Applying for Jobs	Applying for Jobs
Produce a CV	Using a CV and Covering Letter to Apply for a Job	Developing your CV

Essential resources

There are no special resources for the unit. However, learners would benefit from video recording of 'mock' and assessed interviews and role-plays to review performance. Links with local employers and/or local enterprise ambassadors would place the unit in a more applied context.

Suggested resources

Websites

www.kent.ac.uk

The University of Kent employability and careers service has an extensive resource of factsheets and activities that can support the development of interview practice

www.nationalcareersservice.direct.gov.uk

The National Careers Service website contains key support materials to develop interview practice, including checklists and links to further resources

www.prospects.ac.uk

Prospects offers a wealth of resources to job seeking candidates on the development of employability skills. This includes sample interview questions, video case studies and links to other types of interview situations. A free subscription service adds personalisation features

Unit 58: Preparing for Work Placement

Unit reference number: F/503/2885

Level: 2

Guided learning: 10

Unit introduction

A work placement will give you opportunity to develop your skills, knowledge and experience while getting first-hand experience of life in a real working environment. The skills you develop on placement will show future employers your abilities and potential. You will get the most out of the experience if you plan carefully, and that is the focus of this unit.

In this unit you will learn how to find out information about the company or organisation and what tasks you will be expected to do; these are essential for effective preparation. You will learn about what will be expected of you during your work placement and how to manage any difficulties or confusion which may arise, which will help you to make a success of your experience. It is important to have some targets to work towards in your placement and you will learn how to set some personal and work-related goals which you aim to achieve during your work experience.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the company or organisation where the work placement is planned	1.1 Describe the company or organisation providing the work placement 1.2 Describe the key purpose of company or organisation
2 Know the information needed before starting the work placement	2.1 Describe the terms and conditions of the work placement 2.2 Describe the tasks to be performed as part of the work placement
3 Know what the company or organisation expects of the learner during the work placement	3.1 Describe why workplace values are important for success at the work placement 3.2 Describe personal presentation requirements appropriate to the work placement 3.3 Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement
4 Be able to set goals relating to the work placement	4.1 Set goals for skills development relating to the work placement 4.2 Set goals for personal development relating to the work placement

Unit content

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

Information about the company/organisation: type of company or organisation; ownership, e.g. public or private; function; location; size; internal and external customers; key purpose, e.g. to make money, to expand, to widen the customer base, innovation, continuously improve, manufacturers, distributors, retailers

Sources of information: media sources e.g. company website, company leaflets or brochures, newspaper, magazine or internet articles; personal contacts e.g. learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement

2 Know the information needed before starting the work placement

Terms and conditions of work: hours of work; absence procedures; dress code; line manager or supervisor; health and safety procedures; refreshment facilities; seeking advice relating to work and/or colleague relationships

Tasks: tasks specific to work placement and its role and responsibilities, e.g. greeting customers, checking equipment for health and safety purposes, setting up equipment, liaising with line manager

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

Workplace values: definition of workplace values, i.e. personal values, characteristics, and personality traits valued by employers; workplace values, e.g. attention to detail, reliability, positive attitude, respecting others

Importance of workplace values in a work placement: creates positive impression; gets the work completed efficiently; makes sure the organisation runs smoothly makes the working environment pleasant

Personal presentation: personal hygiene; appropriate clothing for job role; personal protective equipment (PPE), body language

Dealing effectively with situations of emotional stress, difficulty or confusion: seek support and guidance, e.g. speak to work placement supervisor, ask for guidance from supervisor/colleagues people if a task is difficult or unclear, consult user guides, request further training and assistance if unsure about using equipment

4 Be able to set goals relating to the work placement

Goal setting for the work placement: types of goals, e.g. personal goals, work-related goals, skills development; achievable and realistic goals e.g. specific, within a set timescale, reasonable, within learner's abilities

Further information for tutors and assessors

Delivery

As an introduction to the unit, learners could use social media to contact learners who have already completed a work placement and to ask them for their top tips for preparing to ensure success in work placement. The responses could be collated for group discussion.

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Learners could discuss what information they need to know about the organisation in which they are going to be working, and could compile a checklist to help direct their research. They could collect information on aspects such as the function of the organisation, the key purpose, its structure (if relevant) and types of customers using web-based resources.

Learners will need to find out relevant details about the main tasks and the requirements for the placement. This could be done by the learner before starting the work placement. Ideally, the learner will have an interview with the employer. This could be carried out using Skype, or the learner could email the employer to request details.

Employers could be invited as guest speakers to discuss the concept of 'workplace values'. Learners could prepare questions to ask the employer about the importance of these values for organisations. Tutors could lead a discussion for learners to explore their own values; this will help learners to identify a range of possible skills and goals to aim for in their work placement.

A group discussion or role-play activity could be used to explore different types of stressful, confusing or difficult situations in a work placement; this could help learners in developing skills and confidence in asking appropriate questions or asking others for help and guidance. This could help address learners' fears and concerns about handling any uncertain or difficult situations they can encounter.

Setting goals for work placement may follow on from discussions which have taken place throughout the delivery of this unit about the tasks that learners will be undertaking and workplace values. The importance of setting achievable, realistic goals relevant to their own skills and work placement could be explored through the use of examples in group discussion.

Assessment

Learning outcomes 1.2 3 and 4 could be assessed through one assessment activity. Evidence could be presented in logbook or a workbook, using a pre-designed format, which could be used for reference and to record further information during the work placement. Alternatively learners could produce a presentation with assessor questioning. If centres use evidence produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, the learner will need to describe the type of company or organisation where their work placement will take place, its function/s, size and its key purpose. The information could be included in their logbook or presentation.

For learning outcome 2, the learner needs to provide a clear description of the information they need before starting their work placement. A description of the terms and conditions of their work placement is needed, which should include, detail of hours of work, dress code, number of days attending work placement, breaks, and absence procedures. The learner should also describe four tasks that they are likely to perform during their work placement, with detailed information against each task and not simply a list. The information could be included in their logbook or presentation.

For learning outcome 3, the learner needs to show they know what the company or organisation expects of the learner during the placement. The learner is required to give detail of two workplace values expected by the employer and why these values are key for success at the work placement. Details of two personal presentation requirements, relevant for the placement are needed. The learner needs to provide at least two examples of situations in the workplace where they might encounter stress, difficulty or confusion. For each example, they must explain at least one appropriate, relevant, positive action they could take to help resolve the situation. The information could be included in their logbook or presentation.

For learning outcome 4, the learner is required to set specific and realistic goals relevant for their work placement. The learner needs to provide two goals related to skills development and two goals related to personal development. The skills development goals may relate to existing skills which the learner would like to build on during the work placement or a new skill the learner would like to develop during the work placement. The personal development goals may relate to workplace values such as being reliable by getting to work on time, always following instructions for health and safety procedures. Goals could be recorded in the logbook or presentation.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Conduct at Work		
Investigating Rights and Responsibilities at Work	Investigating Rights and Responsibilities at Work	Understanding Employment Responsibilities and Rights

Essential resources

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

Suggested reading/resources

Websites

www.mindtools.com

Information about setting personal goals

www.workettiquette.co.uk

Advice about workplace conduct

www.worksmart.org.uk

Detailed information about companies

Unit 59: Learning from Work Placement

Unit reference number: L/503/2887

Level: 2

Guided learning: 20

Unit introduction

Work placement gives you a valuable opportunity to experience the world of work, demonstrate your skills, develop new skills and extend your knowledge. It is essential that you maximise the experience as it will help you to set realistic, achievable career-related goals. To do this you will need to learn how to reflect on your experiences and consider how you could build on your skills.

In this unit you will learn how to keep accurate records of your experiences in work placement so that you can identify what personal and work related skills you have developed. You will learn how to reflect on the effectiveness of your performance when carrying out tasks in work placement and consider how they could be carried out differently. These reflections on your learning from placement will help you to set appropriate short-term and long-term goals for your future career.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to reflect on what was learnt on the work placement	1.1 Maintain a log of work placement tasks and personal development 1.2 Describe skills and knowledge gained during the work placement
2 Know how to improve the work placement experience	2.1 Identify aspects of the work placement experience that could have been improved 2.2 Describe how improvements could be made to tasks carried out during work placement
3 Be able to use learning from the work placement to set career-related goals	3.1 Describe how the work placement experience might assist them in making choices about a future career 3.2 Set short-term and long-term goals which build on own learning from the work placement

Unit content

1 Be able to reflect on what was learnt on the work placement

Logging tasks and personal development: records kept by others, e.g. employer reference, tutor report, feedback from work colleagues; own records of tasks, e.g. work diary or log book, records on mobile phone, e.g. written memos, photos, oral recordings, videos

Skills and knowledge: specific job related skills, e.g. technical skills, use of equipment, product or service awareness, business and customer awareness, product knowledge, policies and procedures of the placement company; employability skills, e.g. teamwork, communication, attention to detail, reliability, positive attitude, respecting others

2 Know how to improve the work placement experience

Aspects that could have been improved: reflection, i.e. looking back on what has been done and learning lessons from what did or did not work; consider what was not successful; suggest better ways to complete tasks, e.g. additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently

3 Be able to use learning from the work placement to set career-related goals

Making choices about a future career: relevant to specific work placement experience, e.g. awareness of strengths and weaknesses, awareness of personal skills, knowledge of new vocational area or area of interest, confirming whether they do or do not wish to work in a particular sector or industry

Setting goals: based on what has been learned in work placement; types of goals (short-term, medium-term, long-term) SMART goals i.e. specific, measurable, achievable, realistic, time-based; goals, e.g. further study, employment, voluntary work

Further information for tutors and assessors

Delivery

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

To help learners know and understand what evidence they should gather for this unit, they could take the preparing for work placement unit. Appropriate ways to collect the evidence and ways to record it should be discussed. The importance of accurate recording should be stressed as this is essential to enable effective reflections and goal setting. Paper-based or electronic formats could be designed as a group exercise for learners to use to record evidence in work placement before attending.

Learners could be introduced to the concept of reflection of skills and knowledge through discussion of case studies in *Time Well Spent*, the CBI report found on website www.educationandemployers.org. This will help them understand how to use their experiences to identify the employability skills and work-related knowledge gained and what they need to develop for success in the workplace. Learners should be encouraged to seek feedback from work placement supervisors, employers and work colleagues about their strengths. Small group discussions could be used to help the learner identify the challenges of the work placement and ways to overcome them.

Effective goal setting through the use of SMART targets could be introduced using resources on the following websites: www.mindtools.com and www.worksmart.org.uk

Assessment

To achieve this unit, learners must take part in work experience and gather the information needed to meet the learning outcomes. Detail of experiences in the placement could be collected in a portfolio of evidence or in a logbook or workbook. Evidence to meet learning outcomes 1, 2 and 3 could be recorded in the logbook or workbook. Alternatively, learners could produce a presentation with assessor questioning. If centres use evidence produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Alternatively learners could record the evidence required for the learning outcomes in a portfolio or workbook.

Learning outcome 1 requires learners to create and maintain a detailed log of the tasks and activities they carried out during work placement. They need to reflect on these tasks and activities and provide details of the job-related knowledge and skills for employability they have gained during the placement. This should cover both technical skills as well as softer skills such as teamwork, communication, etc. For learning outcome 2, the learner needs to give brief details of any two different aspects of the work placement experience that could be improved, based on evidence produced for learning outcome 1. The learner needs to provide a clear description of two ways that improvements could be made to tasks carried out during work placement. Learners could consider improvements to employability skills such as more effective communication, time keeping or job related skills such as following health and safety procedures.

For learning outcome 3, the learner needs to give clear detail about one way the work placement has helped them in planning their career choices. This does not need to be lengthy or complex. The learner needs to identify evidence of two short-term and two long-term SMART goals as a result of what they have learned from their work placement

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management for work	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment
Conduct at Work		
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement

Essential resources

Learners need to have undertaken a period of work experience.

Suggested reading/resources

Websites

- www.educationandemployers.org The education and employer taskforce charity – the CBI report on the website, *Time Well Spent*, is about embedding employability in work experience
- www.mindtools.com Information about setting personal goals
- www.worketiquette.co.uk Advice about workplace conduct
- www.worksmart.org.uk Information about SMART goal setting

Unit 60: Career Progression

Unit reference number: F/508/3514

Level: 2

Guided learning: 15

Unit introduction

There have been significant changes in the world of work over the last 20–30 years. Very few people will go into a job straight from school or college and still be in that job when they retire. It is therefore important to have an understanding of the possible career pathways you may be interested in and make sure that the skills and experience you have will give you the opportunity to apply for the job you always dreamed of doing, when it becomes available. You will also find that as you progress through working life you need to continually gain new skills and experience if you want to progress.

This unit gives you the opportunity to understand why it is so important to plan for your career. You will then research different jobs and courses for a chosen pathway. Having gathered the information, you will then be able to plan for your chosen pathway.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand ways to progress careers	1.1 Explain how work and study opportunities can help with career progress 1.2 Explain how one job role or stage of career development may lead to another job role or study opportunity
2 Know how to carry out a self-assessment for different career pathways	2.1 Describe personal motivators when deciding on a career pathway 2.2 Describe factors that influence career planning 2.3 Assess own skills and experience against those required for chosen pathways
3 Know how to research for a chosen career pathway	3.1 Describe opportunities available within a chosen career pathway 3.2 Describe essential criteria necessary for progression within the chosen career pathway
4 Be able to plan for career progression in a chosen pathway	4.1 Set SMART goals using information gathered from a self-assessment 4.2 Identify resources needed to support the career progression plan 4.3 Outline key milestones in the plan 4.4 Describe contingencies for different stages in the plan 4.5 Explain how the career progression plan will be reviewed

Unit content

1 Understand ways to progress careers

Learning opportunities: for example, part-time studies or courses, full-time studies/course, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects

Benefits to career progression: for example, learn new skills, gain a qualification, improve status or reputation, and gain experience which could lead to improvement in employment prospects

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

2 Know how to carry out a self-assessment for different career pathways

Personal motivators: motivators may include personal interests, family background, finances, and location

Factors that influence career planning: Personal skills, qualities and experience interests, work, study and other experience, personal strengths, learned and natural talents, skills and personality

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

3 Know how to research for a chosen career pathway

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

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

4 Be able to plan for career progression in a chosen pathway

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

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

Contingencies: alternative study options e.g. different location for course, change in subject with opportunity to move during the course of study, return to full time education to improve grades or study different subjects; different opportunities available to use same skills and experience; support network

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

Further information for tutors and assessors

Delivery

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

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

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

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

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

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

Assessment

For learning outcome 1, the learner needs to explain how different work and study opportunities benefit career progression. Using an example, the learner could explain a work and a study opportunity that could help with career progression, and explain how working on a specific job role could lead to another job or study opportunity. The learner can use the experience from real organisations or individuals or alternatively, the learner could explain career progression using an imagined career profile.

For learning outcome 2, the learner needs to describe at least two motivators that motivates them towards a particular pathway and two factors that influence their planning. They will then analyse their previous work or learning in terms of their personal skills, qualities and experience. This can be achieved through the use of paper or electronic self-assessment tools, and to identify potential gaps for progression into their chosen pathway.

For learning outcome 3, learners will describe two opportunities available to them within their chosen pathway and describe the essential criteria needed to enable their progression within their chosen career pathway. For the career progression plan in learning outcome 4, the learner must select a method of presenting their career progression plan. The learner should produce a career progression plan in a format which reflects their preferred style of learning, as the emphasis is on producing a career progression plan that can be applied practically in the learner's own situation, however, all assessment criteria must be included in their plan. The learner will need to have set a minimum of two goals using the information ascertained from learning outcome 2 and reference at least three resources to support their plan and outline three key milestones that they need to meet. In addition to this the learner should have evidence of a contingency plan for each stage, along with an explanation of how their plan will be reviewed.

Where the learner is in employment, it may be appropriate to use relevant career-planning documents from their workplace. Where the learner does not have access to the workplace, appropriate examples of documents from the college, school or place of learning could be used.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Applying for a Job	Applying for a Job	Applying for a Job
Self-assessment	Self-assessment	Self-assessment
Produce a CV	Using a CV and Covering Letter to Apply for a Job	Developing your CV

Essential resources

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

Suggested resources

Websites

www.direct.gov.uk/en/EducationAndLearning	Advice on further education and learning programmes
www.learndirect-advice.co.uk	Advice, support and guidance on gaining jobs, apprenticeships and training
www.monster.co.uk	Job vacancy website

Unit 61: Online Branding for Career Success

Unit reference number: J/508/3546

Level: 2

Guided learning: 10

Unit introduction

Employers no longer rely simply on application forms, CVs and interviews to make decisions on who to hire. The opportunity to explore information on candidates is now readily available through the internet and employers will use this in their decision making. Through a small number of mouse clicks an employer can gain access to photos, social media posts and other information about you as a candidate.

This unit will consider those factors that currently make up your online brand and introduce you to ways to use the power of the online world to increase your chances of employment in your chosen sector. The unit will look at the idea that you need to effectively market yourself to succeed.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Explore online presence	1.1 Discuss three ways in which an online presence can affect employment 1.2 Analyse own online presence
2 Implement online presence cleaning	2.1 Demonstrate cleaning of online presence 2.2 Justify online presence for recruitment
3 Practically demonstrate the development of online presence	3.1 Describe steps that can be taken to enhance own online presence 3.2 Design two activities to develop online presence 3.3 Implement plan to develop online presence 3.4 Review potential impact of online presence development

Unit content

1 Explore online presence

Online presence: search engine; social media; social media of others; online CV; jobsites; auction sites; comment boards; blogs; personal websites; fan sites; other sites

Effects on employment: viewable by employers; reputation of individual; reputation of company; first impressions; attitudes to work; opinions; positive aspects e.g. headhunting

2 Implement online presence cleaning

Current presence: search engine; social media; social media of others; online CV; jobsites; auction sites; comment boards; blogs; personal websites; fan sites; other sites

Strategies for cleaning: manual search; privacy settings; removing items; security settings

Review: reasons for keeping or changing items; why online presence is important

3 Practically demonstrate the development of online presence

Presence development: social media bio; professional online networks; profile integration; blogs; personal websites; portfolio of work; sharing media; updating; discussion contributions; regular checks

Planning: suitability of plan; short-term; long term; SMART targets; review; feedback

Further information for tutors and assessors

Delivery

This unit is most effectively delivered to those learners who are aware of ICT technologies and are frequent users of mobile and internet technologies.

It is often the case that individuals are not fully aware of the consequences of poor online presence and case study examples are a good way of highlighting examples of impact. Groups could work as forensic detectives and, having been given pre-prepared case studies, could identify what issues the individuals' profiles might have on their career development and make recommendations on how the individual could develop a positive presence.

Tutors should be aware of techniques to clean profiles using both paid-for software and manual methods, and these should be practically demonstrated. Most social network help sections will have instructional videos to support this activity.

Learners could then be tasked to identify positive examples of developed online profiles from people who are working within their industries of choice, making justified decisions on why these profiles are exemplary.

Tutors could then synthesise information gained from groups to put together best practice tips that learners could use as the basis for their own web improvement.

Assessment

For learning outcome 1 learners should discuss three ways in which an online presence can affect employment, and complete an analysis of their own online presence. Learners could be encouraged to produce a professional report based on their own online profile that could be submitted to a human resources department on the suitability of self as a candidate for a job role. Learners should view their online profile from a detached perspective.

Learning outcome 2 focuses on a personal review of the learner's own online presence. A portfolio based on staged screenshots could be used to demonstrate visible online presence search and clean processes. Learners must provide clear justifications on what will remain and why, and discuss why items should be reviewed or amended. The tutor could then be involved in a practical observation of the learner viewing their online presence following the cleaning activity. This could be recorded in screenshots supported by a detailed observation record.

For learning outcome 3 learners should focus activity on specific career pathways. This activity should then involve actual improvement of their own online presence by the identification of two additional activities they could undertake to develop their online presence. These steps should then be implemented and independent review taken on impact. This review should contain peer feedback, and feedback from an individual who is not the tutor, for example a careers advisor, employer, or another tutor not known to the learner.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Maintaining a Suitable Online Presence for Employment	
Personal Behaviour for Success	Personal Behaviour for Success	
Self-assessment	Self-assessment	Self-assessment

Essential resources

Learners must have access to ICT facilities for both delivery and assessment. For the review element of the assessment, an individual who is not the learner's tutor must be identified. This could be an employer, another tutor, Jobcentre Plus advisor or careers professional.

Suggested reading/resources

Websites

www.about.com

This site is a repository for a range of 'how-to' articles, and also has an excellent careers section including a useful checklist for cleaning online presence

www.careersandenterprise.co.uk

The Careers and Enterprise Company is an organisation set up to help young people unleash their best possible futures, and works in partnership with others to broker relationships between schools, colleges and the world of work

www.nationalcareersservice.direct.gov.uk

The National Careers Service website contains key support materials to develop application practice, and has a useful section with embedded links on the online application process

Unit 62: Portfolio Careers and Self-employment

Unit reference number: T/508/3753

Level: 2

Guided learning: 15

Unit introduction

Portfolio careers and self-employment have increased substantially over the years and are now viable career progression options for those looking to be their own boss, work from home or have a 'pick and mix' career.

In this unit, you will learn about the work opportunities that are outside of the traditional '9 to 5' employment pattern and look at the differences between these options and how they suit employers and employees. You will learn how to assess the risks associated with different career options in order to determine whether a portfolio career or self-employment is right for you. You will develop research skills to explore business finance and investment sources and understand more about the legal requirements for business owners and other industry or role-specific requirements. You will learn how to set up a business and actions to be taken to ensure success. You will develop skills in planning a business and look at your own skills, experiences, qualities and interests in order to decide what type of work activities are best suited to you. From this, you will create a business plan.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand careers other than full-time employment	1.1 Describe features of different ways of making money through work activities 1.2 Compare differences between full-time employment, portfolio careers and self-employment 1.3 Discuss the advantages and disadvantages of portfolio careers for the employer and employee 1.4 State the risks associated with portfolio careers and self-employment
2 Know how to set up and fund a portfolio career or self-employment	2.1 Explain the types of finance and investment required to set up a portfolio career or self-employment 2.2 Describe statutory and regulatory obligations for self-employed people and people with portfolio careers 2.3 Describe how to set up a successful business 2.3 State sources of support and advice relating to portfolio careers and self-employment
3 Provide a strategy to assure success of a portfolio career or self-employment	3.1 Describe characteristics of a successful business 3.2 Assess own skills, qualities, experience and hobbies to identify a suitable work activity for a portfolio career or self-employment 3.3 Explain the key requirements of a business plan 3.4 Create a coherent plan for implementing a work activity

Unit content

1 Understand careers other than full-time employment

Features of careers other than full-time employment: part-time, reduced hours, less income, increased personal time, better work-life balance, hours to suit, full employment rights; self-employed or freelance, e.g. self-managed, own boss, flexibility, independence, location, no fixed salary; portfolio career, e.g. multiple jobs, work activities which align to strengths and interests, flexibility, increased job security; differences (number of employers, flexibility, pay); advantages of careers other than full-time employment, e.g. flexibility, increased work opportunities, job satisfaction; disadvantages, e.g. increased administration requirements, isolation; risks, e.g. short term work, lack of self-motivation, lack of company benefits

2 Know how to set up and fund a portfolio career or self-employment

Types of finance and investment: short term, e.g. own savings, family and friends, bank credit; long term, e.g. capital investment; importance of funding, e.g. business start-up costs, production of products, paying bills until the work comes in; statutory obligations, e.g. taxation, health and safety, public liability insurance; regulatory obligations, e.g. qualifications required for the industry, licenses, permits

Planning a portfolio career or self-employment: self-assessment (skills, qualities, experience, qualifications, hobbies, interests); research business idea, e.g. existing products or services, viability, target market, costs, potential income; form a business plan (establish career goals and objective); sources of funding or finance, e.g. pay the bills whilst finding work; finding work, e.g. flyers, social media pages, networking, cold calling

Sources of information and advice: e.g. people with successful portfolio careers, self-employed or freelancers, webpages, careers services

3 Provide a strategy to assure the success of a portfolio career or self-employment

Characteristics of a successful business: e.g. planning short and long term goals, commitment to employees and customers, ambition and risk taking

Work activities: e.g. same role, multiple employers, buying and selling, cleaning, office duties, healthcare, hospitality; profitable skills, e.g. a trade, multi-tasking, financial awareness, business acumen, networking, marketing, organisational skills, communication skills; qualities, e.g. focus, dedication, energy, resilience; experience, e.g. paid work, voluntary work, work experience; hobbies, e.g. baking, art and design, mechanics, web design, looking after children

Business planning: key requirements, e.g. objectives, customers, cash flow forecast

Further information for tutors and assessors

Delivery

This unit has been designed to give learners opportunities to investigate portfolio careers and self-employment, allowing them to make informed decisions about future career progression opportunities which do not follow the traditional 9-5 routine.

Learners completing this unit may not have any experience of work or be familiar with the terms 'portfolio career' and 'self-employment', so delivery should focus on exploring these career choices from a base level.

In learning outcome 1, tutors could lead presentations and discussions about alternatives to full-time employment. Learners may share experiences of people they know who do different things to make money. Learners would benefit from investigating jobs that provide additional income alongside an existing career, as well those that provide a main income stream with other work activities used to supplement it.

Learners could work in small groups to explore differences between a full-time role, a portfolio career and self-employment. Group discussions could also include advantages, disadvantages and risks associated with these career types for the employer and employee. Learners would also benefit from visiting speakers representing these careers, which may encourage debate amongst learners.

In learning outcome 2, tutor led sessions surrounding funding opportunities for businesses would provide learners with key information relating to funding types. Video clips, news articles and advertisements would give learners further information relating to sources of funding and investment. Learners may also benefit from lessons regarding personal savings, for the purpose of using these funds to set up a future business.

Learners would benefit from opportunities to speak with business owners about how they set up their businesses and the processes they went through before being able to trade. This could include questions regarding the sources of information and advice they found helpful when setting up portfolio careers. This could also be supplemented by internet research.

In learning outcome 3, classes could be split into two groups researching portfolio careers and self-employment and presenting their findings back to the group. YouTube videos of individuals who have made successful careers from being self-employed or having multiple jobs in their portfolio will provide learners with evidence of financially viable business ideas, as well as gaining valuable knowledge of the hard work, dedication and focus required. Visiting speakers would also provide similar learning and opportunity for learners to ask questions. Learners could present findings to the group regarding a work activity or activities which they feel would be successful if part of a portfolio career or self-employment. Learners should be encouraged to discuss how they have arrived at this conclusion.

Learners require tools and techniques to help them to assess their own skills, qualities, experiences, hobbies and interests to confirm whether self-employment or a portfolio career is right for them. Learners could use internet sources, television programmes, news articles or social media pages to research the types of jobs people could do to gain additional income, work for themselves or sustain multiple jobs with multiple employers.

Learners could be provided with example business plans as an introduction to the requirements of a business plan. Learners could supplement this with internet research or discussions with visiting business people where further learning could be gained.

Assessment

Assessment of this unit is about learner's awareness of alternative career options and does not require learners to set up portfolio careers or become self-employed in order to achieve the unit.

To achieve learning outcome 1, learners are required to describe three ways of making money, other than through full-time employment, and to describe two features for each example. Learners are also required to carry out a comparison activity between portfolio careers, self-employment and full-time careers, and identify three differences between them.

In addition to this, learners are required to discuss two advantages and two disadvantages of portfolio careers for the employer, and two advantages and disadvantages for the employee. Learners could use this evidence as a basis when stating at least three risks associated with having a portfolio career or being self-employed. Evidence may be in the form of a workbook activity or presentation to the group regarding portfolio careers and self-employment, as part of a wider assignment which could be holistically assessed with other learning outcomes.

To achieve learning outcome 2, learners need to explain at least three types of finance and investments available to individuals looking to fund a portfolio career or self-employment and give at least two sources of these, as well as explain at least two reasons why funding is important. Learners should describe at least two statutory and at least two regulatory obligations for self-employed people and people with portfolio careers. Learners are also required to describe at least five actions required when setting up a self-employed or portfolio career. Responses should include sufficient content to reflect the importance of each action being described. Learners should identify at least three relevant sources of information and advice which could be accessed to find out more about self-employment and portfolio careers.

To achieve learning outcome 3, learners are required to describe at least three characteristics of a successful business. Learners need to use appropriate tools to assess their own skills, qualities, experience and hobbies, and then use this information to make a decision regarding their most profitable skills and attributes to identify at least two suitable work activities which could form a portfolio career or self-employment. Evidence should include the self-assessment tools used, as well as evidence that the information has been used to arrive at the decisions made. This could be in the form of a written statement or workbook activity or delivered as part of a holistic presentation.

Learners are also required to explain at least four key requirements of a business plan. Responses should be sufficient in detail to show that the learner understands the importance of each key requirement explained. Learners can then use this information to create a mock business plan based on a suitable work activity or activities identified within this learning outcome. Evidence presented should take the form of a formal, structured written document.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity	Supporting Employability and Personal Effectiveness	Planning an Enterprise Activity
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity

Essential resources

There are no special resources needed for this unit.

Suggested resources

Textbooks

Cantwell M – *Be a Free Range Human: Escape the 9 to 5, Create a Life You Love and Still Pay the Bills* (Kogan Page, 2013) ISBN 9780749466107

Hopson B and Ledger K – *And What Do You Do? 10 Steps to Creating a Portfolio Career* (A & C Black Publishers Ltd, 2009) ISBN 9781408116302

Lawrence R – *Business Plan Bible: How to Write a Business Plan – The Secrets to Writing Business Plans that Work* (CreateSpace Independent Publishing Platform, 2015) ISBN 9781517066208

Raymond Z – *Start a Small Business: 25+ Tips for Starting and Running a Small Business Successfully* (Kindle Edition) (Seremetis M, 2015) ASIN B01980KB91

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.enterprise-education.org.uk

This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise

www.gov.uk

Search 'Business and self-employed' for a range of useful webpages relating to aspects of business and self-employment

www.portfoliocareers.net

Useful, up to date information and guidance relating to setting up and maintaining a portfolio career

www.projectsart.co.uk

Step-by-step guide to project planning

www.socialbusiness.org

A range of social and business enterprise activities can be explored here

www.youtube.co.uk

Search 'Portfolio Careers' or 'Self-employment' for a range of short clips relating to enterprise activities and how to set these up

Unit 63: Managing Your Own Money

Unit reference number: D/503/2862

Level: 2

Guided learning: 20

Unit introduction

Being able to manage your own finances is an essential life skill for anyone and is a key factor in avoiding stress and difficulties caused by money matters.

In this unit you will learn how to develop the skills and knowledge to produce a budget successfully, so that planned outgoings do not exceed income. You will consider buying on credit and the responsibilities and potential problems associated with using credit and loans.

Learning outcomes and assessment criteria

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

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

Unit content

1 Be able to produce a personal budget

Terminology: definition of income and expenditure; types of expenditure, e.g. utility bills, mortgage/rent; living expenses, e.g. groceries, clothing, entertainment, transport

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

Planning expenditure and income: calculating expenditure against income; identifying essential and non-essential outgoings

Making savings: lifestyle changes; meal planning; loyalty schemes; saving for larger items, e.g. holidays, birthday presents; budgeting; prioritising; not buying on impulse; economising, e.g. with electricity

2 Understand the use of credit to borrow money

Sources of credit: definition of credit; sources, e.g. loans, credit cards, store cards, in-store finance deals

Responsibilities and problems of using credit: importance of giving accurate and honest personal financial details when applying for credit; checking the interest rate (APR) before signing a credit agreement; being able to pay minimum repayments on time; checking details of credit statements; knowing how to inform the lender if there is difficulty with repayments; potential problems of using credit and the consequences, e.g. legal action, emotional stress, goods repossessed, being unable to repay the amount borrowed

Further information for tutors and assessors

Delivery

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

As a way of introducing the unit, learners could identify different sources of income and common types of weekly or monthly outgoings, progressing to planning their expenditure and income in the form of a basic budget plan.

For learning outcome 1, learners should be able to keep a record of income and expenditure for a week/month, and using those records to plan the weekly/monthly expenditure according to the income. If learners choose to use their own financial situation as a basis for planning income and outgoings, confidentiality must be respected throughout.

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

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

Credit and loans are important as areas that are important to know about and understand in today's society. It is especially important for learners to gain an appropriate understanding of the requirements and responsibilities associated with buying on credit and taking out loans. Younger learners may feel that they cannot experience some of the problems associated with using credit or getting into debt, as they cannot apply for credit cards, overdrafts, personal loans or hire purchase schemes. However, discussions could centre on the consequences of getting into debt by other means, such as incurring debts with family and friends. Adult learners may have already experienced some of the problems associated with using credit. This subject area could be particularly sensitive and should be handled with care.

Assessment

This unit could be assessed in the workplace or in a classroom environment. To achieve the assessment requirements for this unit assessors could consider different forms of evidence.

For learning outcome 1, learners must demonstrate a range of basic calculation techniques. The level of calculations should reflect the functional skills mathematics standards for learners at this level. Learners must draw up a simple budget in the form of expenditure against income for a month, calculate the correct balance, and describe three different ways to keep a budget in balance. The learner can be given simulated information on which to base their calculations or may base their calculations on their own circumstances. Income information should also be provided, which could be based on the national minimum wage. Where the calculations are based on the learner's own circumstances, confidentiality must be

respected throughout. Discussion with a tutor or line manager could be used to demonstrate learner understanding of the budget produced and how to control expenditure.

For learning outcome 2, learners could produce an information leaflet for a potential borrower which identifies at least two different sources of credit, and provides details of at least three different responsibilities that the borrower has when using credit for outgoing expenses or investment purposes. The information must also include details of at least two potential problems of using credit.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Numeracy for the Workplace	Numeracy for the Workplace	

Essential resources

There are no special resources for the unit.

Suggested resources

Websites

www.bbc.co.uk/skillswise

Website with videos, games and quizzes for developing basic maths skills at different levels

www.moneyadvice.service.org.uk

Government website with tools, calculators and advice on budgeting and managing money

www.stepchange.org

Debt charity with online tools for budgeting and free advice on problem debt

Unit 64: Managing Transition into Work

Unit reference number: J/508/3529

Level: 2

Guided learning: 10

Unit introduction

Starting work is a major change which will give you opportunities to show your skills and develop your career, but it can be an unsettling experience. You will need time to adapt to the work environment and changes in responsibilities and expectations. It is important to remember, though, that nobody expects you to know everything the moment you walk in. You can be helped to manage this transition if you are well prepared and supported. It has been shown that a good experience of transition can offer long lasting benefits to your employment and earnings.

In this unit you will about learn about changes you need to make when you start work and the stages of transition you will go through to adapt to working life. You will learn about how you will benefit if the transition is managed well. You will learn how employers support your transition into work and ways you can efficiently manage the process of change to benefit your career.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the importance of managing transition into work	1.1 Describe features of what employees need to adjust to when starting work 1.2 Explain why it is important for employees to manage transition into work
2 Know how to manage transition into work	2.1 Describe stages in the transition process 2.2 Explain the role of employers in supporting transition into work 2.3 Assess own attitude, behaviours, issues and circumstances which might prevent successful transition into work 2.4 Explain actions you can take to overcome identified barriers to successful transition into work

Unit content

1 Understand the importance of managing transition into work

Features of work employees need to adjust to: managing own timekeeping (arrival, lunch and meal breaks); following all workplace policies and procedures, e.g. health and safety, preventing bullying, use of internet and mobile phones; taking responsibility for tasks, e.g. meeting deadlines for tasks, prioritising own workload; developing working relationships with colleagues

Why it is important for employees to manage transition: e.g. sense of control, build confidence, increase job satisfaction, increase efficiency, improve teamwork, enhance prospects, reduce stress, build resilience

2 Understand how transition into work can be managed

The transition process: transition, i.e. response to personal change; stages of transition (excitement, uncertainty, loss of confidence, uncertainty, gradual acceptance, new confidence)

The role of employers in supporting transition: provide a contract, e.g. details of pay, holiday, notice time; staff handbook; induction; provide a mentor; offer further training; ensure stability of staff; increase productivity; improve team-working and integration; increase creativity

Barriers to transition into work: behaviours, e.g. concentration, punctuality, commitment; attitude, e.g. laziness, negativity; issues, e.g. health, lifestyle, confidence; circumstances, e.g. home, financial, childcare; actions to take, e.g. find out more about the organisation, demonstrate reliability, stay organised, complete tasks to deadlines, active listening, ask questions, get to know colleagues, be friendly but not over-familiar, use a mentor for support and advice, use feedback to develop knowledge and skills, reflect on progress

Further information for tutors and assessors

Delivery

The concept of transition may be new to learners, so the unit could be introduced to learners by asking them to reflect on their own life events by drawing a life-line. The tutor could ask them to think back over their life so far, recall some of their best experiences and when they happened, and then do the same for times of disappointment. Learners could be asked to try to remember what turning points helped them to recover from the low periods, how they felt and what happened when things got better. Tutor-led discussion could follow to highlight the stages in the transition process and the time it takes to work through the stages of a transition.

Learners could use social media to contact friends who have recently started work, to ask them about changes they faced when starting employment and how they were affected. Group discussion could follow to collate responses, to include all the features of work employees need to adjust to and the reasons for the changes, focussing on positive outcomes if transition into work is well managed.

Role play or case studies could be used to examine the reasons why it is important to manage transitions well, including the implications, for example, of not returning from lunch break on time or of being disorganised.

An employer could be invited to speak to learners about the role of employers in supporting transition. Learners could prepare questions to ask about benefits to the organisation of smooth transitions. Learners could work in groups to examine examples of contracts, staff handbooks and policies to discuss how these documents would help new employees in transition.

Learners could work in groups to explore ways employees can manage their own transitions, followed by discussion to consolidate ideas.

Assessment

Learning outcomes 1, 2 and 3 could be assessed through one assessment activity. Learners could produce an article for a student magazine. Alternatively, learners could produce a presentation with assessor questioning. Examples may be used throughout to support the responses. If centres use evidence produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, the learner needs to provide a brief explanation about the features which employees will need to adjust to, including time-keeping, responsibility for tasks, relationships with colleagues, and policies and procedures. The stages in the transition process will need to be clearly described. Three reasons why it is important for employees to manage transition need to be explained.

For learning outcome 2, the learner will need to clearly describe the stages in the transition process. The function of the employer in supporting transitions needs to be explained, including supporting employees and benefits to the organisation. The learner needs to clearly describe steps employees can take to help manage their progress through each of the stages of the transition process (excitement, uncertainty, loss of confidence, uncertainty, gradual acceptance, new confidence).

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	Self-management Skills
Self-assessment	Self-assessment	Self-assessment

Essential resources

There are no special resources for the unit.

Suggested reading/resources

Websites

www.businessballs.com

Information about stages of personal change

www.eoslifework.co.uk

Information about managing personal and organisational change

Unit 65: Understanding Employment Responsibilities and Rights

Unit reference number: J/508/3563

Level: 2

Guided learning: 20

Unit introduction

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

This unit also appears in the *WorkSkills for Effective Learning and Employment* qualification, and is designed to be applied in a working context.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the statutory rights and responsibilities of employees and employers within own area of work	1.1 Outline employee rights and responsibilities under Employment Law 1.2 Describe how related legislation can support employees in the workplace 1.3 Describe employer responsibilities in the workplace 1.4 Identify sources and types of information and advice on own employment rights and responsibilities
2 Understand agreed ways of working that protect own relationship with employer	2.1 Explain the terms and conditions of a contract of employment 2.2 Describe information shown on a pay statement 2.3 Explain the procedures to follow in event of a grievance 2.4 Identify the personal information that must be kept up to date with own employer 2.5 Explain agreed ways of working with employer
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: know the difference between rights and responsibilities e.g. health and safety legislation is a right, adhering to it is a responsibility; current employment legislation, for example, current anti-discrimination legislation; working hours and holiday entitlement; data protection

Employer rights and responsibilities: duty of care to employees, 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 union representative; professional body; Citizens Advice; 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; working hours; pay rate (e.g. flat, overtime rate); holiday entitlement; notice to terminate employment, sick pay entitlement, format of contract

Interpret information on payslip: gross wages; deductions (income tax, pension, student loan, maintenance etc.); net pay; personal information, e.g. National Insurance number, employee number, pay date or month

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

Types of information held on personnel records: personal data, qualifications, National Insurance number, tax code, bank details, disabilities, employment history, absence details, and training

Updating information held on personnel records: personal responsibility; data protection considerations

Ways of working with employer: workplace procedures for leave entitlement, e.g. maternity/paternity, compassionate leave; procedures to deal with bullying or discrimination; procedures for self-certification, 121 to discuss training needs to improve performance or learn new skills

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

Effects of public concern: introduction of legislation and good practice

4 Know career pathways available within own and related sectors

Career pathways: progression routes within own sector; progression routes in related sectors; importance of continuing professional development

Sources of information: line manager, trade bodies, Jobcentre Plus, relevant websites

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

Guidance for tutors

Delivery

This unit has direct links to the workplace, and the most effective delivery would be to bring workplace experiences into the classroom. The focus in this unit is on combining new knowledge of employment responsibilities and rights with workplace functions. Discussion of shared experiences will help learners to put their knowledge into context, but to also make use of employer links, internet resources, group work, individual study and team activities to vary input. To gain more understanding of the issues that affect the sector, learners should be encouraged to read about the area of work they are in or in which they wish to enter. Learners could improve understanding by reading trade journals, visiting trade body websites and keeping up to date with current affairs. Learners should be encouraged to build up a portfolio of relevant articles that they can share to create a competitive learning situation.

Visiting speakers from a number of organisation would enhance the programme.

Naturally-occurring evidence should be used where possible, such as information provided through an induction process. Learners could build a portfolio of evidence or a workbook that shows evidence of achievement and which could be used as a point of reference for future work.

Assessment

For learning outcome 1, the learner must outline at least two rights and two responsibilities from employment legislation, describe one example of how legislation supports employees in the workplace and describe two employer responsibilities in the workplace. The learner must also identify at least two sources and types of information on employment rights and responsibilities. This could be evidenced by a written work or via a presentation to new employees or by adding/amending sections of their current employee handbook.

For learning outcome 2, the learner can use actual documents from their own employment or work experience, or use examples provided by the centre. The actual documents used should be retained as evidence and verified by the tutor or relevant authorised person. The learner should explain at least four of the terms and conditions that appear on a contract of employment and describe four pieces of information that appear on a pay statement. They should also identify at least three pieces of information that must be kept up to date. In addition to this the learner should explain one agreed way of working with the employer.

For learning outcome 3, learners should describe two effects of their own role on the service provision and describe one way in which their role links to the wider sector. The learner will also need to describe the role of one of the representative bodies that influence the wider sector. The learner will then need to outline two different viewpoints around a particular issue of public concern relevant to that sector or occupation, and describe one issue that altered public view of that sector or occupation. The tutor can assist the learner with identifying issues of public concern or provide case studies; however, the response has to be the learner's own work.

The conclusions from learning outcome 3 could be used as a starting point for learning outcome 4 in demonstrating the career paths open to learners based on these outcomes and the current state of the sector. The learner must describe two occupational opportunities within own or related sector, identify two sources of information that relate to a chosen pathway and, using this information, identify the next steps needed to develop own career pathway. They should be able to make projecting statements about their own development, illustrating Continuous Personal Development (CPD) opportunities and the range of support that would be necessary to achieve their career goals.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement
Introduction to Health and Safety at Work	Health and Safety at Work	

Essential resources

There are no special resources required for this unit but the focus must be on the workplaces.

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

Indicative resource materials

Textbooks

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)
ISBN 9780446673266

Mitchell Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc., 2010)
ISBN 9780963630674

Suggested resources

Websites

www.acas.org.uk

The conciliation service offers useful linked resources for investigating rights and responsibilities at work

www.citizensadvice.org.uk

Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings

www.gov.uk

The Department of Business Innovation and Skills has a section devoted to teaching employee rights and responsibilities

www.youtube.com

Has a range of video clips that illustrate positive behaviours to encourage active group discussion

Unit 66:

Learning from More Experienced People

Unit reference number: J/508/3661

Level: 2

Guided learning: 15

Unit introduction

No matter what stage we are in life, we can all learn new skills and knowledge. Much of this new learning comes from watching, listening to, talking with and copying others who have more experience in a particular skill than we have. For example, you may learn to improve your sporting skills by watching an expert on television. You may watch a celebrity chef to get tips on how to cook your favourite meal. The person with more experience may be someone older than us or perhaps a younger person. Many older people will ask a younger person to show them how to use their mobile phone more effectively. What is important is that we recognize that there are always opportunities to learn new things and not miss the chance to do so.

In this unit, you will have the opportunity to consider ways to learn from more experienced people. This may include watching them, asking questions or perhaps working alongside them. You will also consider how you can benefit from learning from others with more experience than yourself. In the final learning outcome, you will have the opportunity to find ways to improve your own performance by learning from others.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know ways to learn from more experienced people	1.1 Describe situations where learners can interact with experienced people 1.2 Describe benefits of working with more experienced people
2 Understand ways in which more experienced people work effectively	2.1 Describe why working methods demonstrated by a more experienced person is effective
3 Know how to improve own performance by learning from those who have more experience	3.1 Discuss the effectiveness of a skill or process learnt from others with more experience 3.2 Describe how to use what has been learnt to improve own performance 3.3 Describe advantages of learning from more experienced people 3.4 Describe disadvantages of learning from more experienced people 3.5 Outline a plan to improve own skill or process, from what has been learnt from more experienced people

Unit content

1 Know ways to learn from more experienced people

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

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

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

2 Understand ways in which more experienced people work effectively

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

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

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

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

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

Further information for tutors and assessors

Delivery

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

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

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

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

Assessment

Evidence for learning outcome 1 to 3 could come from group discussions which show the learners' individual contribution, or an individual discussion with the tutor, supervisor or line manager. Evidence can take the form, for example, of a recorded discussion, video evidence or a presentation. It can also be supported by written notes from the learner or the tutor/line manager.

In achieving learning outcome 1, the learner must describe at least two different situations where they might interact with more experienced people and how they interact with these people. The situations selected should involve people either already familiar to the learner or people the learner could reasonably expect to come into contact with in their workplace, college, school or place of learning. The learner should be able to describe at least two benefits from working with more experienced people.

For learning outcome 2, the learner needs to describe at least two effective ways of working demonstrated by a more experienced person and explain why this way of working was effective.

For learning outcome 3, the learner needs to select at least two examples of skills, knowledge or understanding they have learned from more experienced people. They will need to describe clearly how the specific skills, understanding or knowledge could be used to improve their performance in their own work or learning situation.

The learner needs to describe at least two advantages and two disadvantages of learning from people with more experience. The learner could consider how easy or difficult it was to learn a new skill or process from an experienced person, if noise or interruptions made concentration difficult for them and if learning the skill in context would make more sense and easier for the learner to see the relevance.

For the final section of learning outcome 3, the learner needs to create a plan that considers their work role and the skills and processes they require in that work role. Evidence may come from a one-to-one discussion between the tutor/line manager and the learner in which the learner carries out a review of what they have learned. This can be supported by written notes from the learner.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Learning from Work Placement	Learning from Work Placement	Learning from Work Placement
		Networking and Building Professional Relationships

Essential resources

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

Suggested resources

Websites

www.lifecoachexpert.co.uk

Provides guidance and support on creating a work-life balance

www.mindtools.com

Information about setting and achieving personal goals

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the characteristics of resilience	1.1 Describe the features of resilience 1.2 Describe strategies to build resilience
2 Understand the importance of resilience for work	2.1 Describe the benefits of resilience in the workplace for an employee 2.2 Explain why organisations value resilience in their employees
2 Know how to improve own resilience for work	3.1 Review own resilience for work 3.2 Plan ways to strengthen own resilience for work

Unit content

1 Understand the characteristics of resilience

Features of resilience: resilience, i.e. an individual's capacity to respond to pressure and the demands of daily life; an active process; requires optimism; difficulties are seen as a challenge; focus on situations they can control; take personal responsibility for own life

Strategies to build resilience: develop relationships to provide support; celebrate success to build self-esteem and confidence in own abilities; develop realistic goals; face challenges; find a resilient role model to give inspiration; focus on positive outcomes to foster optimism

2 Understand the importance of resilience for work

Benefits of resilience in the workplace for employees: increased confidence; able to view mistakes as opportunities for growth; more able to manage stress; more flexible e.g. can cope with change; more committed to the job; increase opportunity for progression; improved mental health

Value of resilient employees for organisations: more stable work workforce; increased productivity; improved performance; more creative environment; improved problem solving; able to manage change; more adaptable

3 Know how to improve own resilience for work

Review own resilience for work: consider challenges undertaken; review successes e.g. study achievements, in voluntary work, in work placement; consider features of resilience demonstrated; identify aspects to develop

Ways to strengthen own resilience for work: identify goals; plan frequent small steps towards goals; identify challenges to take on; celebrate successes; recognise mistakes as opportunities to learn; identify family, friends, tutors, colleagues who can give advice and support

Further information for tutors and assessors

Delivery

This unit could be introduced by setting a challenging group task. For example, groups could be given a timed task, using the internet, to select the quickest and cheapest way for a group of 20 adults, one who is a wheelchair user, to go on the London Eye. Following the task, learners could discuss their approaches to this challenge. Did some think it too difficult or impossible in the time? Did some try and then give up? How did they feel when they succeeded? This would be a good introduction to the features of resilience without focusing on personal difficulties learners may have previously experienced. Resilience demonstrated by famous people could be explored. Learners could each select one person and present their findings to the whole group and decide what strategies they used to overcome difficulties and achieve success.

An employer as a guest speaker could be invited. Learners could prepare questions to ask about why they value resilience in their employees and what challenges may be faced in their organisation and ways employees face them.

A group discussion or role-play activity could be used to explore different types of challenging or difficult situations at work; this could help learners in identifying appropriate approaches which demonstrate resilience.

Case studies could be used could explore different ways resilience could be developed in all aspect of life and how these could then be helpful in building confidence to take on challenges at work. The importance of setting realistic goals could be explored through the use of examples in group discussion.

Assessment

Learning outcomes 1 and 2 could be assessed through one assessment activity. Learners could produce a leaflet for other learners who are about to go into work placement or start work. Alternatively, learners could produce a presentation with assessor questioning. If centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners will need to include detailed information about four characteristics of resilience and ways in which these characteristics of resilience can be developed and maintained. Examples may be used to support the response.

Learning outcome 2 requires learners to provide clear detail about three advantages to employees of being resilient in the workplace and details of three reasons why organisations value resilient employees.

Learning outcome 3 could be assessed through one task. Learners could have a one-to-one discussion with the tutor. Learners are required to consider the extent to which they have demonstrated resilience in three situations. These could be in study achievements, in voluntary work, in work placement. Brief details of three realistic ways to develop their resilience for work must be given.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	Self-management Skills
	Managing Transition into Work	Managing Transition into Work

Essential resources

There are no special resources for the unit

Suggested reading/resources

Websites

www.mindtools.com

The importance of resilience

www.psychology.about.com

Skills and attitudes to increase resilience

www.skillsyouneed.com

Ways to improve resilience

Unit 68: Solving Work-related Problems

Unit reference number: F/508/3562

Level: 2

Guided learning: 20

Unit introduction

Problem-solving skills are highly sought after by employers as well as being a valuable life skill. The purpose of this unit is to develop understanding of workplace problems, and how to apply solutions and communicate them to others.

In this unit you will consider common types of workplace problems and the reasons why problems may be encountered, and you will learn how to use sources of help effectively. You will examine ways to communicate possible solutions to others in an appropriate way and how to deal with responses to what has been presented. Additionally, you will review the effectiveness of your performance in presenting a solution to others and suggest possible areas for improvement.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand problems that arise in the workplace	1.1 Explain the main reasons why individuals encounter problems in the workplace 1.2 Describe common types of problems that an organisation might need to solve
2 Know how to use sources of help for workplace problems	2.1 Describe sources of help available both to individuals and to organisations for solving workplace problems 2.2 Present information or advice from different sources to help solve workplace problems encountered by individuals
3 Understand how to solve workplace problems	3.1 Describe strategies for solving problems 3.2 Describe possible solutions to different workplace problems 3.3 Rank the solutions to problems according to their likely effectiveness 3.4 Explain reasons for the rank order of solutions 3.5 Present plans for carrying out solutions to solve workplace problems
4 Be able to communicate a solution effectively to others	4.1 Explain to others how a problem could be solved 4.2 Use appropriate information to support explanation
5 Be able to respond appropriately to questions or objections	5.1 Identify possible questions or objections to solutions to a problem 5.2 Plan how to deal with feedback and questions from others in the group 5.3 Respond appropriately to questions or objections from others
6 Be able to assess own performance in communicating a solution to others	6.1 Explain why parts of the communication were successful 6.2 Explain why parts of the communication were not so successful 6.3 Suggest ways to improve the communication of the solution

Unit content

1 Understand problems that arise in the workplace

Types of problems: individual problems such as conflicts or differences of opinion, new situations or change in current situation; organisational problems, e.g. those related to reorganisation, marketing new products, meeting legal requirements; communication difficulties and misunderstandings

2 Know how to use sources of help for workplace problems

Finding help: sources of help from team, e.g. colleagues, managers, supervisors; sources of help from workplace policies and procedures, e.g. manuals and handbooks, human resources manager, union representative; sources of help for organisations, e.g. using the internet, consultants, advisory organisations

3 Understand how to solve and apply workplace problems

Problem-solving strategies: stages of the problem-solving process; scenario modelling; types of solutions and relevance to the problem, e.g. meet with union representative to discuss pay and conditions, update staff manual to reflect recent changes in working conditions, consult staff about revised rotas; advantages and disadvantages of possible solutions; factors to consider when ranking solutions e.g. timeline, organisation priority; reviewing effectiveness of strategy to solve workplace problems

4 Be able to communicate a solution effectively to others

Communication methods: verbal presentation either formally or informally; written presentation, e.g. by email, portfolio, letter

Information gathering: process for collecting appropriate information, e.g. background research, evidence of where the solution has been used successfully before; assessing what has improved since the problem was solved or what could improve once the problem is solved; identifying contact sources to provide support, guidance or advice

5 Be able to respond appropriately to questions or objections

Communicating with others: answering possible questions/objections, e.g. wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented; skills to respond appropriately when dealing with questions, e.g. active listening, taking on board other people's views, giving clear and accurate information

6 Be able to assess own performance in communicating a solution to others

Ways to evaluate: through formal or informal discussion with tutor/line manager; using a checklist or appropriate evaluation form; identifying what went well and what did not go well

Types of improvement: making suggestions on how to improve on own performance, e.g. not interrupting those who are asking questions about the solution, speaking more slowly when explaining how the problem could be solved

Further information for tutors and assessors

Delivery

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, role plays, interviews, video clips, case studies, and worksheets. The unit could be used as part of a cross-curricular project in a school or college setting, or can be used within the workplace to encourage learners to develop problem-solving and communication skills.

Learning outcome 1 could be introduced through group discussions related to workplace problems, with learners drawing on their own experiences which will make the content of the unit relevant to them. Guest speakers could be used to describe workplace problems, or tutors or line managers could provide case studies of different work-related problems for which learners answer questions on a worksheet.

For learning outcome 2, learners could work independently to explore sources of help for specific workplace problems. Tutors or line managers could provide access to a range of workplace procedure manuals, training manuals, posters, leaflets and instruction manuals for learners to use in order to access specific information. Visits to workplaces or different departments within a workplace could also be arranged.

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

For learning outcomes 4 and 5, learners should be provided with opportunities for developing and practising the communication skills needed to present solutions, such as one member from a group presenting to another group. Learners could also choose other ways to communicate, for example by drafting an email or a memo which describes the problem and its solution. These written documents do not need to be lengthy or complex.

For learning outcome 6, tutors or line managers and learners would probably find it most appropriate to discuss performance in a one-to-one or small group situation.

Assessment

Assessment can be through observation, discussions or written evidence supported with witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of communication for learning outcomes 4 and 5 should be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor or line manager, if appropriate.

Evidence for learning outcome 1 should demonstrate understanding of workplace problems. The evidence could be presented as a leaflet or poster and must give three reasons why individuals encounter problems and describe at least two examples of different problems that may arise for individuals in the workplace.

Evidence for learning outcome 2 could be provided from a presentation, report, leaflet, or question and answer session supported by written notes from the learner or the tutor/line manager outlining ways to source help. Learners need to present relevant information to help solve two identified workplace problems, using more

than one source of information. For each problem they should suggest at least two appropriate sources of help for individuals and two sources of help for organisations.

For learning outcome 3, the learner needs to describe two strategies for solving workplace problems, evidence must show that the learner understands the stages of the problem solving process and the different strategies which can be used for solving problems. Learners should select two workplace problems, which could be the same as those identified for learning outcome 2, giving at least two appropriate solutions and justifying how they have ranked these in order of effectiveness. Learners must produce two brief plans – one plan for each of the highest-ranked solutions – and indicate the steps to be taken to solve the problems. The plans do not need to be complex or lengthy.

Evidence for learning outcome 4 could either be an observation of the learner by the tutor/line manager, or written evidence. Learners must demonstrate that they can explain how a problem could be solved and use appropriate information to support their explanation. The learner could use one of the workplace problems selected for learning outcome 2 and 3, or select a new scenario either from their place of work or given by their tutor.

Evidence for learning outcome 5 could be an observation of the learner by the tutor/line manager supported by a question and answer session or written evidence. Learners must show evidence of planning how to communicate and respond to two possible questions or objections, and then show that they can respond appropriately to actual feedback from others in their group. Whether this is through written means or face-to-face, the learner needs to respond clearly and appropriately to any questions or objections raised.

Evidence of the learner’s communication for learning outcomes 4 and 5 must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager if appropriate.

For learning outcome 6, evidence could come from a one-to-one discussion between the tutor/line manager and the learner. Learners must evaluate their performance when communicating their solution to others, explaining at least one aspect that was successful, one that was less successful, and suggesting at least two areas for improvement.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Developing resilience for work	Developing resilience for work

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Websites

www.cipd.co.uk

Chartered Institute of Personnel and Development with links to resources and factsheets on workplace communications and problem solving

<http://talentlens.com>

Model for creative thinking and problem solving

www.youtube.com

Video clips of problem solving techniques

Unit 69:

IT Communication Fundamentals

Unit reference number: T/508/5759

Level: 2

Guided learning: 15

Unit introduction

In order to effectively use IT-based communication systems you need to select and use a varied range of appropriate IT tools and techniques. This unit aims to provide you with skills and knowledge to find and evaluate information and send and receive messages using IT-based communication systems when undertaking activities that are at times non-routine or unfamiliar.

In this unit you will use a range of IT tools to communicate and exchange information. This will help you learn how to access, search for and use internet based information sources in order to meet identified needs. You will investigate issues relating to copyright and other constraints when accessing and using information, such as music downloads.

You will be able to manage the storage of email and other IT communication tools such as an address book and electronic scheduler, identifying common problems and how these can be resolved.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Select and use a variety of sources of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements 1.2 Describe different features of information 1.3 Recognise copyright and other constraints on the use of information
2 Access, search for, select and use internet-based information and evaluate its fitness for purpose	2.1 Access, navigate and search internet sources of information purposefully and effectively 2.2 Use appropriate search techniques to locate relevant information 2.3 Use discrimination to select information that matches requirements and is fit for purpose 2.4 Evaluate information to make sure it matches requirements and is fit for purpose
3 Select and use IT to communicate and exchange information safely, responsibly and effectively	3.1 Create, access, read and respond appropriately to email and other IT-based communication, including attachments, and adapt style to suit audience 3.2 Use IT tools to manage an address book and schedule activities 3.3 Manage storage of IT-based communications 3.4 Describe how to respond to common IT-based communication problems 3.5 Respond appropriately to common IT-based communication problems

Unit content

1 Select and use a variety of sources of information to meet needs

Information: sourcing and formats of information for different needs, e.g. for research; using online databases, websites, email, newspapers, books, podcasts, web logs

Features of information: factual information; for creative work; finding opinions; information that is continually updated or live; interactive information; guides and directories; bias

Constraints of use of information: recognising copyright constraints on using information, e.g. music downloads; seeking permission; plagiarism and acknowledging sources

2 Access, search for, select and use internet-based information and evaluate its fitness for purpose

Access, navigate and search: enter a web address, use a search engine, browse, save and use bookmarks

Search techniques: search keywords, quotation marks, search within results, relational operators, 'find' or search tool, hyperlink keywords

Information requirements: recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, opinions, level of detail

3 Select and use IT to communicate and exchange information safely, responsibly and effectively

Using email: process for setting up and managing an email account; adding attachments; importance of email etiquette

Using other ICT based communications: instant messaging; contributing to forums, web logs; wikis; importance of instant messaging etiquette

Using IT-based communication tools: creating and managing an address book; scheduling activities; managing storage of communications; types of common problems and how these can be resolved

Further information for tutors and assessors

Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills to select and use a varied range of appropriate IT tools and techniques. They will find and review information and send and receive messages using IT-based communication systems to independently respond to activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from others.

An activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content and meaning) before an approach can be planned;
- the user will take some responsibility for developing the input or output of information; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

Much of the assessment evidence is likely to be produced during the delivery process, and centres should consider what other supporting product evidence can be collected. Where possible, a holistic approach to teaching is suggested. However, the task-based nature of the unit may mean that more than one set context is required.

Accessing online information requires an internet connection and for the first part of this unit learners need to explore and source different forms of information to meet different needs. Learners need to investigate copyright issues and other constraints relating to using information.

Websites are accessed using browser application software and learners need to develop the knowledge and skills needed to use browser application software, its tools and help facilities. Knowing how to use the browser tools and change the settings can make web page navigation easier and more efficient. The unit also introduces search techniques to help learners understand how to find information and how to save references of sources for future use. They will also use browser tools to access and complete online forms and use interactive websites, selecting the most appropriate tool for the purpose.

Learners need to know how to create and send email messages and use other IT-based communication methods following appropriate etiquettes and managing the storage of these. Learners should have opportunities to practise using email, adding attachments, and contributing to forums. They will develop skills in creating an address book, using tools for scheduling activities, and examine the types of common problems that can arise when used IT-based communications and how these can be resolved.

Assessment

It is envisaged that this unit be taught through various topic areas of interest to the learners. Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criterion is kept by the learners. Learners will need to meet all of the assessment criteria.

For learning outcome 1, learners need to show evidence of selecting and using at least three different IT-based sources for gathering information to meet specified needs. This could be achieved through observation and one-to-one discussions, including question and answer sessions with the tutor/line manager to show understanding of the different features of the selected information and copyright constraints which relate to the selected information.

For learning outcome 2, learners need to demonstrate using internet sources to search for information that matches at least two specified requirements, using correct techniques. They could have one-to-one discussions including question and answer sessions with the tutor/line manager to evaluate how the information is fit for purpose.

For learning outcome 3, learners will need to demonstrate using IT communication skills, including managing the storage of IT-based communications and being able to respond to common problems. Learners will need to create an email account, save at contacts in the address book, and be able to schedule activities. This evidence can be generated through observation with screen shots, and learners must create at least four emails and respond to at least four email messages, at least two sent with an attachment, using accepted etiquette and conventions. The address book must show insertions and deletions and have details of at least ten contact names. The schedule will need to cover at least two activities using appropriate software tools. Learners could have one-to-one discussions including question and answer sessions with the tutor/line manager to describe at least three types of common IT problems and how to respond to each problem.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2	
The Internet and World Wide Web	IT Software Fundamentals	IT Software Fundamentals	
Word Processing Software			

Essential resources

To deliver this unit centres will need to have a LAN with browser and email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and grading criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking this unit.

Suggested resources

Websites

www.microsoft.com

Search for 'Digital Literacy' – this teaches generic ICT skills and concepts, and features screen shots and simulations from different systems and ability levels to illustrate and provide hands-on examples for students.

Unit 70: IT Software Fundamentals

Unit reference number: M/508/5758

Level: 2

Guided learning: 20

Unit introduction

In order to develop and produce information which is fit for purpose and audience, it is essential to have the skills and knowledge to select and use IT software tools.

In this unit you will learn the skills and knowledge necessary to select information and apply editing tools and techniques to activities that are at times non-routine or unfamiliar. You will refine the presentation of different types of information as appropriate to meet needs and solve problems by using a combination of in-built editing tools including cut and paste, spelling and grammar checkers, and manual techniques such as proofreading and visually checking the presentation of the information.

You will create new information by combining different types of information such as images with text, using accepted layouts and conventions. You will have the opportunity to examine the suitability of different types of information to meet user requirements, as well as reviewing the effectiveness of IT tools and facilities for presenting information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Select and use appropriate software applications to meet needs and solve problems	1.1 Describe what types of information are needed 1.2 Select and use software applications to develop, produce and present different types of information to meet needs and solve problems
2 Enter, develop, combine and format different types of information to suit its meaning and purpose	2.1 Enter, organise, refine and format different types of information, applying editing techniques to meet needs 2.2 Use appropriate techniques to combine image and text components 2.3 Combine information of different forms or from different sources 2.4 Select and use appropriate page layout to present information effectively
3 Present information in ways that are fit for purpose and audience	3.1 Work accurately and proof-read, using software facilities where appropriate 3.2 Identify inconsistencies or quality issues with the presentation of information 3.3 Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate
4 Evaluate the selection and use of IT tools and facilities to present information	4.1 Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements 4.2 Review the effectiveness of the IT tools selected to meet needs in order to improve future work

Unit content

1 Select and use software applications to meet needs and solve problems

Information: types of information; purpose, e.g. product launch, customer queries, staff notices; customer details; sales data;

Software applications: definition and types e.g. word processing, spreadsheet, databases, presentation software; multi-media software; Internet browsers; purpose, e.g. for presentations, graphics, email; audio and video software; format of information to meet needs and solve problems, e.g. text, numbers, images, sound, graphics and data records

2 Enter, develop, combine and format different types of information to suit its meaning and purpose

Editing techniques: organise different types of information using headings, lists, tables; templates, charts and graphs, simple calculations; formatting text using different tools, e.g. numbering, tabs, line spacing; formatting tables accurately, e.g. percentages, decimal places; formatting images, e.g. size, position; range and purpose of different editing techniques, e.g. cut, paste, drag and drop; factors affecting selection of appropriate page layout for document type, e.g. size, orientation, margins

Creating new information: combining different types of information using appropriate tools and techniques, e.g. combining images and text, photos with captions; using information from different sources; presentation including audio and/or video; numbers with charts and graphs

3 Present information in ways that are fit for purpose and audience

Presenting accurate information: using software for proofreading and checking spelling, grammar, figures, calculations, print preview; importance of ensuring consistency of presentation of information

Types of information: purpose and suitability of different types to meet audience requirements, e.g. letter, report, multimedia presentation; using accepted layouts and conventions

4 Evaluate the selection and use of IT tools and facilities to present information

Reviewing: purpose and importance of reviewing and modifying work, e.g. to ensure it is accurate, fit for purpose and user, to inform future judgements; producing drafts; reviewing effectiveness of IT tools, e.g. ease of use, accuracy, cost and quality; provide feedback

Further information for tutors and assessors

Delivery

A practical approach to delivery is essential for this unit. Delivery should focus on both the format and the content of software as well as enabling learners to develop their technical knowledge and skills by using software tools and techniques. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected. Where possible, a holistic approach to teaching is suggested. However, the task-based nature of the unit may mean that more than one set context is required.

Learners should have opportunities to practise their editing and formatting skills to produce information independently for activities that are at times non-routine or unfamiliar. Any aspect that is unfamiliar will require support and advice from other people. At this level an activity will typically be 'non-routine or unfamiliar' because:

- the task or context is likely to require some analysis, clarification or research (to separate the components and to identify what factors need to be considered, for example, time available, audience needs, accessibility of source, types of content, message and meaning) before an approach can be planned;
- the user will take some responsibility for developing the input or output of information; and
- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.

A variety of scenarios should be provided. Tutors should encourage learners to research a range of different types of information including letters, reports, presentations, web pages, information sheets, posters. Learners should examine the purposes of these documents and the layouts and conventions used.

Learners need to understand that an integral part of producing effective documents is being able to review and adjust the content and presentation of the documents. They will achieve this by using a combination of in-built tools and techniques such as cut and paste, drag and drop, spelling and grammar checkers. They must also develop the habit of always proofreading their work and visually checking the presentation of the documents. Tutors should encourage learners to produce well-structured and appropriately styled documents that communicate effectively and are fit for purpose, and to check their work for accuracy, spelling and grammar.

Assessment

It is envisaged that this unit be taught through various topic areas of interest to the learners. Learners who use their IT skills directly in their day-to-day work can prove their competence whilst doing so. Alternatively learners can use scenarios and knowledge tests — or a mixture of both — to demonstrate competence. Assessment evidence will primarily come in the form of printed annotated screen shots, highlighting the formatting and layout of work where necessary. Evidence can also take the form of observations, class discussions, peer assessment and written work.

It is advised that a log of evidence recorded against each assessment criterion is kept by the learners. Learners will need to meet all of the assessment criteria.

For learning outcome 1, learners need to show evidence that they understand which software application would be most appropriate to meet at least three user needs, one of which must be to solve a problem. Learners should give reasons for their selection. Discussions with tutors/line managers or written accounts can be the source of evidence.

For learning outcome 2, learners should demonstrate using at least three different types of software tools to edit, combine, and format at least three different types of information, using appropriate page layouts. This evidence should include at least one example of combining image and text components from different sources to create information for an identified need. Templates can be used to create the information. Recorded one-to-one discussions, including question and answer sessions with the tutor/line manager to show understanding of using editing techniques to suit the purpose of the information, could be used as evidence.

For learning outcome 3, learners need to demonstrate using at least three different types of software tools and techniques to format and present at least three different types of documents, ensuring these are accurate and consistent in presentation using accepted layouts and conventions. Evidence produced in learning outcome 2 could be used.

For learning outcome 4, learners must review the effectiveness of the work and the software tools they have used, identifying where future improvements could be made for each document. This review should include factors relating to ease of use, quality, presentation of information, and how well it met user needs. This review can be evidenced through discussion with the tutor/line manager.

Whilst assessors are required to have a sound understanding of the unit requirements and be able to give appropriate feedback to learners, they do not have to be A1 qualified. However, ideally every assessor should have ITQ Level 3 or equivalent in order to be able to adequately assess at that level and below.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
The Internet and World Wide Web	IT Communication Fundamentals	IT Communication Fundamentals
Word Processing Software		

Essential resources

Learners will need access to appropriate word processing, spreadsheet and graphical application software, as well as multimedia software such as presentation software with audio or video tools. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content. Learners should also be given access to pre-prepared templates, tables and forms.

Suggested resources

Websites

www.microsoft.com

Search for 'Digital Literacy' – this teaches generic ICT skills and concepts, and features screen shots and simulations from different systems and ability levels to illustrate and provide hands-on examples for students

www.bbc.co.uk/education

Links to Bitesize with activities and quizzes on word processing at different ability levels

Unit 71: Working in a Team

Unit reference number: R/508/3565

Level: 2

Guided learning: 30

Unit introduction

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the benefits and challenges of working in a team to complete a task	1.1 Assess advantages of working as a team to complete a task 1.2 Assess challenges of working as a team to complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 Describe how a code of conduct can benefit team working 2.2 Explain likely consequences of team members not following an agreed code of conduct
3 Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.2 Assess relevant strengths, skills and experiences that other members bring to a particular team
4 Be able to allocate roles and responsibilities within the team in relation to a given task	4.1 Agree with other team members the roles and responsibilities of each member of the team 4.2 Describe how each role contributes to the team's objectives and the completion of the team task
5 Be able to work positively as a member of a team	5.1 Work with other team members to devise a plan to complete a task on time 5.2 Use the agreed plan to complete a task on time 5.3 Make a positive contribution within the team 5.4 Complete own tasks successfully and on time 5.5 Respond positively to advice and constructive criticism

Learning outcomes	Assessment criteria
6 Be able to reflect on the performance of a team	6.1 Discuss how individual performance contributed to the overall performance of the team 6.2 Recommend ways to improve the work of the team for future tasks

Unit content

1 Understand the benefits and challenges of working in a team to complete a task

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

Challenges of teamwork: needs careful planning with everyone involved; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person; everyone or no-one is prepared to take leadership responsibilities; decision making; need to have clear communication in particular where team may work remotely and misunderstanding can arise

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

Code of conduct for teamwork: lists a set of behaviors and attitude for the team to abide by that will result in effective teamwork, e.g. every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

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

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

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

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

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

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

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

Make a positive contribution: share ideas, skills and knowledge, offer to help team member who is having difficulty carrying out their task, ask for advice or help if necessary, recognise own weaknesses and others' strengths, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent

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

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

Complete own task successfully and on time: understand your role and carry out own task to appropriate standard within agreed timescale, providing updates on progress to team if required

6 Be able to reflect on the performance of a team

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

Ways to improve: examples, e.g. planning, decision making, organisation, allocation of tasks, use help and advice from outside the team more effectively

Guidance for tutors

Delivery

The unit has been designed as a practical unit, so learners will need to participate in a team task.

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

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

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

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

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

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

Assessment

For learning outcome 1, the learner needs to assess at least two benefits and two challenges of working in a team. Practical examples of team work situations could be given to support the response.

For learning outcome 2, learners need to explain one benefit of using a code of conduct when working as a team and explain at least two likely consequences of team members not following a code of conduct. When explaining the benefits, learners will demonstrate an understanding of the term 'code of conduct'.

Learners could combine their evidence for learning outcomes 3, 4 and 5 based on one specific task. For learning outcome 3, the learner must describe how their strengths, skills and experiences are relevant to aspects of the agreed team task. The learner must identify at least two strengths, two skills and two different experiences of other team members. For learning outcome 4, the role of the learner played in agreeing team roles and responsibilities must be clearly evidenced. An observation record or witness statement could be completed by the tutor or line manager to show that the learner has played an appropriate role in this regard. The learner must describe how each team member's role contributes to the team's objectives and the completion of the team task.

For learning outcome 5, the learner must demonstrate evidence of each assessment criteria. The documented evidence will need to be verified by the tutor or line manager. Alternative methods of evidencing can be used for example witness statement or observation.

The evidence for learning outcome 6 can be through a group discussion or a one-to-one discussion between the learner and tutor. Learners' responses should be recorded for verification purposes. Alternatively, the learner could produce written evidence. The learner should discuss each team members' performance and make at least two recommendations on how to improve for future tasks.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Conduct at Work	Building Working Relationships with Colleagues	Building Working Relationships with Colleagues

Essential resources

There are no essential resources required for this unit.

Suggested resources

Websites

www.career-advice.monster.com	Tips for interviews and career development
www.lifecoachexpert.co.uk	Provides guidance and support for work and life issues
www.projectsmart.co.uk/team-building.html	Project management website with articles about teamwork and team building
www.worksmart.org.uk/career	Provides advice, guidance and support on jobs and careers

Unit 72:

Networking and Building Professional Relationships

Unit reference number: J/508/3532

Level: 2

Guided learning: 20

Unit introduction

Developing good working relationships with work colleagues is important, but it is equally important to network and build professional relationships with others. Building your relationship with your internal network of colleagues, such as your supervisor or other senior staff member, can provide technical support when working on a project, give insights into progressing your career or bring support for new initiatives. Building relationships with your external network could lead to new business, greater understanding of your sector and could also develop your professional and social contacts.

In this unit you will have the opportunity to consider the importance of building professional relationships. You will consider characteristics that are associated with good working relationships. You will also explore how to develop professional working relationships through effective people skills, excellent communication skills and knowing how to resolve conflicts with others.

Knowing and understanding how to build professional relationships with colleagues at work is important, but you also need to be successful at putting this into practice. In the final outcome you will have the opportunity to demonstrate different ways of networking and building professional relationships with colleagues.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the importance of networking and building professional relationships	1.1 Describe the characteristics of a good working relationship 1.2 Explain the importance of networking and developing effective business working relationships
2 Know how to develop professional working relationships with colleagues	2.1 Describe ways to develop good working relationships 2.2 Describe methods used to ensure effective communication 2.3 Describe ways to resolve conflicts
3 Demonstrate skills required to build professional working relationships	3.1 Demonstrate effective people skills to gain support from others for a new project 3.2 Use effective methods of communication to persuade others to become involved in the project 3.3 Recommend ways to resolve possible conflicts relating to the project

Unit content

1 Understand importance of building professional working relationships

Characteristics of building professional relationships: e.g. mutual respect (valuing the input and ideas of others, developing solutions based on collective insight, wisdom and creativity), welcoming diversity (valuing different opinions and factoring these insights into the decision making process), trusting your team and colleagues (forms a powerful bond allowing openness and honesty in thoughts and actions), communicating effectively with those around you, mindfulness of own actions and words (taking ownership and responsibility)

Benefits of networking: e.g. increased opportunities for self and business, connections to call on when their expertise is needed, like-minded people to share thoughts and advice, increased confidence over time, build friendships

Benefits of working well with colleagues: e.g. working together on projects, supervisor, line manager; sharing and getting advice; your relationship can create new relationships; having your talent recognised

2 Know how to develop professional working relationships

Develop working relationships: for example, good people skills e.g. collaboration, communication, conflict resolution; identify relationship needs; schedule time to build relationships, e.g. meet with colleagues, reply to Twitter or LinkedIn posts; focus on emotional intelligence to help understand the emotions and needs of self and others; appreciate others; manage your boundaries, e.g. ensure your friendship does not impact on work; standards of behavior, e.g. respecting others, negotiation, persuasion and influencing, empathy, being positive

Communication methods: communicate clearly; active listening; body language; appropriate use of digital and social media

Conflict resolution: potential conflicts, e.g. different viewpoints and opinions, different ways and standards of working, frustrations, lack of decision making; resolution methods, e.g. identify problem and possible solutions, independent recommendations, team discussions, involve supervisor; managing differences

3 Demonstrate skills required to build professional working relationships

Projects: examples may include organising an event, encouraging others to take part in a sponsored event, starting a new initiative, e.g. setting up a website, introducing a new way of working, working with external stakeholders on a shared project

Ways to demonstrate skills: e.g. presentations, practical demonstrations, visual aids, leading discussion

Ways to persuade others: e.g. presenting clear arguments, logic, emotional intelligence, bargaining, compromise

Conflict resolution: e.g. compromising, giving alternatives, asking others for support

Further information for tutors and assessors

Delivery

The aim of this unit is to help learners understand the importance of networking and building professional working relationship, how to build those relationships and then apply those skills in an appropriate situation.

The first learning outcome focuses on the characteristics of networking and good working relationships. Learners could work in groups to share ideas on this topic. They could then gather their ideas together with those from other groups resulting in a range of relevant characteristics. Learners could then use these as a basis for discussion on how to network and develop effective working relationships. Inviting relevant speakers to talk with the group would also be a valuable way of delivering this outcome. Speakers may include employees with different levels of responsibility. Learners could share their own experiences of how other people have helped them develop skills and knowledge as a result of having developed good relationships with them. Examples could be from personal interests e.g. getting to know the sports coach well resulted in the coach offering the person a job working with a junior team.

Learning outcome 2 looks at different ways of developing working relationships with colleagues. Learners need to find out what is meant by 'people skills'. They can then research different ways of developing these skills. Tutors could provide different scenarios for learners to use for role play when discussing 'negotiating' and 'influencing' skills. Learners could discuss practical ways of respecting each other both in and out of work. It may also be appropriate for learners to use on-line tools to assess their own level of people skills, identify their weaknesses and plan ways of improving those skills.

Learners could research how to use digital and social media to build networks to support their learning and development. They could consider the advantages and disadvantages of using this method of communication against more traditional methods.

Working with others generally means working with someone you struggle to get on with. Ways to resolve conflicts could involve the use of role play or group work where the tutor provides a case study for the group to resolve. There are a number of commercial games that tutors can use to help learners understand how to tackle this issue.

In the final outcome learners need to demonstrate their people skills, communication skills and conflict resolution skills. Different tasks may be given to learners to work through. This could be done in a group where one person is an observer. They could then feedback to the others how well they managed different situations. Learners could also use learning from work-experience placements to share how they used their skills to help build relationships.

Assessment

For learning outcome 1, the learner could present the information in a variety of different ways including a poster, leaflet or IT equipment. Learners must describe two characteristics of a good working relationship. Learners will also need to explain at least two benefits from networking and two benefits of developing professional relationships with others. Learners may find it helpful to give practical examples to support their answers.

For learning outcome 2, the learner needs to describe ways to develop effective people skills. They need to show that they understand the term 'people skills' and describe two ways to develop good working relationships, two methods that could be used to ensure effective communication, and two ways to resolve conflict. Again, practical examples could be helpful to support their evidence.

In learning outcome 3, the learner must be able to demonstrate skills to help build professional working relations to include people skills, communication skills and conflict resolution. Learners need to identify a potential project and demonstrate how they managed to gain support from others, persuaded them to get involved and manage possible conflicts. Examples of projects could be organising an event, encouraging others to take part in a sporting event or visiting a place of interest. If the learner is in a work experience placement, they could use a real project where they have gained support from others, used effective communication skills and resolved conflicts. They could submit a witness statement, notes from meetings with their line manager, feedback from colleagues etc.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
	Building Working Relationships with Colleagues	Building Working Relationships with Customers

Essential resources

This unit does not require any essential resources.

Suggested resources

Textbooks

Ward K – *Personality Style at Work: The Secret to Working with (Almost) Anyone* (McGraw-Hill Professional, 2012) ISBN 9780071791601

Websites

www.mindtools.com

Both websites provide resources, advice and guidance on being productive at work and building work relationships

www.careerealism.com

Unit 73: Building Working Relationships with Customers

Unit reference number K/503/2878

Level: 2

Guided learning: 20

Unit introduction

This unit will help you develop the skills and understanding needed to deliver good customer service, which is key to business success. In order to achieve this, it is important to build effective working relationships with customers. You will develop an understanding of the importance of the customer to any organisation, and consider the effects of poor customer service.

In this unit, you will investigate the concept of customer service standards and how organisations ensure their delivery through the use of protocols and procedures. You will have the opportunity to demonstrate effective communication with customers and develop understanding of procedures for dealing with customer problems and complaints.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1 Describe how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Describe the importance of maintaining customers' satisfaction with organisations
2 Understand why organisations normally have protocols for dealing with customers	2.1 Describe key areas likely to be contained in a customer service protocol 2.2 Describe the importance for employees to follow customer service protocols
3 Be able to interact positively with customers in line with given protocols	3.1 Provide answers to customer queries and requests by following an organisation's protocols 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer

Unit content

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

Employee interactions: types of interaction, e.g. dealing with queries or requests; importance of self-presentation; the positive and negative impressions that customers have of employees based on self-presentation, e.g. manner, language, attitude, attire

Customer satisfaction: definition of customer satisfaction; importance, e.g. helping organisations meet their financial or service goals; potential benefits to the organisation and the employee, e.g. company reputation, staff bonuses; customer retention and word of mouth publicity

2 Understand why organisations normally have protocols for dealing with customers

Customer service protocols: definition of protocols; common key areas, e.g. receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments; importance of following protocols; negative implications of not following protocols, e.g. unhappy customers, employee could face disciplinary action

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

Communicating appropriately with customers: dealing with common customer queries or requests; knowing how to deal with customer queries or requests through following organisation's protocols; being helpful in manner, language and attitude; knowing when to involve other colleagues or refer the query or request

Further information for tutors and assessors

Delivery

This unit could be delivered in a variety of ways, either in the workplace or in a simulated situation. The use of guest speakers, learners interviewing someone in a customer service role, case studies and video clips could all aid learners' understanding and enhance delivery of the unit. Learners could draw on prior experience as appropriate. Group activities will enable learners to share any workplace experiences.

For learning outcome 1, it would be useful for learners to examine several examples of protocols (if possible drawn from actual workplaces) to identify common themes or headings (for example, phone etiquette, response to letters, face-to-face encounters, procedures for handling complaints).

For learning outcome 2, learners could participate in tutor-facilitated or small group discussions about the importance of customer service protocols. It is also important for learners to think about the implications of not following customer service protocols, for example dissatisfied customers or possible disciplinary procedures, particularly if this happens regularly.

Learning outcome 3 can be delivered in a variety of ways and learners should have opportunities to practise their customer service skills. If learners are in a work situation, they could carry out their normal daily activities while being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) suitable scenarios. Group activities and case studies could be used to investigate different types of problems and complaints, and how these could be resolved. Tutors or line managers could use the organisational procedures from the learner's school, workplace, college or other place of training, provided these are appropriate.

Assessment

Learners could gather evidence through work experience, volunteering commitment or simulated activity. Where evidence is produced orally the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence could be in the form of written materials, documents and learners' notes and should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

For learning outcome 1, learners could create a poster, leaflet or presentation to provide information on the influence of employee interactions. This must include a description with at least one example of the potential negative and positive effects on the customer from an employee's self-presentation and a description of three examples stating why it is important to maintain customer satisfaction. For learning outcome 2, the customer service protocol used should be related to a workplace familiar to learners. Learners should address at least two key areas, giving at least two reasons why it is important for an employee to follow an organisation's customer service protocols.

To achieve learning outcome 3, learners must follow the given protocol in learning outcome 2, to deliver the aspects of customer service detailed in the assessment criteria. Learners must deal with customers' queries or requests appropriately and effectively in at least two different customer situations. The queries or requests can relate to goods or services, but should be familiar and routine in nature. Evidence should be presented through a witness testimony or tutor observation record.

Learners also need to show they understand why appropriate communication with customers is important and how the organisation's policy requires them to act in the event of a customer complaint or problem. This could be evidenced as a discussion with a tutor/line manager, a poster, leaflet, worksheet or written notes. Learners must describe at least one instance when they could deal successfully with a customer's query or request by getting advice or help from a colleague, and one instance when they would need to refer the customer's query or request directly to another colleague or department.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Working as a Volunteer	Working as a Volunteer	Building Working Relationships with Customers

Essential resources

There are no special resources needed for this unit.

Suggested resources

Websites

www.instituteofcustomerservice.com

The professional body for customer service, offering membership, qualifications, training and case studies

www.worketiquette.co.uk

Information on how to behave at work, with topics covering relationships and communications, and resources, including case studies, questionnaires, and 'ask the experts'

Learning outcomes and assessment criteria

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

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

Unit content

1 Know the main features of leadership

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

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

2 Know how to demonstrate own leadership skills

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

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

3 Be able to prepare for a leadership activity

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

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

Further information for tutors and assessors

Delivery

When introducing this unit, tutors/line managers could help learners consider what leadership means in a broad context. This could be through a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example, what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation.

In learning outcome 1, learners could discuss the responsibilities leaders have towards their employees, learners or to other people, about their safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors might wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team captain at football or rugby or been a leader in a social context, for example in guides or scouts).

In learning outcome 2, they could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels. Tutors could give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed by their line manager/ tutor in advance and be included in their plan as appropriate.

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

Assessment

Evidence to achieve learning outcome 1 could come from a group professional discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence etc. It can also be supported by written notes from the learner or tutor/line manager. The learner must describe at least three main features of leadership and explain how these relate to their own skills and qualities.

To achieve learning outcome 2, the learner is required to describe at least three skills which could be used to lead others. Skills may relate to a specific leadership activity or be based on generic leadership skills. Evidence could come via a group discussion which shows the individual contribution of the learner or an individual discussion with the tutor/line manager, and could take a variety of forms, for example a taped discussion, presentation or video evidence. Evidence could also come from written notes in the form of a plan by the learner, or written notes of a discussion made by the tutor/line manager. The learner must describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor could support the learner in deciding how these skills could be put into practice.

In achieving learning outcome 3, the learner needs to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate. The learner should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation can also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

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

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

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry level 3	Level 1	Level 2
		Practising Leadership Skills With Others
Personal Behaviour for Success	Personal Behaviour for Success	Supporting Employability and Personal Effectiveness

Essential resources

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

Suggested resources

Textbooks

Flint M and Vinberg Heam E – *Leading Teams – 10 Challenges: 10 Solutions* (FT Publishing International, 2015) ISBN 9781292083087

Ibarra H – *Act Like a Leader, Think Like a Leader* (Harvard Business Review Press, 2015) ISBN 9781422184127

Owen J – *The Leadership Skills Handbook: 50 Essential Skills You Need to be a Leader* (3rd Edition) (Kogan Page, 2014) ISBN 9780749471569

Shapiro M – *HBR Guide to Leading Teams* (Harvard Business Review Press, 2015) ISBN 9781633690417

Websites

www.lifecoachexpert.co.uk	Creative tips, enterprising ideas and interesting suggestions that will help motivate you in creating a more harmonious lifestyle
www.scoutbase.org.uk	Official Scout Association website providing guidance for young leaders
www.skillsyouneed.com	Guidance on the skills needed to help improve people's lives, both professionally and personally
http://smallbusiness.chron.com	Guidance for small businesses which includes leading others to success

Unit 75: Practising Leadership Skills with Others

Unit reference number: F/503/2871

Level: 2

Guided learning: 20

Unit introduction

Leadership is important to the success of individuals, teams and communities. Employees need leadership to give them direction, motivate and inspire them to be the best they can. Working alongside others provides invaluable opportunities to learn how to lead and to build on existing naturally occurring leadership skills as well as develop new ones.

In this unit, you will be able to practise your leadership skills with other members of a group. You will gain an understanding of skills such as giving feedback, decision making and allocating tasks and responsibilities within a leadership context. In addition to developing leadership skills through working with others, you can evaluate your ability to lead others and suggest areas for improvement.

Learning outcomes and assessment criteria

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

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

Unit content

1 Know how to lead a group activity

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

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

2 Be able to demonstrate effective leadership skills with others

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

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

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

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

3 Be able to review own leadership performance

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

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

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

Further information for tutors and assessors

Delivery

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

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

In learning outcome 1, learners could be set internet-based research tasks to explore leadership skills specific to particular group activities. This could be followed by a discussion with the group and the tutor/line manager could provide examples of activities which require leadership. The activity should be straightforward in nature and the leadership required should not be complex. Learners should be encouraged to provide examples of how leadership skills contribute to the success of group activities.

In learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context. In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager should encourage the learner to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, the learner should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, when carrying out the activity and will need therefore to have a clear idea of what the activity is and how they want to achieve it.

Learners may require tuition relating to support opportunities. Learners could practise giving support to others in straightforward tasks such as making a cup of coffee or using the photocopier. Following support activities, learners could use these simulations to give feedback and receive feedback which may contribute to the delivery of other aspects of this learning outcome.

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

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

Learners could visit local organisations to observe teams working effectively under good leadership or invite guest speakers to give talks about tools and techniques used to allocate tasks and activities to team members. This will give a good insight into leadership skills in action. Learners could undertake skills assessments which could be used to determine skills and qualities which could inform decisions when allocating tasks and activities. Group discussions could be used to explore the types of problems which may occur within group activities and how effective decision making could be applied to resolve these.

In learning outcome 3, learners should be familiarised with a range of techniques for reviewing, evaluating and assessing performance. Learners could use this knowledge to determine which methods would be appropriate prior to demonstrating leadership skills within the practical activity. Learners could complete a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis activity to develop self-assessment skills.

Assessment

To achieve learning outcome 1, evidence could come from a group professional discussion which shows the individual contribution of the learner, or an individual professional discussion with the tutor/line manager. This could be a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. It can also be supported by written notes from the learner or tutor/line manager. Learners are required to provide at least two examples of how leadership skills contribute to a group activity.

Learning outcome 2 could be achieved through an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation could be evidenced by a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate. Product evidence such as a schedule or roles and responsibilities, documented feedback to team members or written guidance to staff could also be provided to supplement the evidence captured within observation.

To achieve learning outcome 3, a one-to-one discussion could take place between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner reviews their performance, describing what went well and what did not go so well. The learner needs to discuss at least one aspect that they felt pleased with (for example making a good decision which improved the group's performance) and one that they did not feel went so well (for example interrupting another member of the group). The learner must also suggest at least two areas where their leadership performance could be improved.

Essential resources

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

Suggested resources

Textbooks

Flint M and Vinberg Heam E – *Leading Teams – 10 Challenges: 10 Solutions* (FT Publishing International, 2015) ISBN 9781292083087

Ibarra H – *Act Like a Leader, Think Like a Leader* (Harvard Business Review Press, 2015) ISBN 9781422184127

Owen J – *The Leadership Skills Handbook: 50 Essential Skills You Need to be a Leader* (3rd edition) (Kogan Page, 2014) ISBN 9780749471569

Shapiro M – *HBR Guide to Leading Teams* (Harvard Business Review Press, 2015) ISBN 9781633690417

Websites

www.lifecoachexpert.co.uk	Creative tips, enterprising ideas and interesting suggestions that will help motivate you in creating a more harmonious lifestyle
www.scoutbase.org.uk	Official Scout Association website providing guidance for young leaders
www.skillsyouneed.com	Guidance on the skills needed to help improve people's lives, both professionally and personally
http://smallbusiness.chron.com	Guidance for small businesses which includes leading others to success

Unit 76: **How and Why Businesses Operate**

Unit reference number: **A/504/9166**

Level: **2**

Guided learning: **10**

Unit introduction

An understanding of how businesses operate is a useful preparation for the world of work. It is important to consider all types of business in the public, private and voluntary sectors, including large and small social enterprises. The latter are important for understanding that not all business activity is motivated by profit.

In this unit, you will be introduced to types of business, organisational structures, work roles and identities. You will consider attitudes and values of employees and employers. You will also be introduced to simple business and economic concepts and terms through exploring how businesses operate to make profit. You will explore different types of business and identify the factors that motivate various business operations as well as investigate different business organisational structures. You will also consider the roles and identities within a business enterprise.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know what motivates different types of business	1.1 Identify motivators for different types of business
2 Know about organisational structures, work roles and identities	2.1 Describe different organisational structures 2.2 Outline work roles and identities in an organisation
3 Understand attitudes and values in relation to work and enterprise	3.1 Describe attitudes and values of employers in relation to work and enterprise 3.2 Describe attitudes and values of employees in relation to work and enterprise
4 Know economic and business concepts and terms	4.1 Describe how a business operates using economic, and business concepts and terms

Unit content

1 Know what motivates different types of business

Businesses: sectors (private sector, public sector, voluntary organisations); types, e.g. sole trader, partnership, private, public limited companies, charity;

Factors that motivate businesses: e.g. recognition, profit, for charitable purposes, to provide services or goods to the public, serve the community, altruism

2 Know about organisational structures, work roles and identities

Organisational structures: types of structure (flat, e.g. team work, no differentiation in status, flexible; hierarchical, e.g. traditional, set roles and purpose, status; matrix, e.g. people work across company)

Work roles: e.g. personnel, marketing and sales, finance, production, administrative, security and IT, customer service; different sectors e.g. health and social care, business, education, travel, manufacturing, retail

Identities: job titles, e.g. administrative officer, secretary, assistant manager

3 Understand attitudes and values in relation to work and enterprise

Attitudes and values of employers: e.g. fair pay, pay reviews, training, appraisal, flexible working, work/life balance, compassionate leave, value employees

Attitudes and values of employees: e.g. honesty, integrity, professionalism, fulfilling contractual duties, respecting confidentiality, not bullying, compliance with company policies

4 Know economic and business concepts and terms

Economic and business concepts: concepts, e.g. the connection between markets, competition, price and product, recession, economic growth, inflation, sustainable development, supply and demand

Economic and business terms: e.g. costs, sales, profit, competition, markets, supply and demand

Further information for tutors and assessors

Delivery

The content of this unit is suitable for individual and group exploration by learners supported by clear guidance from tutors. Centres are encouraged to provide learners with interesting and engaging ways to develop knowledge of the topics contained within this unit such as visits to local employers, creating an employee rule book or setting up a mock business to explore profit. Some learners may already have experience of work while others may not, so it is important to pitch this unit at a level appropriate to all. Learners should be encouraged to learn and use business terms and to refer to online and paper dictionaries where required.

For learning outcomes 1, 2 and 3, information on types of business, motivation, organisational structures, work roles and identities, employees' and employers' attitudes and values can be explored by learners raising these subjects with their relatives, friends, current or past employers and staff of organisations they may do or have done voluntary work with. This information can also be found in newspapers, television, websites and business studies textbooks.

Learners could be invited to work alone, in pairs or in small teams and retrieve specific information to bring back to share with the group for discussion. This information could be recorded in written answers to questionnaires or in tape recordings, website pages or newspaper articles, etc. If questionnaires are used, tutor guidance will be very important to ensure appropriate questions are asked and a suitable format provided for answers. Practicalities such as delivery and collection will also need to be considered.

For learning outcomes 2, 3 and 4 there is also potential for holistic delivery. Guest speakers from the world of business could be invited to talk on topics covered within these learning outcomes. Learners could be asked to invite their employers or ex-employers from different types of businesses or a charity to come and speak to the group. The speaker could explain business terms and concepts such as economic growth and decline, sustainable development and profit making to the group, with time for the tutor and speaker to check learners' understanding of these topics, which can sometimes be difficult to simplify.

For learning outcome 2, tutors could use the centre's own mission statement, organisational chart and information on work roles and identities. Organisation charts can also be found on websites. Learners could also pick a well-known business and research the type of business, what motivates them, organisational structures, types of job role and whether they are a profit or not for profit organisation.

For learning outcome 3, learners could use a range of webpages to research attitudes and values of employers and employees, and staff from the personnel department may be willing to meet learners to talk about this subject. Learners could also create an employer and employee charter which communicates attitudes and values. Learners could watch television programmes such as *The Apprentice* which would provide additional knowledge regarding employer expectations.

For learning outcome 4, the tutor or a guest speaker could use real-life examples or a model of a fictional company, possibly created by learners, to explain economic concepts and terms. Learners will need to discuss this topic so that they get used to using business terminology appropriately. A concept or terminology quiz could be an enjoyable and interactive way to test and strengthen learners' understanding.

Assessment

All delivery activities and information gathering and sharing would provide a strong foundation for meeting the assessment criteria. Assessment evidence should reflect learner understanding of the topics covered, therefore assessment methods may include written assignments or statements, presentations, discussions or question and answers.

To achieve learning outcome 1, learners are required to identify motivators for three different types of business. Evidence may be in the form of an audio discussion or captured within an assignment or workbook activity.

For learning outcome 2, learners need to provide a written or verbal description of the similarities and differences of at least two different organisational structures and outline at least two work roles and two identities in a real or fictional business organisation. Descriptions need to be in sufficient detail so that it is clear how the organisation functions as a whole. Evidence could take the form of a poster or a presentation. It is recommended that learners support written or verbal descriptions with graphical examples of organisational structures, but this is not mandatory.

To achieve learning outcome 3, learners need to describe at least two attitudes and two values of an employer, and at least two attitudes and two values of an employee. Learners should base their evidence on attitudes and values associated with employers and employees in general, although these could be linked to individuals known to the learner. Learners could present their evidence in the form of an employer and employee charter or capture the evidence in a workbook task or written assignment.

For learning outcome 4, learners should provide a written or verbal description of how a business operates including at least two economic concepts, and using business terms correctly.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity
Planning an Enterprise Activity		Planning an Enterprise Activity
Producing a Product	Producing a Product	Producing a Product

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Textbooks

Coskeran, T – *Business Economics in a Week: What Economics Teaches You About Business in Seven Simple Steps* (Teach Yourself, 2016) ISBN 9781473609075

DK – *How Business Works* (DK, 2015) ISBN 9780241006931

Henter, C – *Know Your Rights: Easy Employment Law for Employees* (CreateSpace Independent Publishing Platform, 2013) ISBN 9781482609516

Lee, C K – *Bookkeeping and Accounting Basics for Small Business & Home Business: Over 20 Examples of Bookkeeping and Accounting Transactions* (Calvin K Lee, 2015) ASIN B0188F47RU

Marcouse, I – *The Business Book* (Big Ideas) (DK, 2014) ISBN 9781409341260

Websites

www.acas.org.uk	Acas (Advisory, Conciliation and Arbitration Service) provides free and impartial information and advice to employers and employees on all aspects of workplace relations and employment law
www.adviceguide.org.uk	Citizens Advice information on employment rights
www.bbc.co.uk	BBC Bitesize: Business Studies – Aims and Organisation, Environment, Motivation
www.gov.uk	Government web pages providing practical advice for business and information regarding all aspects of employment information, including current legislation
www.worksmart.org.uk	Health and safety law for business

Unit 77: Producing a Product

Unit reference number: H/508/3747

Level: 2

Guided learning: 20

Unit introduction

A business begins with an idea, with hard work and perseverance, ideas can grow into a successful business. Whether you build, bake or create, producing products could lead to running your own business or simply generate extra cash, in either case, valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale.

In this unit, you will learn about innovation in product design and understand how the concept of innovation can be used to benefit a business and lead to success. You will also explore the importance of research when planning to make products and use a range of research methods to gather essential information prior to producing your product. You will investigate legislation relevant to the development and production of products. You will also find out how to make a product or item safely, understand the skills required in making the product or item and evaluate the quality of the product or item. You will also consider whether the quality of the finished item is in line with original expectations. Being involved in a production activity can help you develop a range of basic entrepreneurial skills.

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit learners will have the opportunity to identify these skills and understand how these skills can be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the concept of innovation	1.1 Describe what is meant by the term 'innovation' 1.2 Explain the benefits of being innovative when developing products 1.3 Describe design, functionality and features of an innovative product
2 Gather and interpret market research to make informed decisions about producing products	2.1 Describe different types of market research 2.2 Agree aims and objectives of market research activities and desired outcome 2.3 Research and evaluate information from relevant sources which may inform a product development decision 2.4 Select and present preferred product option from information gathered during research activities 2.5 Explain relevant legislation which impacts on product development
3 Plan the manufacture of a product or item	3.1 Create a production plan that outlines the process, materials and equipment required 3.2 Outline the safety measures to be taken to ensure the production process is safe 3.3 Outline the expected quality of the finished product
4 Understand the new skills required to make the product or item	4.1 Assess the new skills needed to make the product or item 4.2 Discuss how and where new skills will be learned
5 Produce the product or item in line with the plan and outlined safety requirements	5.1 Make the product using the materials and equipment specified in the plan 5.2 Describe how the safety requirements were met during the production process

Learning outcomes	Assessment criteria
<p>6 Assess the plan and the finished product or item and make suggestions for improvements</p>	<p>6.1 Identify the parts of the plan that were successful</p> <p>6.2 Identify the parts of the plan that were not successful</p> <p>6.3 Suggest how the plan could be improved</p> <p>6.4 Outline the positive and negative points of product or item</p> <p>6.5 Suggest how the product could be improved</p>

Unit content

1 Understand the concept of innovation

Concept of innovation: definition (create, improve); benefits, e.g. gain a competitive edge, improve efficiency and effectiveness, business growth and profit; design e.g. form, functionality, purpose; features

2 Gather and interpret market research to make informed decisions about products to produce

Market research: types e.g. qualitative, quantitative, primary, secondary; aims and objectives, e.g. competitors, customers, costs; desired outcome, e.g. product viability; relevant sources, e.g. web pages, catalogues, customers; methods, e.g. survey, focus groups, interview; legislation e.g. copyright, moral rights, intellectual property

3 Plan the manufacture of a product or item

Planning to make the product or item: logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment, e.g. knowledge of using equipment; production methods

Safety factors: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment, e.g. tools, measuring instruments, appliances, containers

Expected quality of product: e.g. usability, appearance, durability, effectiveness, taste, size, shelf-life

4 Understand the new skills required to make the product or item

New skills needed to make the product or item: personal skills, e.g. creativity, determination, confidence; practical skills, e.g. using new equipment, using new techniques or processes, problem-solving skills

How and where new skills will be learned: how, e.g. reading, online research, practical training, work shadowing of others producing the product, video clips, obtain help from others; where, e.g. training manuals, user guides, internet, friends, family or colleagues, local businesses, training courses

5 Produce the product or item in line with the plan and outlined safety requirements

In line with the plan: use materials and equipment as listed in the original plan; follow suggested timelines and production methods

Planned levels of safety in producing the product or item: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product

6 Assess the plan and the finished product or item and make suggestions for improvements

Impact of the original product plan on quality of the product: quality of planned choice of equipment, availability of resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified

Future improvements: suggestions for changes to plan in the light of experience, e.g. change timescales, use different equipment or materials, obtain additional help or resources, and investigate costs of materials more thoroughly

Further information for tutors and assessors

Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

Learners need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify the knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement. The unit focuses on developing the skills needed to make a product or item under some supervision.

Activities can be carried out individually, or a group of learners can work together to make an item or product. The item or product itself can be very simple in design – it is the learners' learning experiences which are important.

Delivery of this unit could be carried out in conjunction with *Planning an Enterprise Activity* and *Running an Enterprise Activity*.

For learning outcome 1, learners could discuss the meaning of the term 'innovation' and explore innovative products to identify the design, functionality and features of these that make them innovative. Tutor-led discussion around the benefits of being innovative would develop a wider knowledge of innovation. This could be delivered as a group exercise where learners present a selected innovative product to describe. Video clips, news articles and product advertisements could also provide a good source of information regarding innovation, as would TV programmes such as *The Gadget Show*.

For learning outcome 2, learners could discuss ideas in groups or pairs about different types of research, possibly sharing experiences of market research already familiar to them. Tutor-led discussions around qualitative and quantitative research may be required to provide knowledge required to meet the assessment criteria.

Simple product research activities could be set to familiarise learners with methods and sources such as researching the most suitable mobile phone for a particular type of customer, or the best restaurant in the locality. Learners could use comparison websites and specific retailer websites which would also provide valuable customer reviews. Learners could also develop mock questionnaires for the purpose of carrying out a survey amongst peers.

During delivery of this learning outcome, learners should be given the opportunity to develop their presentation skills in preparation for assessment. This may be delivered in line with other qualifications such as Functional Skills English.

Learners may not be aware of legislation associated with product development and production. Learners could be set research activities to explore relevant legislation. However, as this legislation is not widely known, tutors may need to provide guidance for learners on this topic to ensure research activities are accurate.

For learning outcome 3, it would be helpful if learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety measures in place to protect staff using machinery can also be highlighted. Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with, such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed. TV programmes such as *Dragons' Den* could provide learners with information regarding planning of products as well as expected quality standards. Learners could discuss quality expectations in groups and take ideas from peers.

For learning outcome 4, learners could use activities from other learning outcomes and can then concentrate on the process and think about the skills needed. Learners could explore their own skills using tools such as skills assessments, which will be beneficial to them when looking at the skills required to produce their chosen product. Learners could visit local small businesses and markets and discuss practical and personal skills required. Learners could also undertake research activities using a variety of sources such as internet, careers office and retail or hospitality literature to establish how and where these skills can be developed.

For learning outcome 5, learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

For learning outcome 6, the tutor or line manager could prompt the learner with questions or comments about the item or product, but the learner needs to develop the ability to make an independent judgement about the quality of the item or product they have produced, whether it has met their original expectations, and any changes that they would make to improve the item or product. A statement about the quality of the final product or item could be written by the learner. Alternatively, the learner could complete a quality checklist, from findings of product testing activities or peer assessment. Features of a review activity would also benefit learners and provide an understanding of how to identify successes and areas which could be improved if produced again. Evidence is required to demonstrate the learners has reviewed how well the product or item was made, whether it has met the original expectations of the plan and how the plan could be modified. Alternatively, if a planning template was used, the learner could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

At this level, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress made, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

To achieve learning outcome 1, learners need to provide written or verbal evidence which confirms understanding of the term 'innovation'. Responses should include innovation associated with products as well as other areas of business. Learners are also required to explain at least three benefits of innovation when developing products. Learners should also select an innovative product and provide at least one example of innovative design, one example of innovative functionality and one example of innovative features of the product.

To achieve learning outcome 2, learners are required to describe at least three types of market research. They then need to demonstrate market research skills to gather information relating to the product they intend to produce. Evidence may include workbook activities or a presentation, as well as responses provided during a question and answer session. Learners should use at least two different types of market research to gain information from at least three relevant sources. Learners are also required to provide evidence of a simple evaluation of the information obtained in order to decide which product to produce. Using this market research, learners should decide which product to produce and make a presentation to explain how the findings of market research have informed this decision.

Observations of learners carrying out market research and presenting reasons for their selection would be an appropriate method of assessment. Alternatively, other witness statements could be obtained, as well as methods of presenting information such as slide shows or reports. In addition to this, learners are required to explain at least three key points of each piece of legislation relevant to product development and production, including copyright, moral rights and intellectual property.

To achieve learning outcome 3, the learner should write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment. The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages. The learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind. The plan should also include an outline of the intended quality of the product, which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

To achieve learning outcome 4, the learner should assess at least two new skills that they will need to acquire in order to produce the product or item. This can be a personal and a practical skill. The learner should explain how and where the new skills identified will be acquired. Evidence may be in the form of a skills assessment tool or workbook activity. Learners could provide evidence of where skills can be acquired through written work or through professional discussion.

Achievement of learning outcome 5 is best assessed through observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely. The learner will also need to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

To achieve learning outcome 6, the learner needs to assess their plan and the finished product or item. The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused some disruption in the production of the product or item. The learner should be able to give at least two suggestions on how to improve the plan with regard to the final quality of the product or item. Evidence could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template. In addition to this, the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. Evidence could take the form of a recorded discussion or a written outline.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
Running an Enterprise Activity	Running an Enterprise Activity	Running an Enterprise Activity

Essential resources

Learners need access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.

Suggested resources

Textbooks

Kahney L – *Jony Ive: The Genius behind Apple’s Greatest Products* (Portfolio Penguin, 2014) ISBN 9780670923243

Lefteri C – *Making It* (2nd edition) (Laurence King, 2012) ISBN 9781856697491

McKeown M – *The Innovation Book: How to Manage Ideas and Execution for Outstanding Results* (FT Publishing International, 2014) ISBN 9781292011905

Milton A and Rodgers P – *Research Methods for Product Design (Portfolio Skills)* (Lawrence King, 2013) ISBN 9781780673028

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.businessdictionary.com	Information and guidance on product research
www.direct.gov.uk	Government webpages providing information regarding current legislation
www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.gov.uk	Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.innovate-design.co.uk	Free inventors' information pack
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing and new product research
www.moneysavingchallenge.com	A range of articles showing how to save money and grow income through activities such as producing a product to sell
www.projectsart.co.uk	Step-by-step guide to project planning
www.youtube.co.uk	Search 'Product Design' or 'Product Development' for a range of short clips relating to design and manufacture of products

Unit 78: Planning an Enterprise Activity

Unit reference number: R/503/2888

Level: 2

Guided learning: 10

Unit introduction

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or service to a particular group of people or customers. Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. Planning an enterprise activity is essential to its success, as this encourages individuals and groups to consider the best way to achieve a positive outcome or profit and to make the activity worthwhile.

In this unit, you will develop the skills and knowledge to plan an enterprise activity. You will choose an enterprise activity, create coherent plans and assess the risks involved in implementing these plans. You will achieve this by finding out and explaining details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved in running an enterprise activity.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to choose a viable enterprise activity	1.1 Describe key aspects of a viable product or service 1.2 Describe why people might want to buy their product or service
2 Be able to prepare a plan for implementing an enterprise activity	2.1 Describe the tasks that need to be completed to carry out the enterprise activity 2.2 Present the timelines required to carry out the tasks identified 2.3 Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified
3 Understand the risks involved in running the enterprise activity	3.1 Assess main risks that may occur in implementing the enterprise activity 3.2 Discuss ways to minimise the risks

Unit content

1 Know how to choose a viable enterprise activity

Key aspects of a viable product or service: carrying out market research to establish customer demand or need; correctly priced product or service; appropriate promotional and sales strategies; customer care and satisfaction; sufficient financial resources; sufficient human resources

Possible customers: clear idea of what the product or service is and what it will do or provide for the customer, e.g. handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants, e.g. people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery

2 Be able to prepare a plan for implementing an enterprise activity

Planning to implement the enterprise activity: key activities needed, e.g. administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience

Creating a coherent implementation plan: SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound); resources, e.g. materials, consumables, equipment, people, time); contingency, i.e. a back-up plan

3 Understand the risks involved in running the enterprise activity

Assess main risks: different types of risks, e.g. lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks, e.g. start-up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support

Further information for tutors and assessors

Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful, such as carrying out market research to establish if there is a demand and where the demand is. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit.

In learning outcome 1, a question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a *Dragons' Den* type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

In learning outcome 2, tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level. However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be. Learners would benefit from being introduced to simple implementation plans such as Gantt charts, project plans and basic business plans.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or small-scale market research), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

In learning outcome 3, an understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs. Learners could be introduced to SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis tools and use these in conjunction with their implementation plan to identify risks relevant to their enterprise activity.

Recognised processes for carrying out effective risk assessment could be included within a tutorial, or worksheets could be developed for use by learners to focus understanding on how to minimise risks.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For learning outcome 1, the learner is required to describe their choice of product or service, what research was carried to aid their choice and describe at least two aspects of the product or service which confirm the enterprise activity will be viable. The learner also needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service. Assessment methods could include a worksheet or assignment activity or a brief presentation to the group.

To achieve learning outcome 2, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. This could be included in a verbal assessment such as professional discussion or presentation or through an assignment or worksheet activity. Learners could include the timelines required to carry out the tasks identified in AC2.1 during this assessment.

To achieve AC2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Implementation plans should include steps taken to prepare the product or service for delivery based on tasks identified in AC2.1 and timelines identified in AC2.2.

The implementation plan should include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is, any help they may need to run the enterprise activity and how the product or service will be promoted and sold. Assessment activities could include completion of a Gantt chart, project plan or simple business plan. A template document could be provided to the learner, however learners are required to independently identify the relevant tasks and timelines to produce the plan.

To achieve learning outcome 3, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions as to how these risks can be minimised. A simple risk assessment document could be created by the learner or this evidence could be captured within a project plan or simple business plan.

The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Running an Enterprise Activity	Running an Enterprise Activity	
Producing a Product	Producing a Product	Producing a Product

Essential resources

No essential resources are required for this unit.

Suggested resources

Textbooks

Cadle J and Paul D – *Business Analysis Techniques: 99 Essential Tools for Success* (BCS, 2014) ISBN 9781780172736

Eklund F and Littlefield B – *The Sell: The Secrets of Selling Anything to Anyone* (Piatkus, 2015) ISBN 9780349408187

Kitchen T, Ivanescu Y and Nicholson L – *Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn and More* (CreateSpace Independent Publishing Platform, 2015) ISBN 9781519611925

Raymond Z – *Start a Small Business: 25+ Tips for Starting and Running a Small Business Successfully* (Kindle Edition) (Seremetis M, 2015) ASIN B01980KB91

Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.gov.uk

Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities

www.enterprise-education.org.uk

This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise

www.marketingdonut.co.uk

Free advice, tools and resources relating to sales and marketing

www.projectsmart.co.uk

Step-by-step guide to project planning

www.socialbusiness.org

A range of social and business enterprise activities can be explored here

www.youtube.co.uk

Search 'Social Enterprise' or 'Business Enterprise' for a range of short clips relating to enterprise activities and how to set these up

Unit 79: Running an Enterprise Activity

Unit reference number: L/508/3659

Level: 2

Guided learning: 20

Unit introduction

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or a service to a particular group of people or customers. Enterprise activities offer opportunities to learn and develop entrepreneurial characteristics such as risk taking, creativity, intuition and leadership.

In this unit, you will have the opportunity to carry out an enterprise activity and develop an understanding of the importance of having a strategy for an enterprise activity, and how to handle money, sales techniques and customers correctly. You will have the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. You will keep accurate financial records, recording the profit or loss of the enterprise activity. You will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance as well as review your own personal involvement.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Provide a strategy to ensure the success of an enterprise activity	1.1 Create an operational plan for an actual enterprise activity
2 Carry out an enterprise activity using appropriate skills and procedures	2.1 Demonstrate a range of skills and techniques to promote the product or service 2.2 Demonstrate good customer care 2.3 Demonstrate correct handling of money procedures for an enterprise activity 2.4 Explain the importance of correct handling money procedures for an enterprise activity
3 Evaluate the profitability of the enterprise activity	3.1 Present financial records to show set up costs, running costs and other costs 3.2 Present financial records showing sales and profit or losses 3.3 Give reasons for the financial success or financial failure of the enterprise activity
4 Know how to review personal involvement in an enterprise activity	4.1 Describe skills gained from running the enterprise activity 4.2 Describe personal strengths which were demonstrated during the enterprise activity 4.3 Describe skills that need to be improved as a result of participating in the enterprise activity

Unit content

1 Provide a strategy to ensure the success of an enterprise activity

Features of an operational plan: research, e.g. current marketplace provision, customer research, product research, competitors; activity objectives and targets, e.g. financial, personal, business; practical implementation, e.g. facilities, resources, quality assurance, skills; finance and cash flow; success measures, e.g. performance against targets/objectives, profit and loss; contingency, e.g. resources, finances, people, location

Features of an effective strategy for success: importance of planning for success, e.g. conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills

2 Carry out an enterprise activity using appropriate skills and procedures

Selling the product or service using appropriate skills, techniques and materials: suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated

Customer care: communicating appropriately with customers; listening to customers; answering customer questions accurately and appropriately; being friendly and helpful; meeting customer needs and expectations; resolving customer problems, e.g. defective goods, unsatisfactory level of service, incorrect price charged

Money handling procedures: holding a float; giving accurate change; keeping money secure; cashing up procedures; keeping records of sales; importance of correct money handling, e.g. knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation

3 Evaluate the profitability of the enterprise activity

Evaluation of enterprise activity: financial records to show set-up and running costs overestimated/underestimated/accurately estimated; number of items produced or services offered exceeded/met/fell short of customer demand; profit made/not made on enterprise activity; objectives of enterprise activity exceeded/met/partially met/not met

4 Know how to review their personal involvement in an enterprise activity

Role in the enterprise activity and skills gained: roles, e.g. salesperson, planner, team motivator, finance person, administrator, overseeing production; skills, e.g. planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills

Strengths and weaknesses of own personal involvement: strengths, e.g. strong leadership skills, good customer relations, effective selling techniques; weaknesses, e.g. lack of time management, disorganised

Further information for tutors and assessors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly practical way. Group working and group discussion would be appropriate as delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large activity. It can either be producing a product, for example greeting cards or making jewellery, or providing a service, for example, selling ice cream or car washing. The enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity. Learners should be given as much practical experience as possible. This unit has been designed so that it can be delivered with units: *Planning an Enterprise Activity* and *Producing a Product*.

For learning outcome 1, learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales or service targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people. Learners may find it helpful to watch video clips from programmes such as *Dragons' Den* may provide additional information to support this knowledge. Additionally, learners could read news articles relating to successful local or national enterprise activities.

For learning outcome 2, group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation. Basic project management research and learning surrounding activity preparation skills and techniques would also be useful for learners.

For learning outcomes 3 and 4, learners could think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

Assessment

Assessment of this unit centres on the completion on an enterprise activity.

To achieve learning outcome 1, the learner must produce an operational plan for achieving success in a chosen enterprise activity. The plan must show clear consideration for the customer's needs, resources, and how and when they are going to deliver the activity. It must include reference to the specific customer group, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should contain any additional relevant information such as health and safety requirements or special arrangements for dealing with cash. This evidence is best presented in written format.

To achieve learning outcome 2, the learner needs to provide witnessed evidence that the enterprise activity has taken place, or be observed as part of a direct assessment of learner competence. The product or service should have been prepared to their required quality and standard, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner.

In addition, the learner is required to demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). The learner is required to demonstrate appropriate handling of money for example, the money should be kept securely. Photographic or video evidence could be used. The learner is also required to explain at least two reasons why it is important to handle money correctly in an enterprise activity.

To achieve learning outcome 3, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

To achieve learning outcome 4, learners should describe the skills they have learnt in the course of their activity as well as evaluate their involvement in the activity and comment on the skills that have been gained through the activity. The learner should describe at least two personal strengths and at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Planning an Enterprise Activity		Planning an Enterprise Activity
Producing a Product	Producing a Product	Producing a Product

Essential resources

No essential resources are required for this unit.

Suggested resources

Textbooks

Eklund F and Littlefield B – *The Sell: The Secrets of Selling Anything to Anyone* (Piatkus, 2015) ISBN 9780349408187

Hickman L – *Desktop Publishing 210 Success Secrets – 210 Most Asked Questions on Desktop Publishing – What You Need to Know* (Emereo Publishing, 2015) ISBN 9781488860607

Kitchen T, Ivanescu Y and Nicholson L – *Profitable Social Media Marketing: How to Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn and More* (CreateSpace Independent Publishing Platform, 2015) ISBN 9781519611925

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Whatley P – *Project Planning Handbook* (Matador Business, 2014) ISBN 9781783062621

Websites

www.gov.uk	Search 'Enterprise' for a range of useful webpages relating to aspects of enterprise and enterprise activities
www.enterprise-education.org.uk	This organisation's mission is to empower young people with the information and life skills needed to realise their potential through business and enterprise
www.marketingdonut.co.uk	Free advice, tools and resources relating to sales and marketing
www.projectsart.co.uk	Step-by-step guide to project planning
www.socialbusiness.org	A range of social and business enterprise activities can be explored here
www.stridingout.co.uk	Hints and tips on profit and loss financial records
www.youtube.co.uk	Search 'Social Enterprise' or 'Business Enterprise' for a range of short clips relating to enterprise activities and how to set these up

Unit 80: Presenting a Professional Image in New Work Environments

Unit reference number: R/508/3744

Level: 2

Guided learning: 10

Unit introduction

Personal presentation for the workplace is important to provide a positive professional first impression of self. This unit will help you develop the skills to present yourself professionally for work. You will have the opportunity to explore requirements for personal presentation in the workplace and how these vary across different types of workplace. You will consider dress, personal hygiene, attitudes, behaviours and body language, and the effects on others when these are inappropriate.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the importance of personal presentation in the workplace	1.1 Explain the importance of presenting a professional image in the workplace 1.2 Compare personal presentation requirements in different types of workplace 1.3 Describe the effects of inappropriate personal presentation in the workplace 1.4 Explain the importance of adhering to a dress code, in line with workplace requirements 1.5 Explain why personal hygiene and cleanliness are important in the workplace
2 Presenting self appropriately for the workplace	2.1 Present self in work attire which is appropriate for the work place and job role 2.2 Demonstrate attitudes and behaviours at work in line with organisational procedures
3 Review own personal presentation skills for work	3.1 Assess own personal presentation skills for work 3.2 Describe areas for improvement to personal presentation skills

Unit content

1 Understand the importance of personal presentation in the workplace

Personal presentation: for example, appropriate clothing for job role, personal hygiene; importance of adhering to organisational requirements, e.g. wearing personal protective equipment (PPE); effects of inappropriate presentation, e.g. creates a bad impression for colleagues and customers, distracting, damage to reputation of business; variation of requirements for personal presentation in different types of workplace, e.g. retail, hospitality, care, customer service; importance of hygiene and cleanliness, being clean and tidy, e.g. hair tied back, clean nails; reporting personal illness to appropriate person

2 Be able to present self appropriately for the workplace

Presenting a professional image: for example, you are representing the company/products; importance of following dress codes, e.g. health and safety, organisational/legal, to do the job effectively

Attitudes and behaviours for work: for example, good timekeeping; offering assistance; being attentive; displaying appropriate body language; using appropriate language; good manners; knowledge of products and services; different types of positive and negative attitudes and behaviours; effects on others of positive and negative body language

3 Review own personal presentation skills for work

Assessment of personal presentation skills: importance of assessing personal presentation skills; analysis of effect of personal presentation, e.g. reactions of colleagues, need to change presentation during the working day or placement, did learner feel comfortable in the workplace; identifying areas for improvement through discussion of what went well and what did not go so well; suggesting areas for improvement, e.g. will ask for guidance on company dress code for future work placement

Further information for tutors and assessors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. If learners have undertaken work experience it is likely that the personal presentation skills listed in the unit will be familiar to them as these are the standards required in the workplace.

For learning outcome 1, learners could be reminded of the need to establish a good first impression and how this can be achieved through personal presentation, positive attitude and appropriate behaviour. Discussions between the learner and their tutor/line manager would help them to develop an awareness of their responsibilities towards themselves and others in the workplace, for example, responsibility for grooming, and positive body language. Discussions should also include the effects on self and others of inappropriate presentation. Learners could match personal presentation requirements with different job roles, followed by discussions on why personal presentation requirements can vary according to the type of workplace. Learners could use examples from their own experiences.

Learning outcome 2 could be delivered in a variety of ways, with learners presenting themselves appropriately for different types of workplace. If in a work situation, learners could carry out their normal daily activities while being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario that enables them to demonstrate personal presentation skills within the workplace. Tutors/line managers could use the organisational procedures from the learner's school, workplace, college or other place of training, provided the procedures address matters of attitude and behaviour.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor/line manager and the learner. Learners and tutors would discuss how the learner fared in their demonstration and learners would have the opportunity to analyse their performance. Tutors/line managers could include this analysis as part of any formal reporting (for example appraisal or review sessions during the year).

Assessment

For learning outcome 1, learners need to give two reasons why a professional image is important in the workplace and also describe at least two effects of inappropriate personal presentation in the workplace. Information should be provided about personal presentation requirements for three different workplaces, giving at least two reasons why personal presentation requirements differ in different types of workplace. Learners are also required to explain two reasons as to why personal hygiene and cleanliness are important for the workplace. Learners can be assessed through a question and answer session or provide written evidence such as devising a poster/leaflet to inform new staff.

For learning outcome 2, learners need to present themselves appropriately for the workplace, in line with workplace requirements. This could be achieved in a simulation or in work placement, evidenced by a witness statement completed by the tutor or placement supervisor. Learners should have paid attention to the dress code for the particular workplace that they have chosen or work in, and towards their personal hygiene and cleanliness. The positive attitudes and behaviours demonstrated by learners need to conform to organisational procedures and requirements. While learners can seek clarification from others about organisational procedures, they must know how to access the relevant sources of information and be able to use them independently.

For learning outcome 3, learners should analyse their personal presentation, expressing their views on their presentation and recording them. Learners need to discuss why they chose to present themselves in a certain way, what was positive about their choice and what wasn't, as well as concluding on how they could improve upon their personal presentation in the future. Evidence can be presented as written statements or through video or taped discussion.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Skills and Qualities for Employability	Supporting Employability and Personal Effectiveness	Qualities and Transferable Skills for Work
Personal Behaviour for Success	Personal Behaviour for Success	Reviewing and Improving own Performance

Essential resources

There are no special resources required for this unit.

Suggested resources

Websites

www.worketiquette.co.uk

Information on how personal presentation at work with topics covering relationships and communication, and resources including case studies, questionnaires, and 'ask the experts'

www.youtube.com

Video clips of positive and negative presentation and behaviours

Unit 81: Qualities and Transferable Skills for Work

Unit reference number: Y/508/3552

Level: 2

Guided learning: 10

Unit introduction

We all have skills and qualities that employers look for. We may not have an in-depth knowledge of how to construct a building or how to care for an elderly person in their own home, but we have skills that we use every day that can transfer to the workplace. Simply carrying out everyday activities through personal interests, being a volunteer or participating in employment initiatives such as work-experience placements or apprenticeship programmes, can all transfer into workplace skills.

In this unit you will have the opportunity to discover skills and qualities sought by employers. You will be able to recognise skills from everyday activities, for example cooking a meal for the family requires organisational and time management skills which can be transferred into the workplace. You will spend time looking at job advertisements and discovering how your skills and qualities can match those sought by employers for specific jobs. You will also look at how to promote your skills and qualities in a way that makes you a potential candidate for the job.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Recognise own skills and qualities that can be transferred into the workplace	1.1 Explain the term 'transferable skill' 1.2 Describe own qualities that are appropriate for a workplace 1.3 State the benefits of recognising own skills and qualities, when wanting to progress in work
2 Assess opportunities that can help develop transferable skills and qualities needed for the work place	2.1 Describe how everyday activities can help develop transferable skills and qualities 2.2 Describe how employment initiatives can help develop transferable skills and qualities
3 Demonstrate how own transferable skills and qualities can be used when applying for jobs	3.1 Identify the transferable skills and qualities employers need for specific job roles 3.2 Describe how own transferable skills and qualities can match the skills and qualities required by employers

Unit content

1 Recognise own skills and qualities that can be transferred into the workplace

Transferable skills: for example - communication skills, e.g. communicate clearly with colleagues and customers, effective listening skills, asking and answering questions, giving instructions, taking and using feedback, make eye contact, positive body language; identifying and solving problems; managing time effectively, e.g. arrive ready to start work on time, being reliable and flexible, prioritising; work well with others, e.g. achieve goals together; work well under pressure; ability to make decisions; leadership skills, e.g. show initiative, make suggestions, encouraging colleagues; self-management, e.g. planning own time, being organised

Qualities for work: positive attitude; get on well with colleagues; respect others; keen to learn; can-do attitude; friendly, honest, give and accept help, support each other; proud to work to a high standard

Benefits: able to apply skills to different job roles; identify skills gaps; use information to plan career pathway; opportunity to change career pathway

2 Assess opportunities that can help develop transferable skills and qualities needed for the workplace

Everyday activities: family life and daily routine; interests and hobbies; part-time work and volunteering such as supporting charity work; gap year experiences or holiday work; youth work such as Duke of Edinburgh Award scheme, uniformed organisations, sports coaching

Employment initiatives: apprenticeships; work experience placements; in-work initiatives, e.g. work shadowing, secondment, job-share; Prince's Trust or similar schemes

Using opportunities to develop skills: identifying skills and qualities from everyday activities, e.g. to be a sports coach you need to be able to give clear instructions, have patience, be motivating, work well with others; identifying skills and qualities from employment initiatives, e.g. to be a successful apprentice you will be keen to learn, able to build portfolio of evidence, be consistent, reliable

3 Demonstrate how own transferable skills and qualities can be used when applying for jobs

Sources of information about specific job roles: internet, e.g. job boards; local and national media, Jobcentre Plus; local sources, e.g. library, community centre, shops

Identifying skills and qualities from information given: description of job; essential and desirable criteria; making inferences, e.g. to be able to work with children requires creativity, patience, good communication skills

Written communication skills: examples may include letter of application, job application form, email, online application

Presentation skills: examples may include question and answer session, prepared short talk, recorded conversation

Further information for tutors and assessors

Delivery

The aim of this unit is to help learners understand that they already have a wide range of skills and qualities that employers want from their employees, which learners will have gained through everyday activities or participating in employment initiatives. The unit aims to encourage learners to explore how to use these skills and qualities to help them gain new jobs, progress in jobs or even possibly change jobs.

To provide a background to the unit, learners need to know the transferable skills and qualities that employers need from their employees. A group discussion will help identify some of these skills and qualities. However, it would also be beneficial for centres to invite employers and employees to share their expectations and experiences with learners.

Learners also need to understand the benefits of transferable skills for progression in work. Discussions could focus on different skills, such as being an effective team member, having potential leadership skills and how this can help when they apply for a team leader position. Alternatively, learners could work in small groups and use the job role as a starting point. They could identify the transferable skills required for the job role.

In learning outcome 2 learners will have the opportunity to take a range of everyday activities and identify the skills and qualities they need to be successful. This could be delivered as practical workshops such as organising a charity event, carrying out a survey of other learners in the centre, planning a visit etc. Learners should also have the opportunity to consider how employment initiatives can help them develop transferable skills. Visiting speakers may be able to support this learning outcome or learners can use past experience.

The aim of the final outcome is to help learners promote the transferable skills and qualities they have when applying for jobs. Initially they will need to gather details for a range of jobs. These do not necessarily need to be jobs that would be their first choice. They then need to read the information to identify the transferable skills and qualities required. These may not be obvious and inferences may need to be made. Learners then need to practise responding to the job details by providing practical examples of how they meet the requirements. They will need to practise both written and verbal responses.

Assessment

For learning outcome 1 learners could present the information in a number of different ways such as a written account, poster, leaflet etc. The learner needs to be able to give an explanation of transferable skills and provide a list of skills that they can transfer into the workplace explaining why those skills were selected. The learner is also required to describe what a quality is and list their own qualities, describing why they would be suitable for the workplace. The learner needs to bring their knowledge and understanding of their own skills and qualities together and state how this information can help progress into work. There is no restriction on the number of skills or qualities identified – the learner should be encouraged to reflect and identify as many skills or qualities as possible – however, a minimum of three skills and qualities should be identified.

For learning outcome 2, learners need to describe how everyday activities and situations can develop workplace skills. If learners have participated in employment initiatives they should describe how they developed skills and qualities during that time, where the learner has not participated in an employment initiative, a case study or scenario may be used. There is no restriction on the number of transferable skills and qualities recognised, however, a minimum of two skills and qualities from everyday activities and two from employment initiative should be identified.

For learning outcome 3, learners will need to select a specific job role and to identify the skills and qualities the employer needs. The learner should then demonstrate how their own skills and qualities meet the employer’s needs. There is no restriction on the skills and qualities identified. However, a minimum of three transferable skills and qualities are required and the learner should describe at least two of their own skills and qualities which are transferable to those required by the employer. There must be a written account and a verbal presentation.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. It has particular links with:

Entry Level	Level 1	Level 2
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement
Working as a Volunteer	Working as a Volunteer	Working as a Volunteer
Learning from Work Placement	Learning from Work Placement	Learning from Work Placement
Self-assessment	Self-assessment	Self-assessment

Essential resources

There are no essential resources for this unit.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Guidance and support on creating a work-life balance

www.mindtools.com

Information about setting and achieving personal goals

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand how reviewing own work can improve performance	1.1 Explain what it means to review own work 1.2 Explain benefits of reviewing own work
2 Know different ways of reviewing own performance	2.1 Describe different review methods 2.2 Describe ways of monitoring own performance
3 Be able to improve own performance using different review methods	3.1 Review own performance during and after different tasks, using information from different sources 3.2 Create a plan to develop areas of own performance identified in the review 3.3 Review own performance following implementation of plan

Unit content

1 Understand benefits of reviewing own work in order to improve performance

Meaning of review: definitions, e.g. thinking about what we are doing as we do it and when finished; plan, do, review cycle

Benefits: helps make sense of the experience and what makes us more effective; opportunity to 'stand back' and spend time thinking about the experience and how well the objectives were met; gives insight into the way we work best; awareness of personal learning styles; better understanding of what affects our performance and progress; helps focus on what needs further development

2 Know different ways of review own performance

Review methods: question-based, e.g. how well did I do that task? how can I do it better next time? open reflection, e.g. group discussions, sharing ideas; reflective log, e.g. recording short comments in a log on a regular basis; workplace reviews, e.g. performance reviews, 'lessons learned' meetings at end of project, evaluation forms, e.g. after training events; feedback from line manager, buddy or mentor; general day to day informal feedback

Measuring performance: methods, e.g. review past performance, measure against work-based standards, achieving goals, positive feedback, sense of achievement and satisfaction

3 Be able to improve own performance using different review methods

Gathering information about own performance: verbal, e.g. peer review, performance review meetings, tutorials, one-to-one meetings, workplace assessments; written, e.g. witness testimony, reference, reports, checklists; self-evaluation; digital, e.g. video of own performance to playback, listening to recordings, e.g. telephone conversations

Consider what skill or quality is being reviewed: personal skills, e.g. organisation, time management, problem solving; work-related skills, e.g. working with others, effective communication, e.g. presentation skills, writing skills, talking with others, listening, sector-specific skills; personal qualities, e.g. patience, respect for others, including more experienced colleagues, managing stress; learning skills

Planning: setting realistic target; steps needed to achieve targets; timelines, e.g. deadlines, milestones; resources needed; ways to monitor progress, e.g. evidence of achievement; contingencies; support

Ways to improve own performance: support from others; review preparations; practise; gain additional information, e.g. from others, internet search

Further information for tutors and assessors

Delivery

Tutors may consider delivering this unit as part of a tutorial programme or as a single unit. Learners need to understand the value of reviewing their own work on a regular basis both during work activities and on completion of the task. They should gradually reach a point where they are doing this process automatically. Learners could keep a review log throughout the delivery of the unit – it would not necessarily form part of the assessment, but would give learners the opportunity to experiment with different methods of recording their actions and identifying ways to improve their own practice. Initially, learners could review everyday tasks by answering a series of questions such as how well prepared they were for their class, reviewing their weekend.

Tutors can build in different ways of reviewing work into their classes, e.g. providing evaluation forms, encouraging group feedback and sharing ideas. Learners also need to be aware of the different review methods that employers use such as performance review meetings, one-to-one meetings, 'lessons learned' meetings etc.

Although learners will have their own views on how well the activity went, it is important that they gather information from other sources about their performance. Learners may get the opportunity to gain feedback from peers, tutorials, line managers and other key workers. The tutor could lead a group discussion on how to give constructive feedback that is positive but also gives the individual the chance to learn and improve their performance.

The final outcome in the unit focuses on the review process itself. Learners need to have clear guidance on what they are reviewing. Answering simple questions such as 'How well did it go?' is not sufficient. They need to consider personal skills, qualities and work-related skills. For example, did they have enough information about the task to be able to carry it out confidently? If they did not, what would they do before completing the task again? Learners may need time to discuss how to use the information from different sources to set targets and plan how they are going to achieve those targets.

Assessment

Tutors could assess learning outcomes 1 and 2 in a holistic way. Learners must give an explanation of what is meant by reviewing own work and give at least one example, two examples of how it benefits their performance and describe at least two different ways to review and monitor performance. Learners could present this in a written format or as a verbal presentation, or using media such as a poster, leaflet or sample web page.

For learning outcome 3, learners must provide sufficient evidence to show that they can improve their own performance as a result of reviewing existing practice. Learners could present a portfolio of evidence or a review log that contains a minimum of two different tasks. If learners are in the workplace, the tasks could be part of their day-to-day routine, for example setting up a meeting, preparing food for the meals or changing a washer. If learners are not in the workplace, tasks could include taking part in a group discussion, working on a group task or participating in a sports activity. Learners could include tasks that they are participating in for this unit or possibly other units, such as preparing a presentation, completing an assignment, demonstrating a skill.

For each task that they work on they must gather feedback from different sources and include their own views for their review. They should then use this information in their plan to improve their performance. Learners will need to set a target and identify the steps that they need to take to achieve that target and how long it will take. The plan and steps leading to the target do not need to be complex. Learners need time to implement their plan for each task and review their own performance successes.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-assessment	Self-assessment	Self-assessment
Skills and Qualities for Employability	Supporting Employability and Personal Effectiveness	Qualities and Transferable Skills for Work

Essential resources

There are no special resources needed for this unit.

Suggested resources

Textbook

Cottrell S – *Skills for Success* (Palgrave Macmillan, 2015) ISBN 9781137426529

Websites

<https://nationalcareersservice.direct.gov.uk> Provides advice, guidance and support on careers advice and supports a skills checker tool to reflect upon own skills

www.jobs.ac.uk Provides guidance on reviewing and improving own performance

Unit 83: Self-assessment

Unit reference number: K/508/3555

Level: 2

Guided learning: 20

Unit introduction

Being able to assess your own skills, qualities and strengths can be extremely important when you want to apply for a job, professional qualification, promotion or general self-development. You need to know what you are good at and what you can do well before identifying any gaps you may have in either skills, knowledge or qualities.

In this unit, you will have the opportunity to explore how self-assessment can improve work opportunities for you. You will then devise a personal plan that sets realistic targets for you to work towards in the short and long term. You will learn how to set targets that are specific, measurable, achievable, realistic and within a given timescale. You will also have the opportunity to review achievements and experiences that give you valuable skills for the workplace. For example, you may have taken part in a football tournament or care for your own children or other people's children. These achievements and experiences demonstrate that you can work with others, organise yourself and others and take on responsibilities. These are all essential skills for the workplace.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand how self-assessment can improve work opportunities	1.1 Explain why it is important to assess personal strengths and weaknesses 1.2 Explain why it is important to assess personal skills and qualities
2 Carry out a self-assessment and plan own personal development	2.1 Assess own strengths, skills and qualities using different methods 2.2 Set a long term goal with a Specific, Measurable, Attainable, Realist and Time-bound (SMART) target 2.3 Set short term goals with SMART targets 2.4 Devise a plan showing how short-term goals will be achieved
3 Assess personal achievements that are of value in the workplace	3.1 Identify achievements over a given period 3.2 Give reasons for success in achievements 3.3 Explain why goals may not be reached within a set period of time

Unit content

1 Understand how self-assessment can improve work opportunities

Self-assessment: self-reflection, e.g. past performances and achievements, talents and interests, own strengths, skills, qualities, interests; methods used for self-assessment, e.g. feedback from key people, checklists, comparisons with job descriptions

Work opportunities: gaining work; promotion; opportunities to take part in new initiatives, e.g. represent organisation; working overseas

Importance of self-assessment: identification of personal strengths to enhance self-esteem, confidence; identify areas to develop; identify new skills to learn; informs future planning; set achievable goals; make realistic career choices

2 Carry out a self-assessment and plan own personal development

Goal setting: using a stepped process, assess strengths, skills and qualities; use SMART targets; relationship between short-term and long-term goals

Planning: purpose of plan; goals; timeframe

Ways to achieve goals: sources, e.g. personal learning, formal learning, work-shadowing

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

3 Assess personal achievements that are of value in the workplace

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

Further information for tutors and assessors

Delivery

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

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

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

For learners to understand the concept of goal setting, it would be useful to develop a mind map or similar learning tool with learners, using prompts and question and answer sessions for each of the factors involved until a picture is complete.

Learners will need to develop and implement their own plan for learning, drawing together learning from previous learning outcomes.

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

Assessment

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

For learning outcome 1, the learner needs to give two reasons why it is important to assess personal strengths and weaknesses and two reasons why it is important to assess personal skills and qualities. The responses for this outcome can refer to the importance of self-assessment for their own career and personal life.

For learning outcome 2 learners need to assess their own skills, qualities, strengths and weaknesses and then use this information to develop their plan. The long term goal must be specific, measurable, attainable and realistic, and provide an appropriate timescale. The short-term goals associated with each long-term goal must also have SMART targets. At least one long-term goal must be set and a minimum of two short-term goals that will contribute towards achieving their long-term goal.

For learning outcome 3 the learner could use one of their short-term goals to identify their achievements over a stated period of time. They need to gather evidence of their success in achieving all or some of their targets within a given period of time. Learners could evidence this by developing a learning log that incorporates their goals, skills needed and a timeframe for achievement. They could implement this and record achievements over a short period of time sufficient for them to collect evidence to meet the criteria.

The learner should also give at least two reasons why they were able to accomplish the achievements identified in 3.1. The learner must also explain why goals may not be reached within a set period of time. Examples can be given to support the explanation, which can be generic or in relation to the learner's own experiences.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Career Progression	Career Progression	Career Progression
Self-management Skills	Self-management Skills	Self-management Skills
	Investigating Portfolio Careers and Self-employment	Portfolio Careers and Self-employment

Essential resources

There are no essential resources for this unit.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Provides advice and guidance on life balance skills

www.mindtools.com

Provides tools for self-assessment, such as communication and goal setting tools

Unit 84: Self-management Skills

Unit reference number: T/508/3560

Level: 2

Guided learning: 20

Unit introduction

A proactive approach to self-management is a vital aspect of employability. You need to be able to manage yourself appropriately in order to be effective in the workplace. In this unit, you will begin to understand why self-management in the workplace is important and how effective self-management skills can build your confidence, reduce stress and benefit you in your career. The unit also considers the benefits to your colleagues and your employer.

One of the key self-management skills is the ability to juggle a number of different tasks at the same time. In this unit, you will have the opportunity to develop your skills by identifying activities for a number of tasks, planning the management of the tasks and then putting it into practice.

When you complete your tasks you will assess your self-management skills using comments from others as well as your own analysis. You will then have the opportunity to set short-term goals to encourage you to improve some of your self-management skills.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the importance of self-management for work and home	1.1 Explain why it is important for individuals to have good self-management skills in the workplace 1.2 Explain how self-management skills can create a better work-life balance 1.3 Explain how to self-manage in the workplace 1.4 Explain the benefits effective self-management has on others in the workplace
2 Be able to use self-management skills to complete a number of tasks within a given time period	2.1 Produce a plan to complete a number of tasks within a given time period 2.2 Use the plan to carry out the tasks within a given time period
3 Be able to assess own self-management skills for work	3.1 Gather feedback from different sources to assess own self-management skills 3.2 Assess own self-management skills for the workplace 3.3 Set short-term goals to improve self-management skills for the workplace

Unit content

1 Understand the importance of self-management for work and home

Importance of managing themselves: contribute to own health and wellbeing, builds self-esteem and confidence, builds better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily; progression opportunities, e.g. more responsibility, promotion, change jobs

Work-life balance: workplace, e.g. complete work on time, less stressful, reduce overtime at work or taking work home; home, e.g. more time for family, improved health

How to manage themselves effectively in the workplace: personal wellbeing, e.g. taking care of own health, taking sufficient exercise, eating healthy meals, following health and safety guidelines; manage time effectively, e.g. check daily tasks lists every morning for any urgent tasks, prioritising, contingency planning; seeking help and advice, e.g. tutor, supervisor, human resources representative

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

2 Be able to use self-management skills to complete a number of tasks within a given time period

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

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

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

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

Goal setting: skills to develop; ways to develop skills; timescales; achievable short-term goals

Further information for tutors and assessors

Delivery

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

Learning outcome 1 could be delivered through group discussion or discussion between the learner, their line manager, supervisor or another appropriate person familiar to the learner. Learners need to understand the importance of effective self-management skills and how they can benefit other workers and employers. Learners could share their experiences of self-management in small group discussions. This could include discussing the types of pressures they face and how they overcome it.

Learning outcome 2 may be delivered in a variety of ways. This learning outcome reflects a realistic working situation i.e. a worker is expected to manage a number of tasks at any one time. Tutors could provide a range of scenarios for learners to discuss and plan e.g. two more senior members of staff have asked the worker to carry out tasks for them with a similar completion time. Learners could discuss and plan how they would manage this situation and the self-management skills required. Learners may also consider different ways of managing their work load e.g. a to-do list, daily diary, diagrams, digital diary or notes.

For learning outcome 3, learners need to be able to assess their own self-management skills. At this level they should be sufficiently confident to gain feedback from different sources. Learners could discuss the challenges of gaining feedback from others and how they can manage this e.g. they may not have a good working relationship with their line manager but they will have their one-to-one or appraisal with them. Learners could also consider different methods of gathering evidence such as witness statements, emails from customers or clients, observation checklists.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner. Learners should gather feedback from more than one source to assess their own self-management skills. Learners should also assess their own self-management skills for the workplace, identifying at least one strength and one area to be improved, and set at least one short-term goal to improve one of their identified weaker areas. Tutors/line managers could include this analysis as part of any formal reporting (for example appraisal or review sessions during the year).

Assessment

For learning outcome 1, the learner must give two explanations as to why it is important that they manage themselves in the workplace and two explanations as to how to self-manage in the workplace. They must also explain two benefits of effective self-management to their own work-life balance and two benefits to others in the workplace. Evidence to support this outcome can be either in a written format or recorded question and answer.

For learning outcome 2, the learner should produce a plan for a number of different workplace tasks. The plan can be discussed and agreed by the tutor/line manager and prepared to a set template, but the information contained within the plan must be from the learner. The tutor may prepare a scenario for the learner to work from or it could be a workplace situation. To show the learner's understanding of their daily objectives, the plan will prioritise the tasks and estimate the time the learner will need to take to complete these tasks. The learner must demonstrate effective self-management skills as they carry out their plan. Evidence for this outcome may be in the form of supervisor or tutor observation checklists, completed work such as emails, end product, finished task e.g. washer on tap, witness statements.

For learning outcome 3 the learner needs to assess their performance representing their own views and others on their performance. The learner needs to assess what they felt went well, and what they felt did not go so well. The learner should then set short term goals to help them improve their self-management skills.

Evidence to support learning outcome 3 can be written, for example written statements from the learner on the review of their performance and supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

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

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Self-management Skills	Self-management Skills	
Conduct At Work		
Preparing for Work Placement	Preparing for Work Placement	Preparing for Work Placement
Introduction to Health and Safety at Work	Health and Safety at Work	

Essential resources

There are no essential resources for this unit.

Suggested resources

Websites

www.direct.gov.uk

Provides information on working, jobs and pensions

www.lifecoachexpert.co.uk

Improving work life balance by dealing with everyday stress and pressure

www.monster.co.uk

Job vacancy website

www.worksmart.org.uk

Provides advice, guidance and support on jobs and careers

Unit 85: Assist with the Movement and Handling of Small Animals

Unit reference number: H/508/5756

Level: 1

Guided learning: 9

Unit introduction

Developing the knowledge, understanding and practical skills needed to assist with the movement and handling of small animals will be essential for learners hoping to find employment in the animal care industries. This unit will enable learners to develop the necessary skills and underpinning knowledge to be able to operate effectively at a support level in the workplace.

Practical ability, underpinning knowledge and awareness of health and safety when moving and handling small animals will be developed.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK.

Learners will be expected to work with a minimum of three contrasting species in completing the unit.

The unit also provides opportunities to develop other skills such as working with others, improving own learning and performance, communication and using ICT.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Assist with moving animals on a site	1.1 Approach the animals calmly, confidently and in a way that is likely to minimise stress 1.2 Assist with moving animals in accordance with instructions 1.3 Assist with moving animals without damage to the health, safety and wellbeing of the animal or self 1.4 Help to settle the animals in the new location in accordance with instructions 1.5 Maintain health and safety, and the welfare of the animals, during their work
2 Assist with handling animals	2.1 Approach animals in accordance with Instructions 2.2 Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress 2.3 Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment 2.4 Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay 2.5 Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice

Unit content

1 Assist with moving animals on a site

Moving animals: methods; preparation of receiving accommodation; facilities and equipment appropriate to the species being moved and situation e.g. carrying basket, carrying box, cage, tank; animal welfare considerations e.g. water, bedding, food, use of appropriate methods, facilities and equipment; monitoring of animal during transport; cleaning of facilities and/or equipment after transport; safe disposal of waste

Health and safety: identification of personal risk from species being handled e.g. bites scratches, urine, faeces, parasites; Personal Protective Equipment (PPE); personal hygiene; first aid methods and facilities; accident reporting

2 Assist with handling animals

Health and safety: identification of personal risk from species being handled e.g. bites, scratches, urine, faeces, parasites; Personal Protective Equipment (PPE); personal hygiene; first aid methods and facilities; accident reporting

Handling: method(s) appropriate to species and condition of animal e.g. approach to animal; use of restraint equipment e.g. lead, collar, muzzle, net, grasp, halter; safe positioning of hands; minimising distress and promoting cooperation; normal behaviour for the species being handled; signs of stress and distress e.g. heart rate, respiration rate, vocalisations; consequences of poor handling

Welfare considerations: relevant codes of practice; minimising stress through use of appropriate handling methods and equipment

Further information for tutors and assessors

Delivery

This unit is likely to be delivered through a series of practical activities with a range of small animals in a range of situations. Both the transport and handling aspects of the unit can form integral parts of working in an animal unit and can be taught, practised and assessed in that environment. Naturally occurring opportunities, such as when animals are moved out of their accommodation so that it can be cleaned out, or when an animal requires grooming, should be exploited to put the learners in a realistic situation. Learners will need to develop the appropriate skills and knowledge during formative practical sessions. Assessment is likely to take place on a continuous basis during the programme, taking place when learners have developed the appropriate level of skill.

Learners can discuss with the tutor and peer group appropriate welfare considerations and methods of handling and transport for a range of animal species. The standards and methods discussed and agreed can then be implemented during practical work, which will be an essential part of the delivery of this unit.

For the purposes of this unit, the term 'small animals' encompasses the range of small mammals, birds, fish, insects, reptiles and amphibians commonly kept as pets in the UK.

Learners will be expected to provide assessment evidence relating to a minimum of three contrasting species in completing the unit.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks designed specifically with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities.

Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit.

For learning outcome 1, learners are required to approach animals calmly, confidently and in a way that is likely to minimise stress. This will be evidenced most clearly through observation records for a range of animal species carried out over the duration of the unit. Learners are required to assist with moving animals in accordance with instructions. This is likely to be assessed in a similar way to 1.3 and may be assessed at the same time as 1.1. Instructions should be made clear to learners and recorded in the observation record.

For assessment6 criteria 1.3, learners are required to assist with moving animals without damage to the health, safety and wellbeing of the animal or self. Whilst assessment of this criterion is most likely to take the form of an observation record, it will be important to record the likely risks to the health, safety and wellbeing of the animal and how these could be minimised.

For 1.4, learners are required to help settle the animals in the new location in accordance with instructions. This is likely to be assessed in a similar way to 1.1, with the instructions to learners being recorded on the observation record. This criterion will need to be assessed on several occasions to encompass a minimum of three contrasting species, locations and instructions.

For 1.5, learners are required to maintain health and safety, and the welfare of the animals, during their work. This will be evidenced most clearly through ongoing assessment during the assessment for 1.1, 1.2, 1.3 and 1.4. Observation records will need to demonstrate consistent performance over time with a minimum of three suitable contrasting species.

For learning outcome 2, learners are required to approach animals in accordance with instructions. Assessment of this criterion is likely to form an integral part of the assessment for 2.2. Observation records are likely to be the most appropriate method of recording assessment.

For 2.2, learners are required to handle animals in a manner likely to promote their cooperation and minimise the possibility of distress. Learners will need to identify to their tutor the factors that will promote cooperation during their handling of the animal species, and the signs of distress in the chosen species and how they can be minimised. This could take the form of a discussion record between the tutor and learner.

For 2.3, learners are required to handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, themselves and other animals and people in the environment. Assessment is likely to take the form of a discussion between the tutor and learner identifying the possible risks to the health and safety of the animal, self and other animals and people in the environment before a practical assessment, during which learners will be assessed directly on their performance. Learners will need to be assessed during appropriate practical activities such as grooming or health checking an animal.

For 2.4, learners are required to monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay. Before assessment, learners will need to identify what is normal behaviour for the target species, in order to monitor against agreed norms. Assessment is likely to take the form of an observation record with tutor questioning during the assessment.

For 2.5, learners are required to use handling methods that promote health and safety and are consistent with relevant legislation and codes of practice. Assessment for this criterion should focus on learner performance rather than familiarity with relevant legislation and codes of practice. Learners should be aware of the standards set by appropriate legislation and codes of practice and carry out assessed tasks in line with these standards. Assessment is likely to be linked to that for 2.2 and 2.3 and take the form of an observation record.

Essential resources

Access to a variety of suitable animals from the range encompassing mammals, birds, fish, insects, reptiles and amphibians, and to feed rooms, feeds, transport and movement facilities is essential, with appropriate levels of supervision available to support learning. Transport for visits to animal care establishments may be required for centres not able to provide sufficient opportunities to meet the assessment requirements in house. A range of books, pet care magazines, CD ROMs and DVDs should be available. Access to ICT and the internet is recommended. Learners must have access to and use correct Personal Protective Equipment (PPE).

Suggested reading/resources

Textbooks

The books listed below are indicative only. Centres are encouraged to use other resources that suit learners' needs.

Alderton D – *The Illustrated Practical Guide to Small Pets and Pet Care* (Southwater, 2008) ISBN 9781844765959

Elwood M and Ruelokke M – *Guinea Piglopaedia* (Ringpress Books Ltd, 2003) ISBN 9781860542510

Evans J and White K – *Catlopaedia* (Ringpress Books Ltd, 2006) ISBN 9781860540189

Evans J and White K – *Doglopaedia* (Ringpress Books Ltd, 1998) ISBN 9781860540745

Grindol D – *The Canary: An Owner's Guide to a Happy Healthy Pet* (John Wiley & Son, 2000) ISBN 9781582450186

Harper D – *Caring for Your Pet Hamsters and Gerbils* (Interpet Publishing, 1999) ISBN 9781902389813

Logsdail C, Logsdail P and Hovers K – *Hamsterlopaedia* (Ringpress Books Ltd, 2003) ISBN 9781860542466

Manning D – *Exotic Pets* (Collins, 2008) ISBN 9780007262755

Martin H – *Zebra Finches* (Barron's Educational Series, 2000) ISBN 9780764110405

Meadows G and Flint E – *The Dog Owner's Handbook* (Caxton, 2002) ISBN 9781840673302

Mills D – *Aquarium Fish* (Dorling Kindersley 2000) ISBN 9780751327267

RSPCA – *Care for your Budgerigar* (Collins, 2005) ISBN 9780007193585

RSPCA – *Care for your Guinea Pig* (Collins, 2004) ISBN 9780007182695

RSPCA – *Care for your Hamster* (Collins, 2005) ISBN 9780007193578

RSPCA – *Care for your Rabbit* (Collins, 2004) ISBN 9780007182708

Taylor D – *The Ultimate Cat Book* (Dorling Kindersley, 1994) ISBN 9780863183713

Websites

www.bluecross.org.uk The Blue Cross

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.dogstrust.org.uk The Dogs Trust

www.petcare.org.uk The Pet Care Trust

www.rspca.org.uk The Royal Society for the Prevention of Cruelty to Animals

www.thebrc.org The British Rabbit Council

www.the-kennel-club.org.uk The Kennel Club

Unit 86:

Assist with Planting and Establishing Plants

Unit reference number: F/508/5747

Level: 1

Guided learning: 27

Unit introduction

This unit introduces learners to the practical skills needed to plant and establish planting immediately afterwards. This can take place in outdoor or protected cropping situations and can cover seeds, seedlings, potting on, or planting outdoors using bedding plants, herbaceous plants, trees and shrubs. When carrying out planting, the correct preparation of the planting medium must be covered.

Establishment methods may include correct watering, mulching, suitable pest prevention and providing support, such as tree stakes, wigwams and trellis.

Emphasis is placed on safe working practices when undertaking planting and establishment tasks.

Learners will be given time to practise the skills required for each task before assessment takes place.

Although learners will work independently on some tasks, there are also opportunities to work as effective team members when planting and establishing plants, and when keeping the working area safe and tidy. The unit will help learners to develop an understanding of the personal qualities that are valued by potential employers.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to assist with carrying out planting	1.1 Select the necessary tools, materials and personal protective equipment for the job 1.2 Carry out any necessary preparation of the planting medium according to instructions 1.3 Transport plants as instructed 1.4 Keep the plants in a suitable condition before planting 1.5 Carry out planting as instructed 1.6 Position the plants at the correct spacing, depth and orientation according to instructions 1.7 Report any problems that occur as soon as possible 1.8 Maintain and store tools and equipment appropriately
2 Be able to assist with any additional activities required to establish plants	2.1 Prepare the necessary tools, materials and personal protective equipment for the job 2.2 Provide support, shelter or mulching as necessary and carry out plant labelling as instructed 2.3 Provide the plants with necessary moisture 2.4 Maintain and store tools, personal protective equipment and materials correctly 2.5 Report any problems that occur to the appropriate person as soon as possible
3 Be able to work safely	3.1 Use tools, materials and any personal protective equipment safely and correctly 3.2 Maintain the health and safety of self and others at all times

Unit content

1 Be able to assist with carrying out planting

Tools and equipment: types and uses of e.g. spade, fork, shovel, trowel, wheelbarrow, rake, gardening gloves and steel toecap boots; uses within the planting situation

Preparation of planting medium: assessing the planting medium and recognising the correct method of improvement e.g. correct compost mix and added nutrients for protected cropping, digging and improving drainage of the planting area by adding soil improvers for outdoor planting

Transport and care of plants: reasons for and methods of correct stacking and movement of plants to the planting area; ensuring they do not dry out or become damaged while in transport and before planting

Carrying out planting: reasons for planting at the correct depth or to the nursery line if plants have previously been lifted; correct firming in of the medium to ensure root contact with the new growing position; correct spacing of plants if mass planting is taking place

Reporting of problems: how to recognise problems or potential problems; notify person in charge

Storage and cleaning: reasons for cleaning and correct storage of tools

2 Be able to assist with any additional activities required to establish plants

Preparation of tools and equipment: types and suitability for tasks e.g. secateurs, shovel, wheelbarrow, rake, stakes, canes, mulch, watering can or hose, steel toecap boots, gardening gloves, any necessary signage

Support and shelter: reasons for providing plant protection; different materials for providing the correct protection within the planting situation; what constitutes shelter for plants and methods of providing shelter; use of tree stakes, guards and tree ties

Providing plants with moisture: correct watering of seeds, seedlings, transplants, bedding plants, herbaceous plants, trees and shrubs to ensure early establishment

Reporting of problems: how to recognise problems or potential problems; notify person in charge

Storage and cleaning: reasons for cleaning and correct storage of tools

3 Be able to work safely

Tools, materials and PPE: awareness of dangerous practices; need for protective equipment

Health and safety: risk assessment forms; reasons for and methods of keeping work area free of potential hazards that could cause injuries to the group or others; current, relevant legislation; PPE

Further information for tutors and assessors

Delivery

This unit is intended as an introduction to the requirements, including health and safety, for undertaking planting and establishment operations, together with the background knowledge required to underpin practical skills. Learners must have opportunities to develop their knowledge and practical planting and establishment skills through use of supervised classroom and outdoor activities, group teaching and demonstrations of the equipment and techniques involved.

This unit has been designed to provide the introductory knowledge and skills needed to undertake planting and initial establishment. It is recognised that planting situations may differ between centres and teaching must be tailored to meet the needs of the planting situation. Emphasis must be placed on safe and effective working practices for all practical tasks being undertaken. The use of machinery is not a requirement of this unit. Manual techniques should help learners improve their hand-to-eye coordination. Working as a team should help learners improve their social and problem-solving skills.

The use of all tools listed in the Unit content should be encouraged, although other tools can be used or substituted depending on the planting area.

Tutors should demonstrate the various techniques and skills needed to plant and establish planting correctly and learners must practice all these techniques. Tutors will need to deliver the knowledge, skills and techniques associated with establishing various plant material, watering, staking, guarding and mulching newly planted areas.

Correct spacing of plants is mentioned within the assessment criteria, but it should be recognised that some plants are placed and planted as individual specimens, so height and spread can be discussed but actual spacing may not be relevant. If this is the situation it must be evidenced clearly within the assessment.

Assessment

Learners can build a small portfolio of evidence showing the tasks being undertaken that match the assessment criteria.

Most criteria will need to be assessed directly by the tutor during planting and establishment operations. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. If using video evidence, the permission of parents/guardians should be obtained before carrying out the assessment. The video must show clearly all activities required to achieve the criteria and feedback must be delivered promptly. Some of the criteria may be assessed through the correct completion of forms. Where this is the case, it should be marked and signed by the tutor and added to the portfolio. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Although there is no time limit to assessment, it is assumed that assessment of individual tasks should take no longer than one and a half hours.

For learning outcome 1, learners must select two tools and one piece of equipment or PPE used for planting or preparing ground, learners must prepare the planting medium as instructed. This can be evidenced by a witness statement signed by the tutor.

Learners must also transport the plants correctly, keep the plants in a suitable condition before planting and carry out planting as instructed. This can be evidenced by a witness statement signed by the tutor.

Learners must demonstrate the ability to position plants at the correct spacing, depth and orientation as instructed and report any problems. This may be evidenced by a witness statement or added to the assessment sheet signed by the tutor. Learners must maintain and store at least two tools or pieces of equipment that they have used.

For learning outcome 2, learners must prepare, maintain and store at least one tool, one material and one piece of PPE that they have used, and demonstrate their ability to provide support, shelter or mulching as instructed. This may be evidenced by a witness statement signed by the tutor.

Learners must also demonstrate their ability to water correctly, providing adequate moisture as instructed, and report any problems. This may be evidenced by a witness statement.

For learning outcome 3, learners must demonstrate they can use the selected tools and equipment safely. This may be evidenced by a witness statement signed by the tutor. Learners must complete an individual risk assessment for one task. They must also show and maintain awareness of health and safety when working on set tasks. This can be evidenced by a witness statement signed by the tutor.

Essential resources

The minimum requirement needed to deliver this unit is an area where planting can take place. This may be new or established borders or a protected cropping environment. Each learner should have access to enough plant material to enable adequate practice to achieve assessment standards. An area for storing and cleaning tools and PPE is needed.

Suggested reading/resources

Textbooks

There are no specific textbooks about planting and establishment aimed at Level 1 learners. The textbooks listed refer to the subject and contain relevant picture guides.

Brickell C – *RHS Encyclopedia of Gardening* (Dorling Kindersley, 2007)
ISBN 9781405322270

Hessayon Dr D G – *The Garden Expert* (Pan Britannica, 1986)
ISBN 9780903505222

Website

www.rhs.org.uk/advice

This website is updated and changed on a monthly basis and contains varying amounts of useful information.

Unit 87: Assist with the Maintenance of Equipment

Unit reference number: Y/508/5754

Level: 1

Guided learning: 27

Unit introduction

This unit is designed to cover the agricultural, horticultural and small animal care sectors. The assessment criteria relate to key parts of the maintenance processes for the different equipment used in the sector being studied. The unit covers the maintenance of mechanical and manual equipment using hand tools and appropriate materials.

Learners are expected to work with the equipment relevant to, and within the legislation and codes of practice for, their sector. It is not expected that learners will cover equipment, legislation or codes of practice for each sector included in this unit.

The unit assesses learners in three stages: the preparation of equipment for maintenance, the process of maintenance and the ability to work safely.

On completion of the unit it would be expected that learners could maintain equipment relevant to their sector under instruction and some supervision.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to assist with the preparation of equipment for maintenance under supervision	1.1 Check that the equipment requiring maintenance is safe in accordance with instructions 1.2 Keep the work area safe and in a condition suitable for the maintenance procedure 1.3 Obtain the necessary hand tools and materials for maintenance in accordance with instructions 1.4 Complete the preparation of equipment for maintenance in accordance with instructions
2 Be able to assist with the maintenance of equipment under supervision	2.1 Maintain manual and mechanical equipment in accordance with instructions 2.2 Clean and store tools correctly after use
3 Be able to work safely	3.1 Maintain health and safety in accordance with relevant legislation and codes of practice 3.2 Correctly identify and report any hazards 3.3 Dispose of waste safely in accordance with instructions 3.4 Carry out the work in a manner which minimises any environmental damage

Unit content

1 Be able to assist with the preparation of equipment for maintenance under supervision

Identification of maintenance requirements: routine maintenance, emergency maintenance; cleaning

Preparation of equipment: provision of spare parts; availability of suitable working space; availability of tools and equipment for use during maintenance

Safe working area: warning signs; management of the working area; correct use of tools

Hand tools and materials: e.g. spanners, sockets, screwdrivers, hammer, saw, pliers, wire brushes, disinfectants, detergents

2 Be able to assist with the maintenance of equipment under supervision

Equipment: e.g. spades, forks, shovels, trowels, scrapers, lawnmowers, strimmers, wire strainers, post drivers, pumps, heaters, siphons, dustpans, brooms, brushes

Tools: cleaning, storage, safety, security

3 Be able to work safely

Legislation and codes of practice: e.g. COSHH, PUWER, HASAWA 1974, FEPA, Control of Vibration at Work Regulations 2005, Control of Noise at Work Regulations 2005

Reporting hazards: types of hazard, who to report hazards to

Waste disposal: hazardous, non-hazardous, organic, inorganic, environmental considerations; equipment; methods

Minimising environmental damage: disposal of waste products, disposal of consumable or worn parts

Further information for tutors and assessors

Delivery

This unit would best be delivered through a combination of demonstrations and the use of naturally occurring evidence. It is anticipated that learners would be required to assist in the routine maintenance of equipment, which can be scheduled into a delivery plan, but also that there would be naturally occurring opportunities to assist in the emergency maintenance of equipment when necessary. Routine maintenance such as servicing or cleaning is normally carried out after equipment has been used. The delivery and assessment of this unit could feasibly take place as part of the work process of other related units where equipment is used.

Assessment

Achievement of assessment criteria should be evidenced through contextualised, vocationally relevant practical experiences, with the tasks specifically designed with the assessment criteria in mind. Many criteria will need to be assessed directly by the tutor during practical activities. Where this approach is used, suitable evidence from guided activities would include observation records and/or witness statements. Authenticated photographic evidence is likely to form part of a portfolio of evidence for this unit. Similarly, where there are unplanned assessment opportunities, witness statements, observation records and photographic evidence are all appropriate. There are many opportunities for the elements of this unit to be assessed in conjunction with each other, and in conjunction with other units in the programme of study.

For learning outcome 1, learners must check that the equipment requiring maintenance is safe to work on, for example disconnected from electricity supply, no dangerous sharp edges. A logbook supported by signed observation records would be an appropriate form of assessment. Learners must keep the work area safe and in a condition suitable for the maintenance procedure. It would be expected that this would be assessed through observation records and photographic evidence as an integral part of working processes that learners are involved in.

Learners must obtain necessary hand tools and materials for the equipment to be maintained in accordance with instructions. This may be as diverse as disinfectants or detergents for tools used for small animal care, to spanners or screwdrivers for equipment used in the horticultural or agricultural sectors. Tutors should give clear instructions as to the tools and/or materials required for the specified maintenance task. An observation record from the tutor to confirm that learners have obtained the necessary tools and materials would be an appropriate form of assessment.

Learners must also complete the preparation of equipment for maintenance in accordance with instructions. An observation record or witness statement stating that learners have carried out the tutor or supervisor's instructions would be an appropriate form of assessment.

For learning outcome 2, learners are required to maintain manual and mechanical equipment in accordance with instructions. Assessment for this criterion needs to recognise the requirement for both manual and mechanical equipment. The opportunities for this will vary with the sector, but as a minimum learners should maintain one item of manual equipment and one item of mechanical equipment in accordance with clear instructions from the tutor. Assessment could be a logbook describing what work has been carried out, supported by witness statements, photographic evidence, job cards or tutor observation records, as appropriate.

Learners are required to clean and store tools correctly after use. Once learners have been instructed how to clean and store tools, a logbook describing what work has been carried out, supported by witness statements, photographic evidence, job cards or tutor observation records, would provide appropriate assessment evidence.

For learning outcome 3, learners are required to maintain health and safety in accordance with relevant legislation and codes of practice. Learners will need to be informed of the relevant legislation and codes of practice and, more specifically, their responsibilities in relation to the identified legislation and codes of practice. Assessment could take the form of a logbook in which learners state what actions they have taken to comply with legislation and codes of practice, and tutor observation records confirming this.

Learners are required to correctly identify and report any hazards. Naturally occurring evidence where hazards are present and require reporting will make appropriate assessment evidence, supported by a tutor observation record, will be appropriate evidence for this assessment criterion. Simulation may be needed to enable learners to identify and report hazards. Learners are required to dispose of waste safely in accordance with instructions. Observation records and logbooks that confirm that this has been carried out following instructions from tutors would be appropriate forms of assessment.

Learners must carry out work in a manner which minimises environmental damage. Tutor observation records, coupled with logbooks recording how the maintenance work carried out minimises any environmental damage, would be appropriate. This could include evidence to show how the maintenance work extends the working life of the piece of equipment, therefore minimising the need for new equipment and disposal of old equipment.

Essential resources

Learners should have access to vocationally relevant settings, such as an animal unit, farm or horticultural enterprise, in which a variety of manual and mechanical equipment is used to give learners a varied experience of maintaining equipment. Centres should also provide sufficient equipment for learners to demonstrate competence over time, and opportunities to work with different pieces of equipment.

Suggested reading/resources

Textbooks

Tutors should source suitable textbooks relevant to the sector learners are working in, and which relate to the types of equipment being maintained.

Websites

www.howstuffworks.com

www.hse.gov.uk

Unit 88: **Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity**

Unit reference number: F/504/9153

Level: 1

Guided learning: 30

Unit introduction

This unit provides an introduction to planning and leading sports and active leisure activities through assisting a leader of a sports or active leisure activity.

This unit could be your first step into leadership and making sports and active leisure sessions structured and exciting for the participants. Leadership skills play a key role in working in the sports sector as a coach or exercise instructor. In this unit you will identify the qualities required for assisting a leader of a sports or active leisure activity by studying real examples of sport and active leisure leaders, possibly those you have worked with or observed in the community. You will develop skills required for the planning process involved in sports and active leisure leadership, and be given the opportunity to put this into practice by assisting in the organisation and delivery of part of a sports and active leisure session.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the qualities and responsibilities needed for assisting a leader of a sports or active leisure activity	1.1 Identify the qualities needed to support a sports or active leisure leader 1.2 Identify the responsibilities needed to support a sports or active leisure leader
2 Know the different parts of a sports or active leisure activity	2.1 Suggest what would be included in the plan for a sports or active leisure activity
3 Be able to assist in planning a sports or active leisure activity	3.1 Contribute to a plan for an activity for part of a sport or active leisure activity
4 Be able to assist in the delivery of part of a sports and active leisure activity	4.1 Help to deliver activity according to agreed plan

Unit content

1 Know the qualities and responsibilities needed for assisting a leader of a sports or active leisure activity

Qualities: personality, e.g. confident, outgoing, able to build up a working relationship with people; motivation, e.g. being able to take initiative, being proactive; behaviour; personal aspirations, e.g. being professional, setting an example, being a role model, being friendly, polite; communication skills, e.g. being able to listen, instruct, observe

Responsibilities: professional conduct; health and safety, e.g. warm up cool down, risk assessment, insurance; child protection, e.g. legal obligations (Disclosure Barring Service checks), safeguarding, equality; ethics and values

2 Know the different parts of a sports or active leisure activity

Components of a sports or active leisure session: warm up; main body, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback

3 Be able to assist in planning a sports or active leisure activity

Session plan: location; timing of activity; health and safety; equipment; expected outcomes; number of participants; warm up; main part, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback

Activity selection: activities for each component of the session; warm up, e.g. dynamic stretching, pulse raiser, skill familiarisation; main component, e.g. technical development, skill development, tactical development, fitness development, cool down, e.g. stretching, pulse lowerer; method of evaluation

4 Be able to assist in the delivery of part of a sports and active leisure activity

Deliver: demonstration of a range of skills, qualities and responsibilities appropriate to leading a sport or active leisure session; communication skills, e.g. clear demonstration of skills and techniques; professional conduct; consideration of health and safety; ensuring action plan is followed

Parts of a sports or active leisure session: warm up; main body, e.g. technical development, skill development, tactical development, fitness development; cool down; feedback

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a school or college.

Learning outcomes 1 and 2 are knowledge based, so classroom activities that develop knowledge through a range of interesting and engaging activities would be suitable. Teaching of knowledge should be delivered in the context of the practical aspects of leading sport and active leisure activities where possible.

For learning outcome 1, it is important that learners develop an understanding of the qualities and responsibilities of a sports or active leisure leader. Practical situations, either through role play or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor/line manager. Learners should be given the opportunity to view various sports coaches in action and to observe the methods used by these experienced coaches when working with a variety of sports participants of all ages and abilities.

For learning outcomes 2 and 3, learners will need guidance from the tutor/line manager to develop knowledge of sport and active leisure activity plans. Group discussions would be beneficial for sharing experiences and agreeing content. When assisting in the planning and delivery of sport and active leisure sessions, learners could take part of the session under the supervision of an experienced coach or tutor. A hands-on approach should be more enjoyable and beneficial to the learner, and more interesting and relevant for the tutor to deliver. This should allow learners to develop confidence and organisational and personal skills. Tutors/line managers should check activity plans before learners deliver their parts, so as to judge the appropriateness and give guidance accordingly. Any experience of working with a sports leader will benefit learners immensely.

For learning outcome 4, tutors/line managers should provide examples of specific activities that are appropriate for leading sports and active leisure sessions. The emphasis at this level should be on fun and enjoyment and not skill or technical development.

At an early stage in the course each learner should be given the opportunity to support the tutor/line manager in delivering sports and physical activity sessions to the group or other groups. This is an ideal way for learners to experience the role and encounter the difficulties that may arise when leading sports and physical activity sessions.

Assessment

To achieve learning outcome 1, learners need to identify at least two qualities and at least two responsibilities of a sports or active leisure leader. Evidence could take the form of group discussions, one-to-one discussions with the tutor/line manager, or question and answer sessions. Learners could base their findings on research and observations they carried out while supporting an experienced coach or leader.

To achieve learning outcome 2, learners should suggest what would be included in a plan for a sports or active leisure session. Learners must be able to break down each part of a particular session and comment on the function of each part of the session for the participants. This could also provide holistic assessment opportunities with learning outcome 3. Evidence could be presented in the form of a presentation or a mock session plan.

Learning outcome 3 requires the learner to contribute to a plan for a sports or active leisure session. Learners could demonstrate this through completing a session plan that clearly identifies the appropriate parts of the session, for example an appropriate warm up for a football match may include dynamic stretches, a pulse raiser and ball familiarisation skills that are appropriate to the main activity of the session.

To achieve learning outcome 4, learners must be given the opportunity to support the delivery of part of a sports and active leisure session. The coach or tutor/line manager should give the learner appropriate guidance to support the development of the session. If appropriate, the coach may allow learners to lead the delivery of these parts of the sessions. When allowing learners to lead, the experienced coach should always be present to offer support when required. It is not a requirement for learners to deliver the session alone. Learners must be observed using appropriate communication skills and demonstrating professional conduct and awareness of health and safety. Signed witness statements or observation records must be retained for verification purposes.

Links to other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Working as a Volunteer	Working as a Volunteer	Working as a Volunteer
	Develop Personal Skills for Leadership	Develop Personal Skills for Leadership

Essential resources

Learners need access to a range of sports and recreational facilities and equipment required for the activities that they will be supporting and leading, as well as access to suitable groups that can act as participants.

Suggested reading/resources

Textbooks

Bardsley A – *BTEC First in Sport Level 2 Assessment Guide: Unit 6 – Leading Sports Activities* (Hodder Education, 2013) ISBN 9781444186741

Ferguson A and Mortiz M – *Leading* (Hodder & Stoughton, 2015) ISBN 9781473621176

Prentice E and Bliszczyk R – *Sports Leadership: Winning with your Mind* (TU Businesses, 2012) ISBN 9780734610782

Websites

www.sportandrecreation.org.uk

Sport and Recreation Alliance

www.ukactive.com

Not-for-profit body comprising members and partners from across the UK active lifestyle sector

www.youthsporttrust.org

Youth Sport Trust

Unit 89: Basic Food Preparation and Cooking

Unit reference number: D/508/5755

Level: 1

Guided learning: 30

Unit introduction

This unit helps learners to develop basic knowledge of the most common methods of cookery and then use them in preparing and cooking some simple dishes. This will enable learners to develop basic skills in practical cookery and use a range of food commodities with which they may not be familiar. Learners will be taught how to prepare and cook food in a safe and hygienic manner, as well as working safely with large and small kitchen equipment. It is essential that learners have practical experience of preparing and cooking food and creating successful dishes.

Learners are expected to review their own dishes and working methods and make suggestions for improvements. Learners will be able to use the skills developed in this unit within a domestic setting or in readiness for the world of work.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the principal methods of cooking	1.1 State the principal methods of cooking 1.2 State typical cooking methods for different commodities
2 Be able to prepare, cook and present simple dishes	2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food 2.3 State the working practices for different cooking methods 2.4 Review own performance and make suggestions for future improvements

Unit content

1 Know the principal methods of cooking

Methods of cooking: boiling; grilling; deep frying; shallow frying; roasting; baking; stewing; poaching; simmering; steaming; microwaving; typical cooking methods for different commodities

2 Be able to prepare, cook and present simple dishes

Preparation: weighing and measuring; methods of preparation eg beating, chopping, creaming, grating, folding, mixing, peeling, rubbing in, stirring

Cooking: using a selection of cooking methods eg boiling, grilling, deep frying, shallow frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving; selecting and using cooking equipment; seasoning; tasting; timing; making sure food is cooked through

Presenting: selecting appropriate containers and equipment; decoration; garnish

Safe working practices: preparing food safely to stop harmful bacteria from spreading and growing e.g. washing hands, separating raw food from cooked food, use of refrigerator; general safety e.g. opening and closing doors, carrying items and equipment, dealing with spillages, using knives; using equipment e.g. large equipment, small equipment, electric mixer, blender; hygiene e.g. maintain cleanliness of working areas, washing and drying hands before handling food, clean equipment; personal presentation e.g. clean uniform/apron, hair tied back, appropriate footwear, cuts and burns covered with waterproof plaster, short fingernails, no jewellery, clean hands

Reviewing: preparation and cooking e.g. working methods, equipment used, timing; quality of dishes e.g. appearance, taste, seasoning, colour, texture, temperature, portion size; hygiene standards; identifying improvements

Further information for tutors and assessors

Delivery

This unit gives learners opportunities to gain some practical cooking skills, and the main focus of the delivery should be on the practical content. There is insufficient time in the unit to develop high-level culinary skills, but learners should gain knowledge of the principal methods of cooking and be able to prepare and cook some basic dishes using a range of cookery methods.

So that learners gain the most from the practical cookery sessions, careful forward planning needs to take place. Learners should be involved with this planning so that they come well prepared for practical sessions. They should know what they are to prepare and cook and some understanding of the recipes they are to use, as well as familiarity with the kitchen and associated equipment. The tutor should start by providing a knowledge background to the methods of cookery so that learners have a starting point to their practical work. The knowledge gained should act as a foundation to the practical cookery.

Learning outcome 1 is best achieved if it is delivered during formal structured lessons supported by independent learner research. Learners will need to know about cooking methods and cooking and serving equipment used to prepare, produce and present different dishes. Learners will need to know why certain foods are cooked using certain cookery methods and be able to match the most appropriate cooking method to a range of commodities and/or dishes, for example chicken: roasting, grilling; pasta: boiling as with spaghetti, baking and boiling as in lasagne; microwaving as with fish or ready prepared meals. The general principle that more expensive items often demand shorter cooking times, and cheaper items are often cooked in a long, slow manner, should be established with practical examples.

For learning outcome 2, learners need to be instructed in how to turn ovens, grills and deep fat fryers on and off, as well as in the safe use of mechanical equipment such as mixers and blenders. This will help reduce the risk of accidents as well as ensuring that health and safety obligations are covered.

Learners will be able to sample only some of the methods of cookery in their practice sessions due to the time constraints of the unit. It is therefore important that tutors ensure that at least four methods of cookery are covered. Because of potential serious safety issues with deep fat frying, it would be appropriate for all learners to be formally instructed in how to cook foods by this method and to practise this under supervision.

Learners should have the opportunity to practise and develop skills in different preparation methods and cooking methods on an individual basis. When planning dishes to be cooked, care must be taken so that learners have the opportunity to develop food preparation and cooking skills in line with their ability. Learners could, with guidance, choose what they cook. Learners should be encouraged to choose healthy eating options.

It would be advisable to start with simple dishes and techniques, only progressing to more advanced dishes as learners become more confident. Learners will be expected to understand how to manage their own time and contribute to the planning of their own work.

The safety and hygiene aspects of the unit must be integrated with the delivery of the unit. Learners must be encouraged to work in a clean and safe manner, as well as wear the correct personal protective clothing.

Learners must review their performance after each practical session, for example by assessing themselves in terms of whether they maintained safety and hygiene requirements, the effectiveness of the working methods used, and the overall outcome of the dish(es) produced.

Assessment

For learning outcome 1, learners will need to identify the principal methods of cookery and match two food commodities that can be appropriately cooked by each method. Learners could achieve this learning outcome by producing a written table, or by answering verbally some structured questions from the tutor.

For learning outcome 2, learners must prepare, cook and present simple dishes in a safe and hygienic way. Learners may choose what they cook under tutor guidance. Learners could cook a meal consisting of a main course accompanied by potatoes, rice or pasta, and a vegetable or salad. Learners must show awareness of the required work processes, safety and hygiene requirements and attempt an attractive presentation in finishing the dishes. This learning outcome may be evidenced through tutor observation and witness statements supported by some photographic evidence. It is important that documentation is retained for internal and external verification.

Learners must also review what they have prepared and cooked, make a judgement on the end result, and identify how they could improve upon the finished dish. They must also review the practical working methods and their personal organisation. Suitable evidence could include a recording of a discussion with the tutor, supported by tutor witness statements.

Essential resources

Learners need to have access to a fully equipped kitchen, though this does not have to be designed and equipped to professional industrial standards. Kitchens must comply with contemporary food safety procedures as required by current legislation. Surfaces should be easy to keep clean and maintain. Large equipment should be up to date, in full working order, and well maintained. An appropriate range of small equipment and utensils must be available, including service and presentation items, and there should be sufficient amounts for each learner to access the necessary items for their own use. Learners are likely to cook dishes in four portion amounts and equipment sizes should reflect this. Some basic but up-to-date recipe books must also be on hand to show how food is presented as well as describe how food is cooked. Supermarkets are a good source of information on food and commodities and this information is often free of charge. Government agencies also provide high quality information.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

Suggested reading/resources

Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery*, 10th edition
(Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007*
(Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.connexions-direct.com	Connexions Direct – information and advice for young people
www.cookeryclub.co.uk	Information on recipes and nutrition
www.eatwell.gov.uk/healthydiet	Food Standards Agency: advice on a healthy diet
www.food.gov.uk	The Food Standards Agency

Unit 90: Carrying Out Vehicle Maintenance and Repair Operations

Unit reference number: A/508/5746

Level: 1

Guided learning: 60

Unit introduction

This unit introduces learners to the technical skills and knowledge required to perform a range of vehicle maintenance and repair tasks including fault analysis, researching components and selecting appropriate equipment, tools and materials. On completion of this unit, learners will have the theoretical and practical knowledge required to participate in a service of a motor vehicle or motorcycle that incorporates inspection, reference to data sources and the renewal of service parts, such as filters and lubricants, under supervision in a workshop.

Wherever possible, practical tasks and experience in an actual motor vehicle workshop should be used within this unit to supplement and inform theoretical knowledge. Although learners will sometimes work independently, there are opportunities to work as effective team members in collaborative situations.

This unit is intended for learners considering a career in the motor vehicle maintenance and repair sector – a rapidly advancing technological sector and growth employer. The unit is suitable for learners with little or no prior experience of the motor vehicle industry and for those learners who have already achieved proficiency at Entry 3.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to identify faulty components	1.1 Name a range of common components, equipment, tools and materials 1.2 Recognise and assess the faults/serviceability of components, tools and equipment 1.3 Access information sources for components
2 Understand how to interpret technical information	2.1 Select the correct specification for carrying out a range of tasks 2.2 Follow oral, written and pictorial information in order to carry out a task
3 Know how to remove and replace vehicle components	3.1 Choose the tools, equipment, materials and components for a given task 3.2 Remove materials or components 3.3 Replace materials or components
4 Know how to carry out a full service of a motor vehicle/motor cycle	4.1 Identify and sequence the processes to be applied for the servicing of a vehicle 4.2 Carry out simple tasks for the servicing of a vehicle

Unit content

1 Know how to identify faulty components

Faulty components: fault diagnosis techniques and equipment e.g. sensory testing, interpreting measurements and readings, use of gauges and electrical testing equipment; exhaust analysis; checking components for impact and/or internal damage e.g. broken parts, leaks, contamination e.g. metallic parts in lubricants

2 Understand how to interpret technical information

How a specification relates to a task: identifying and utilising sources of information e.g. vehicle manuals, service records, manufacturer's data; understanding electronic data e.g. telemetry; applying correct specification to faults/repairs

Technical information: understanding operating principles of vehicle fuel and exhaust systems; engine lubrication systems; vehicle electrical systems; vehicle braking systems; vehicle transmission systems; vehicle steering and suspension systems; vehicle wheel and tyre systems; fuel technologies e.g. petrol, diesel, hybrid and biofuels; interpret and produce technical drawings and diagrams

3 Know how to remove and replace vehicle components

Vehicle components: vehicle parts e.g. brakes, clutches, exhausts, fuel pumps, gearboxes, radiators, tyres; engine parts e.g. alternator, camshaft, cylinders, gaskets, pistons, tappets, valves

Tools and equipment: hand tools e.g. hammers, hacksaws, spanners, pliers, wrenches, clamps; lifting equipment e.g. jacks, hydraulic lifts; electrical equipment e.g. ammeters; measuring equipment e.g. callipers, feeler gauges; pressure testing equipment e.g. vacuum gauges; PPE and safety equipment; safe disposal of waste materials and components

4 Know how to carry out a full service of a motor vehicle/motorcycle

Principles of a full service: understand and participate in a full motor vehicle or motorcycle service e.g. changing the oil, checking and replacing spark plugs, filters, timing belt, tyres, fluids, lubricants, batteries; choose and use appropriate equipment safely e.g. tools, lifting equipment; adopt safe working practices e.g. use of PPE, ensuring adequate ventilation; plan, sequence and manage tasks and workloads; use accurate reporting and record keeping procedures; safe disposal of waste materials and components

Further information for tutors and assessors

Delivery

It is strongly advised this highly practical unit is delivered with access to a well-equipped and relevant workshop environment so learners can use appropriate equipment, components and live vehicles. This will enable an essential balance between theoretical knowledge and hands-on practical experience.

Access to appropriate equipment, tools, components and materials will enable learners to develop the required practical skills and relate their studies within this unit to an industrial context. Wherever possible, the full range of tasks and principles relevant to a full service of a motor vehicle or motorcycle should be reinforced through practical participation by learners and tutor-led demonstration and instruction.

The extent of the prior knowledge and experience of individual learners should be considered carefully when delivering this unit or placing it in a scheme of work. This will ensure that tasks are appropriately differentiated for learners and that learners adopt safe working practices at all times. In this way, learners will be able to complete the unit successfully and gain the knowledge required to perform tasks safely within an industrial setting.

The four learning outcomes in this unit focus on ensuring that learners are able to select appropriate maintenance tools and equipment for a range of given servicing and repair tasks, diagnose and assess faults and faulty components, and participate in a full service of a motor vehicle or motorcycle under supervision.

Assessment

Several of the assessment criteria within this highly practical unit will need to be assessed directly by the tutor when learners are carrying out practical activities in a suitable motor vehicle maintenance and repair workshop. The centre can devise tests and set practical assignments appropriate for level 1 learners and suitable for achieving the assessment criteria

All necessary safety and risk assessments must be carried out before learners enter the workshop. It is recommended that the accompanying level 1 unit within this qualification, *Principles of Health and Safety*, is delivered before assessment of this unit so that learners fully understand the importance of safe working practices and can apply them before undertaking any practical assessments within this unit.

A portfolio of evidence from guided activities and practical assessments should be created for each learner as evidence of achievement. Suitable evidence from guided practical activities and assessments would include observation records and/or witness statements. Authenticated photographic evidence, marked and signed by the tutor/assessor, may also be included in the portfolio of evidence for this unit.

For learning outcome 1 learners must name at least 12 common components, equipment, tools and materials. For both learning outcome 1 and 4, learners should have access to appropriate tools, equipment (including PPE), components and materials within a safe and controlled workshop environment. In the case of 1.3, learners should also have access to the internet/online databases/manufacturer websites.

Achievement of learning outcome 2, may be incorporated into the practical assessments devised to assess the achievement of the other assessment criteria within this unit.

For learning outcome 4, learners must carry out at least 12 simple tasks for the servicing of a vehicle, to include securing the vehicle, isolating electrical systems, oil change, tyre change, changing filters, replacing spark plugs, checking and replacing battery, checking fluid levels, inspecting and replacing timing belt, checking clutch/gearbox, balancing wheels, tuning engine/adjusting tappets.

In addition, centres may wish to devise and set a written test (for example multiple-choice test) as a knowledge check of the theory underpinning this highly practical unit. Evidence of each learner passing such a test (for example records of tutor's oral questioning and/or marked test papers) should be included within each learner's portfolio.

Further guidance on the use of observation records and witness statements is available on the Edexcel website.

Essential resources

To deliver this highly practical unit, centres will need access to a motor vehicle workshop equipped with appropriate vehicles, tools and equipment (including PPE). Centres should ensure that workshops have sufficient tools and equipment to support the size of cohort undertaking the unit. In addition, centres will need to have the appropriate documentation systems (for example risk assessments, COSHH assessments) and control measures (for example COSHH storage facilities) in place to ensure good practice.

Suggested reading/resources

Textbooks

Hillier, V and Coombes, P – *Hillier's Fundamentals of Motor Vehicle Technology – 6th Edition* (Nelson Thornes, 2011) ISBN 9781408515181

Stoakes G – *Level 1 Principles of Light Vehicle Operations Candidate Handbook (Motor Vehicle Technologies)* (Heinemann, 2011) ISBN 9780435048150

Journal

Motor Industry magazine – available to members of the IMI
(see www.motor.org.uk)

Websites

www.imeche.org Institution of Mechanical Engineers (IMechE)

www.motor.org.uk Institute of the Motor Industry (IMI)

www.soe.org.uk The Society of Operations Engineers (SOE)

Other

Stoakes G – *Level 1 Principles of Light Vehicle Operations Training Resource Disk (Motor Vehicle Technologies)* CD Rom (Heinemann, 2011) ISBN 9780435048303

Unit 91: Creative Activities for Children

Unit reference number: F/501/7223

Level: 1

Guided learning: 30

Unit introduction

This unit provides an introduction to different creative activities for children, and gives the opportunity to participate in an activity and develop work-related skills.

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about creative activities for children	1.1 Describe creative activities for children aged 0–3, 3–5, 5–11, 11–16 years
2 Be able to demonstrate the work-related skills required in supporting creative activities for children	2.1 Participate in a creative activity for children and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as a team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills
3 Be able to assess own work-related skills in supporting children’s creative activities	3.1 Assess own work-related skills in supporting children’s creative activities

Unit content

1 Know about creative activities for children

Children: 0–3 years; 3–5 years; 5–11 years; 11–16 years

Drawing: e.g. ballpoint and felt pens, pencil, charcoal, wax resist, chalks, crayons

Collage: e.g. white paper on coloured paper, coloured and textured paper, wool, string, fabric, found oddments

Painting: e.g. bubble paints, blot painting, splatter painting, colour mixing, finger painting, straw painting; water colours, oil paints

Printing: e.g. card edge, natural objects, string/block printing, leaf prints, mono printing

Puppets: e.g. junk puppets, masks, mobiles, finger/hand puppets

Modelling: e.g. junk, large junk, papier maché, clay, play dough

Crafts: e.g. tie and dye, plaiting, twisting, knotting, stitching, weaving wool and/or paper

General skills: presenting children's work; identifying different types of paper and their uses; cutting paper safely

2 Be able to demonstrate the work-related skills required in supporting creative activities for children

Self-management: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time management: attendance; punctuality; completing task within agreed timeline

Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve problem; creative thinking

Health and safety: safe use of tools, e.g. scissors, needles; non-toxic paints; unsuitable materials, e.g. polystyrene chips, toilet rolls

Communication skills: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor, children

3 Be able to assess own work-related skills in supporting children's creative activities

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

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

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

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

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

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

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

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

Paints are generally found in all children's settings. Learners should be encouraged to experiment with different types of paint (for example, watercolour, poster paints, pastels, oils). They could then decide which age group could cope more effectively with each type of paint. Having experimented, learners may then present the completed work to a high standard of presentation. This will help them develop the skills of displaying children's work.

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

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

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

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

Throughout this unit learners may keep a record of the different types of creative experience they have encountered. This record may be used to provide evidence for learning outcome 1.

Assessment

For learning outcome 1, learners should be able to describe four different creative activities, at least one for each age range. The activities chosen should demonstrate understanding of the age range that the activity may be most appropriate, for example making glove puppets with the older age group but finger painting with the youngest age group. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, poster or booklet. Lengthy descriptions of each activity are not required.

Learning outcome 2 may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learners must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. It may be helpful for learners to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for learning outcome 3 when learners are required to assess their own work-related skills. This learning outcome may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

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

Suggested reading/resources

Books

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

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

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

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

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

Journals

Child Education

Nursery World

Play Today

Other

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

Websites

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

Unit 92: Creative and Leisure Activities for Adults in Health and Social Care

Unit reference number: L/501/7225

Level: 1

Guided learning: 30

Unit introduction

This unit provides an introduction to creative and leisure activities for adults in health and social care, and gives the opportunity to participate in an activity and to develop work-related skills.

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about creative and leisure activities for adults	1.1 Describe creative activities for adults 1.2 Describe leisure activities for adults
2 Be able to use work-related skills required for creative and leisure activities for adults	2.1 Participate in creative and leisure activities for adults and demonstrate: <ul style="list-style-type: none">• self-management skills• a positive contribution as a team member• meeting agreed deadlines• problem-solving skills• safe practice• communication skills• the use of IT
3 Be able to assess own work-related skills in creative and leisure activities for adults	3.1 Assess own work-related skills required for providing creative and leisure activities for adults

Unit content

1 Know about creative and leisure activities for adults

Adults: physical difficulties, e.g. mobility, hearing, vision, manipulation; learning disabilities; ill health; frailty; mental health, e.g. memory, concentration

Creative activities: painting, e.g. oil, watercolour; drawing, e.g. charcoal, pastel, inks; photography; drama; pottery/clay modelling; sewing; weaving; knitting

Leisure activities: reading, e.g. newspapers, large print books/newspapers, audio books; exercise, e.g. walking, swimming, exercise classes; gardening/growing; outings, e.g. to museums, galleries, stately homes, gardens; entertainment, e.g. to cinema, theatre, concerts, bingo, restaurants, pubs; games, e.g. word games, puzzles, quizzes, computer; music, e.g. singing, playing instruments, listening to music; cooking

2 Be able to use work-related skills required for creative and leisure activities for adults

Self-management: e.g. flexibility, taking responsibility, self-starting, assertiveness

Team member: e.g. respecting others, cooperating, negotiating/persuading, contributing to discussions, awareness of interdependence on others; discussing activities with colleagues, tutor, adults; readiness to improve own performance based on feedback

Time management: attendance, punctuality, completing task within agreed deadline

Health and safety: safe use of tools and equipment e.g. scissors, needles; non-toxic paints; safety outdoors; safe use of equipment; working in groups; taking risks in a safe environment

Communication skills: e.g. applying literacy skills, able to produce clear and accurate records, listening and questioning skills; listening to instructions, reading tasks, recording activities

Problem solving: e.g. identifying problem, making suggestions on how to solve a problem, creative thinking

Application of number: e.g. manipulating numbers, maths awareness, applying mathematics in a practical context

Application of IT: e.g. basic IT skills, use of internet search engines; safe practice e.g. identifying potential hazards, risks

3 Be able to assess own work-related skills in creative and leisure activities for adults

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

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

This unit is a practical unit. Learners should experience activities for adults and also set up different activities for different groups of adults. Throughout the unit there are opportunities to develop learners' work-related skills. Where possible, sessions should allow learners to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems, and effective communication skills. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

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

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

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

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

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

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

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

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

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

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

Through this unit the learner may keep a record of the different types of activities they have experienced. This record may be used to provide evidence for learning outcome 1.

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

Visits to settings would provide opportunities for learners to observe and, if possible, participate in creative and leisure activities with groups of adults. Witness statements or a checklist signed by tutors or supervisors recording the learner's use of work-related skills could provide evidence towards learning outcome 2.

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

Assessment

For learning outcome 1, the learner should be able to describe different creative and leisure activities. The creative activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example clay modelling with adults with visual impairments but watercolour painting with frail adults. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example as a file, photographic evidence and a commentary to support it, a poster or booklet. Lengthy descriptions of each activity are not required. The learner should be able to describe four different leisure activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example swimming at the leisure centre for adults with learning disabilities but growing tomatoes in pots for adults with mobility difficulties. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file, a poster, or a booklet. Lengthy descriptions of each activity are not required.

Learning outcome 2 may be evidenced through witness testimonies, observation records, peer-group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have participated in at least two activities and have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This review will then be a valuable source of evidence for learning outcome 3 when the learner is required to assess their own work-related skills. This learning outcome may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

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

Suggested reading/resources

Book

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

Other

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

Unit 93: Customer Service Principles

Unit reference number: M/506/8863

Level: 1

Guided learning: 21

Unit introduction

This unit will develop your knowledge of customer service principles and why they are important to an organisation. You will find out about how to meet customer expectations and how standards of presentation and behaviour affect customer satisfaction and expectations. You will also learn about current legislative, regulatory and organisational requirements, including the importance of data protection.

This unit provides valuable progression opportunities as the knowledge it offers is transferable within a customer service environment and across different sectors.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the importance of good customer service	1.1 State the meaning of customer service 1.2 State the importance of good customer service to an organisation
2 Know how customer satisfaction is achieved	2.1 State how the needs of customers may be different 2.2 State the relationship between customer expectations and customer satisfaction 2.3 Describe features of customer service delivery that would contribute to customer satisfaction 2.4 Describe customer service delivery that would not meet customer expectations
3 Know how customer service is organised and delivered	3.1 State what is meant by a 'service offer' 3.2 Identify the different ways in which organisations provide customer service 3.3 Describe how staff are organised to ensure the delivery of effective customer service 3.4 Outline key practices and procedures used to ensure effective customer service 3.5 Describe how health and safety regulations relate to the delivery of customer service 3.6 State the key legislation and regulations that relate to the delivery of customer service

Unit content

1 Know the importance of good customer service

Customer service: definition (meeting customer needs and expectations, producing customer satisfaction)

Importance: repeat business; organisation's reputation and image; customer confidence in dealing with organisation; customer satisfaction

2 Know how customer satisfaction is achieved

Types of customer: internal customers; external customers; individuals; groups; organisations

Customer needs: definition (customer requirement to solve a problem); varying factors, e.g. cultural, language, special needs (visual, hearing, mobility, speech impairments), age, religion

Customer expectations: definition (customer beliefs about quality and value); factors affecting beliefs, e.g. previous experiences, advertising, promises made by staff, level of service from other organisations in the industry, personal and cultural factors; customer needs and wants

Customer satisfaction: level of happiness with the service received, e.g. right goods at the right price, good service and care, positive and helpful communications

Relationship: customer expectations used as a measure for customer satisfaction; customer service delivery in line with customer expectations to provide satisfaction

Positive customer service delivery: features, e.g. fair and consistent service delivery, products/services fit for purpose, quick problem resolution, queries answered promptly and correctly, easy access to products and services, knowledgeable and helpful staff, good after sales service (warranties, help lines)

Aspects of poor customer service delivery: e.g. long delays, staff being unavailable, staff lacking knowledge, incorrect product or price information, confusing information (industry jargons), misleading advertisements

3 Know how customer service is organised and delivered

Service offer: definition (extent and standard of work that the organisation promises to customers); aspects of a service offer, e.g. policy on refunds, waiting times, quality of goods and service; service level agreements (SLAs); how organisations are differentiated from competitors; links to customer expectations

Providing customer service: different methods of interaction, e.g. face-to-face on organisational premises, over the telephone, via email, online messaging; provision of goods and services, e.g. electronic downloads, face-to-face in a retail environment, catalogue ordering, online shops, shopping channels, on customer premises; follow-up services, e.g. aftersales service, helplines, answering queries and resolving problems and complaints; providing related goods or services, e.g. delivery service, offering payment options, online tips and advice

Organising staff: customer service teams; roles and responsibilities of different team members, e.g. assistant, adviser, team leader, manager; team rota to cover holidays and sickness; sharing of knowledge and expertise in a team

Key practices: limits of own role and responsibility (job description), escalation policy (when to escalate, who to escalate to); reporting relationship based on organisation chart; use of organisational policies, e.g. refund policy, policy for dealing with security risks, contractual agreement with customers

Procedures: procedures for customer service, e.g. refunds procedures, returns procedures, handling financial transactions, procedures for dealing with challenging customers

Regulations: six pack regulations under the Health and Safety at Work Act (1974), COSHH, RIDDOR; impact on service delivery, e.g. what to do or who to report to in the event of an accident or fire, spotting and reporting hazards and risks to keep customers and others safe, wearing the appropriate personal protective clothing, using safe working methods (safe VDU usage, correct manual handling techniques), following personal hygiene requirements, if applicable

Legislation: Sale of Goods Act (1979), Trade Descriptions Act (1968), Supply of Goods and Services Act (1982), Consumer Contracts Regulations (2014), Consumer Protection Act (1987), Data Protection Act (1998), Equality Act (2010)

Impact on customer service delivery: establishes customer's legal and statutory rights; establishes organisation's legal and statutory responsibilities; products and/or services must meet regulations and legislation; staff need to follow clear procedures in order to remain compliant

Essential guidance for tutors

Delivery

Learning outcome 1 gives learners the opportunity to investigate customer service principles. Learners could work in small groups to discuss and research what customer service is and its importance. They could present their findings in the form of a talk, or group feedback or a group presentation.

For learning outcome 2, the tutor/line manager could prepare a presentation and facilitate a group discussion on the issues around customer satisfaction and how it is achieved. The presentation should focus on the implications of not meeting customer expectations.

For learning outcome 3, learners could look at real examples of methods of customer service delivery and consider the pros and cons of each. This could be delivered through case studies of relevant organisations or video clips, followed by whole-group discussions.

Tutors/line managers are also encouraged, where appropriate, to arrange visits from speakers or external visits to different work/business environments so that learners can see customer service in action in a business environment.

Although this is a knowledge unit, it still offers the chance for tutors/line managers to develop learners' knowledge through role play and applied learning, to bring learning to life in a meaningful context.

Assessment

For learning outcome 1, learners could produce a definition of the meaning of customer service and give a statement on why they believe good customer service is important in any customer service situation. This could be in the form of a short report.

For learning outcome 2, learners could work in small groups to carry out research on good and bad customer service and how customer satisfaction and expectations are met. They could produce their findings in the form of a group presentation.

For assessment criterion 2.3, learners should describe at least four features of customer service delivery that would contribute to customer satisfaction.

For learning outcome 3, learners could produce a booklet from a case study of an organisation for new employees in a customer service environment which clearly identifies how the business delivers customer service consistently and to the standards required. The booklet could contain details of the organisation's service offer, and how staff are organised to ensure that customer service is effective and consistent. They could give details of the legislation and health and safety issues that must be adhered to and how the organisation ensures that they are adhered to. Learners should identify at least three different ways in which organisations provide customer service (3.2) and should outline at least two practices and at least two procedures used to ensure effective customer service (3.4).

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Books

Bacal R – *Perfect Phrases for Customer Service*, Second Edition
(Perfect Phrases Series) (McGraw-Hill Professional, 2011) ISBN 9780071745062

Bounds A – *The Snowball Effect: Communication Techniques to Make You Unstoppable* (Capstone, 2013) ISBN 9780857083975

Cockerell Lee – *The Customer Rules: The 39 Essential Rules for Delivering Sensational Service* (Profile Books, 2013) ISBN 9781781251225

Evenson R – *Customer Service Training 101: Quick and Easy Techniques That Get Great Results* (Amacom, 2010) ISBN 9780814416419

McManus S – *Customer Service Pocketbook* (Management Pocketbooks, 2013)
ISBN 9781906610555

Websites

www.customerserviceexcellence.uk.com	Customer Service Excellence – home to the government's customer service standard
www.customerservicemanager.com	Information on valuable customer service skills
www.ico.org.uk	Information on freedom of information and data protection
www.instituteofcustomerservice.com	The Institute of Customer Service is the professional body for customer service
www.nationalcareersservice.direct.gov.uk	Information on different jobs including customer service
www.people1st.co.uk	The Sector Skills Council for retail
www.skillsyouneed.com	Customer service skills and information

Unit 94:

Developing Multimedia Products

Unit reference number: Y/601/2166

Level: 1

Guided learning: 40

Unit introduction

The multimedia sector is huge and growing daily. Multimedia means projects that combine different types of mediums, for example, text, graphics, sound, photography, video and interactive elements. The development of new technology and the growth of the internet have generated many opportunities for media professionals in this area. Every day we use a wide range of multimedia products such as presentations, multimedia websites or DVDs in our work or in our play.

This unit will enable you to develop the skills needed to generate ideas for, produce and review a multimedia product. Planning and production of a multimedia product may involve the use of software and the creative integration of audio and visual material to produce a multimedia product, for example web page, internet/intranet, audio-visual presentations or displays within exhibition or museum design. It could also include sound and vision used in a range of environments, for example project still or moving image and sound at a fashion show.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to generate ideas for multimedia products	1.1 Collect information from different sources to generate ideas for multimedia products
2 Be able to produce a multimedia product	2.1 Identify the purpose of the multimedia product 2.2 Plan the production of a multimedia product 2.3 Follow health and safety requirements 2.4 Present the multimedia product which meets the identified purpose
3 Be able to review own work	3.1 Collect feedback on work from different sources 3.2 Review aspects that went well 3.3 Review aspects that could be improved

Unit content

1 Be able to generate ideas for multimedia products

Ideas: content; purpose; style; audience; considering what the messages are or information that needs to be communicated; who it is for; notes and group discussion, thought shower, development exercises such as sketches, flowcharts, storyboards, ideas worksheets

Sources: e.g. website design, CD ROM or other multimedia presentations, sources used by media designers; professional practice, e.g. multimedia designers in advertising mediums, e.g. television, internet websites, CD ROM, presentations

2 Be able to produce a multimedia product

Materials, techniques and processes: selecting appropriate materials, e.g. aesthetic qualities, fitness for purpose, alternative options, properties, characteristics, effects, limitations and creative potential; understanding why some materials and techniques are more suitable than others

Planning: selecting final idea; making appropriate developments; selecting final design; choosing appropriate processes and techniques; checking design against the intended product; meeting deadlines, identifying and selecting appropriate multimedia equipment and processes, identifying limitations, e.g. resources, time, budget, deadlines

Recording: production log

Health and safety: importance of health and safety, e.g. work safely with electrical equipment and computers

Gather resources: identifying and gathering a range of material for content

Combining materials into multimedia production: deciding on a final format; exploring combining different mediums; inputting from different mediums, e.g. video, audio, scanning and digital photography; sequences or linking frames

Presenting product: e.g. explaining purpose of product, how it was produced

3 Be able to review own work

Collecting feedback: asking questions; listening to others; feedback from others, e.g. peers

Format of review: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations

Performance: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Essential guidance for tutors

Delivery

This unit is designed to give learners an opportunity to gain a basic understanding of how to plan and produce a multimedia product. The unit is also designed to allow the learner to work to a carefully structured, simple brief to encourage the development of research techniques, ideas generating and development skills appropriate to a given theme.

The use of a range of media sources should be used as a context for developing the learner's understanding of:

- multimedia techniques and processes
- multimedia visual language communication skills
- using sources to generate ideas for multimedia project briefs.

Learners should be encouraged to use the work of professional practitioners to inform and inspire their own work. Briefs should include information on requirements, limitations, and deadlines.

Learners need to be able to develop appropriate ideas and choose and use suitable multimedia techniques, assets, equipment and materials appropriate to their intended product. They will need to assemble these into a multimedia product.

It is essential that the product is focused on the needs of the user. Design and layout are important but the final product produced for this unit must be easy to use and easy to understand. At this level it is not necessary for the learner to produce a complete final project, only ideas and materials when working towards a multimedia product. There is also no requirement at this level for learners to use complex multimedia authoring software; documents can be assembled in more familiar programmes such as PowerPoint.

Ideas can be generated through traditional graphic methods such as sketches, thumbnails, storyboards, diagrams, flowcharts, ideas worksheets, as well as digitally through inputting, scanning, manipulating and refining images and text. Learners should be encouraged to investigate professional practice in multimedia design. Learners could keep a research file on a range of design work with a focus on reviewing a chosen product and the resources the designer used to undertake their work.

Learners will also need to comment on the progress of their development and make evaluations of their final work.

Assessment

For learning outcome 1, learners should show evidence that they have used different sources to generate at least two of the ideas for multimedia designs. This learning outcome can be assessed through discussion and through a portfolio of information collected, for example web page printouts and fliers, and confirmed through discussion with the tutor.

To achieve learning outcome 2, learners need to prepare a plan showing the purpose of the product, the final design, the processes and techniques to be used and limitations such as resources available, time and budget and the materials and resources used. Learners should be observed following health and safety requirements. Learners should present the product to an audience; the product must meet the agreed purpose.

For learning outcome 3, learners should produce evidence of their reflections on their own work. This could be written task sheets or a blog with annotated screen grabs of their work. The learner also needs to consider the views of others – this could be achieved through a group critique. Learners should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Essential resources

Sufficient resources, work and storage space should be available for learners to explore the range of materials and techniques identified in this unit.

The following types of equipment are appropriate at this level:

- traditional graphic mediums – drawing pens, pencils, etc
- computers and printers
- software for the manipulation of digital images
- image and sound editing
- digital cameras or flatbed scanners.

Suggested reading/resources

Books

Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2010) ISBN 9781598845341

Chapman N and J – *Digital Multimedia* (John Wiley and Sons Limited, 2009) ISBN 9780470512166

Kindem G and Musburger R – *Introduction to Media Production* (Focal Press, 2009) ISBN 9780240810829

Vaughan T – *Multimedia: Making it Work*, Seventh Edition (McGraw-Hill, 2007) ISBN 9780072264517

Website

www.theory.org.uk/student-tips.htm

Online resources and links for media students

Unit 95: **Developing Skills in Assembling Mechanical Components**

Unit reference number: H/600/9142

Level: 1

Guided learning: 30

Unit introduction

This unit is about developing manual skills for working with basic assembly tools, in order to apply them to assembling a product from a small number of mechanical components.

In this unit you will be introduced to the practical skills needed to assemble components in an engineering workshop. You will explore why you need to understand what you are going to carry out and prepare the work area correctly. Using basic hand tools and measuring equipment, which you have selected, you will assemble components into finished products which meet given specifications.

You will consider the importance of working safely in an engineering workshop and the need to check that tools and equipment are in a safe and useable condition at all times. You will also understand the requirement to check that components are the correct type and in good condition before starting work. Selection of the correct fastening devices and special tools, such as a torque wrench, is also covered in this unit. As assembly processes may involve the use of cleaning substances and lubricants, you will receive guidance on the precautions to take when using them.

Cleaning down work areas on completion of activities and the return of tools and equipment into safe storage are considered in the context of good housekeeping and efficient working.

This unit will help you to appreciate the importance of following given instructions carrying out activities and to recognise the problems which may occur when assembling mechanical components.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to prepare a work area in readiness for assembly operations	1.1 Confirm with a supervisor what has to be done before assembly operations are carried out safely 1.2 Prepare a work area ready for the assembly of components 1.3 Check components are correct and that tools and equipment are safe to use
2 Be able to carry out assembly operations using mechanical components	2.1 Use appropriate tools to assemble components 2.2 Check that the finished assembly conforms to specified limits of accuracy 2.3 Clean down work area and return tools and equipment to storage

Unit content

1 Be able to prepare a work area in readiness for assembly operations

Before starting work: understand the task, e.g. what needs to be carried out, order of operations, tools and equipment, quality checks; personal protection, e.g. eye protection, hair protection, footwear, use of barrier cream, removal of loose clothing and jewellery; regulations and safety procedures; maintenance of access, e.g. clear walkways, emergency exits; understand the need for good housekeeping, e.g. cleanliness of work area, removal of waste materials; understand what might go wrong, e.g. damaged components, shortage of fastening devices, finished assembly not to standard; confirm proposed actions with a supervisor

Work area preparation: bench preparation, e.g. tidy up, plan layout of components; consumables, e.g. oil, grease, sealant, gasket; services, e.g. electrical, compressed air; obtain components to be assembled; obtain instructional materials, e.g. assembly drawing, parts list, assembly instructions; obtain appropriate fastening devices; select tools and equipment; obtain correct personal protective equipment, e.g. eye protection, hair protection, overalls, safety footwear

Check that components are correct and equipment safe to use: check components, e.g. correct quantity, screw threads undamaged, free from contamination, defects, burrs, sharp edges; condition of tools, e.g. screwdrivers, pliers, feeler gauges, mallets, spanners, keys, alignment devices, punches, measuring equipment, lifting equipment

2 Be able to carry out assembly operations using mechanical components

Assembling components: assembly procedures, e.g. positioning, alignment, shim adjustment, securing, torque tightening; fastening/securing devices, e.g. screws, nuts, bolts, machine screws, washers, rivets, tab washers, wire locks, locking nuts, circlips, pins, dowels, keys, rivets; minimum of six components, e.g. pulley mechanism, simple crank mechanism, simple gearbox assembly, bearings, seals, shafts, chains, sprockets, cams and followers, springs, belts, gaskets

Check assembly meets required standard: checking for operation, e.g. correct movement of sliding and rotating parts, correct torque applied to critical fastenings, end float of shafts, operating clearances on valves or actuators; visual inspection, e.g. correctness of fit at critical stages during assembly, correct orientation of cover plates

Cleaning down and putting away: tools and equipment, e.g. cleaning cloth, tool case, toolbox; return to storage, e.g. tools, equipment, surplus fastenings; close down services, e.g. electrical, compressed air; inspection of work area, e.g. visual, sign off

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. The unit is essentially practical and learners would benefit from practising their skills before being assessed. Learners should think about the processes needed and actions to be taken to prepare their work area and then assemble components into a basic assembly. Learners should have opportunities to talk about what they are going to do and how they propose to overcome any problems which may occur while they are assembling components. It is important that they understand the safety aspects of using hand and powered assembly tools and the measures which must be taken in order to minimise risk. They should also be fully aware of what to do in the case of an emergency.

Assessment

Learners will benefit from access to range of assessment opportunities. Examples might include observed practice, recorded explanations, checklists and annotated photographic records. Entries within a logbook and a finished assembly inspection report, both validated by the tutor/line manager, are also appropriate methods for recording achievement. Competence in practical activities should be evidenced through witness testimonies or observation records signed by the tutor/line manager.

Essential resources

It would be extremely useful if learners had access to a range of equipment commonly used in engineering. If the unit is not being delivered in the workplace, it may be possible to arrange a visit to an engineering company to extend learner awareness of the range of resources used in engineering.

A typical centre engineering workshop should be equipped with the basic requirements of this unit including a range of mechanical fastening devices, tools and equipment for assembly operations. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Suggested reading/resources

Textbooks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008)
ISBN 9780435756253

Salmon D – *NVQ Engineering Level 2 Mandatory Units* (Longman, 1997)
ISBN 9780582302983

Salmon D – *NVQ Engineering Level 2 Mechanical Units* (Longman, 2002)
ISBN 9780750654067

Other publications

SEMTA – *Trainees Book, Training Module for Maintaining Mechanical Devices and Systems* (Training Publications Ltd 2001)

SEMTA – *Instructors Manual, Training Module for Maintaining Mechanical Devices and Systems* (Training Publications Ltd 2001)

Tutor resource disks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008)
ISBN 9780435756260

Website

www.hse.gov.uk

Health and Safety Executive

Unit 96:

Developing Skills in Making Engineering Components Using Hand Tools

Unit reference number: D/600/9138

Level: 1

Guided learning: 40

Unit introduction

This unit is about developing practical skills when working with hand tools and measuring equipment, in order to apply them to the manufacture of a small range of basic engineering components.

In this unit you will be introduced to the practical skills needed to carry out basic manufacturing tasks in an engineering workshop. You will explore the need to understand what you are going to carry out and prepare the work area correctly. You will then make basic components to given specifications using hand tools and measuring equipment which you have selected.

You will consider the importance of working safely in an engineering workshop and the need to check that tools and measuring equipment are in a safe and useable condition at all times. You will also appreciate the need to check that raw materials are of the correct type and size, and are in good condition. Cleaning down work areas on completion of activities, the return of tools and measuring equipment into safe storage, are considered in the context of good housekeeping and efficient working.

This unit helps you to appreciate the importance of following given instructions when carrying out activities and to recognise what might go wrong when manufacturing a basic engineering product.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to prepare a work area for hand cutting and shaping activities	1.1 Confirm with a supervisor what has to be done before hand cutting and shaping activities are carried out safely in a work area 1.2 Prepare a work area so that hand cutting and shaping activities can be carried out 1.3 Check that raw materials are correct and tools are safe to use
2 Be able to produce components using hand tools safely	2.1 Mark out components for required operations 2.2 Use appropriate hand tools to safely make components 2.3 Check that components meet the standard required 2.4 Clean down work areas and return tools to storage

Unit content

1 Be able to prepare a work area for hand cutting and shaping activities

Before starting work: understand the task, e.g. what needs to be carried out, order of operations, tools and equipment, quality checks; personal protection, e.g. eye protection, hair protection, footwear, use of barrier cream, removal of loose clothing and jewellery; regulations and safety procedures; maintenance of access, e.g. clear walkways, emergency exits; the need for good housekeeping, e.g. cleanliness of work area, removal of waste materials; what might go wrong, e.g. damaged materials, tool breakage, finished products not to standard; confirm proposed actions with a supervisor

Work area preparation: preparation of area, e.g. tidying up the bench, returning unwanted materials to stores, fitting protection plates to vice jaws; obtain materials to be used; obtain tools and equipment, e.g. marking fluid, rule, scribe, scribing block, protractor, dividers, punch, square, vernier instrument, external micrometer, hacksaw, files, hammer, abrasive tape, vice jaws, centre drill, twist drill, die set, tap set; obtain correct personal protective equipment, e.g. eye protection, hair protection, overalls, safety footwear

Check that raw materials are correct and tools are safe to use: check materials to ensure right type and size; visually check materials for obvious signs of damage or contamination, e.g. flaws, dirt, rust, excessive burrs; check tools and equipment to ensure that they are in a safe and usable condition, e.g. condition of saw blades, files, file handles, centre drill, twist drills, hand dies, hand taps; check holding and securing arrangements, e.g. vice, clamps, fixtures, chucks, taper, sleeves

2 Be able to produce components using hand tools safely

Marking out: preparing materials for marking out, e.g. deburring, producing suitable datum faces/edges, applying a suitable marking medium; marking out workpieces, e.g. datums, centre lines, cutting guide lines, hole positions, profiles; marking out tools, e.g. engineer's rule, scribe, centre punch, hammer, dividers, odd-leg callipers, engineer's square

Making components: components which combine different fitting operations, e.g. drill drift, drill point angle gauge, drill stand, jaw plates for toolmakers' clamps, other suitable components; simple profiles, e.g. radii, corners, bevels, angles, square edges; holding devices, e.g. bench vice, clamps, fixture; hand tools, e.g. hacksaw, hand drill, drill bits, hammer, taps, dies, files, abrasive cloth

Component checks: appearance, e.g. cuts, burrs, sharp edges; tolerance, e.g. linear ± 0.25 mm, flat and square ± 0.1 mm/25 mm, angle ± 1 degree, surface finish $1.6 \mu\text{m}$; measuring equipment eg micrometer, vernier, rule, square, protractor, gauges

Cleaning down and putting away: collection of swarf, e.g. brush, collection pan, recycling container; tools and equipment, e.g. cleaning cloth, tool case, toolbox; return to stores, e.g. tools, equipment, surplus materials; inspection of work area, e.g. visual, sign off

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. The unit is essentially practical and learners would benefit from practising their skills before being assessed. Learners should be encouraged to think about the processes needed and actions to be taken to prepare their workplace and then make basic engineering components. Learners should have opportunities to talk about what they are going to do and how they propose to overcome any problems which may occur while they are manufacturing components. It is important that they understand where hand tools can be used and the safety aspects of using these tools.

A small number of components should be made which learners can keep and perhaps use later in their engineering studies or at work. At this level learners do not need to produce components that are complicated.

Assessment

Learners will benefit from access to a range of assessment opportunities. Examples might include observed practice, recorded explanations, checklists and annotated photographic records. Entries within a logbook and a finished product inspection record, both validated by the tutor/line manager, are also appropriate methods for recording achievement. Competence when carrying out practical activities should be evidenced through witness testimonies or observation records signed by the tutor/line manager.

Essential resources

It would be extremely useful if learners had access to a range of tools and equipment commonly used in engineering. If the unit is not being delivered in the workplace, it may be possible to arrange a visit to an engineering company to extend learner awareness of the range of resources used in engineering.

A typical centre engineering workshop should be equipped with the basic requirements of this unit. Including marking out equipment, hand tools, measuring equipment and benches. All supporting auxiliary equipment should also be available together with appropriate safety equipment.

Workshops should be staffed appropriately to ensure health and safety requirements are met. Technician support may be required during practical work.

Suggested reading/resources

Books

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008)
ISBN 9780435756253

Chapman et al – *GNVQ Intermediate Engineering* (Longman, 2000)
ISBN 9780582381384

Darbyshire et al – *GNVQ Intermediate Engineering* (Nelson Thornes, 1997)
ISBN 9780748729364

Timings R L – *Basic Manufacturing* (Newnes, 1998) ISBN 9780750659901

Timings R L – *Manufacturing Technology Volume One* (Longman, 1998)
ISBN 9780582356931

Tooley M – *Engineering GNVQ Intermediate* (Butterworth-Heinemann, 2006)
ISBN 9780750625975

Waters F – *Fundamentals of Manufacturing for Engineers* (UCL Press, 1996)
ISBN 9781857283389

Tutor resource disks

Boyce et al – *Engineering Level 1 Foundation Diploma* (Edexcel/Pearson, 2008)
ISBN 9780435756260

Website

www.hse.gov.uk

Health and Safety Executive

Unit 97: Food Service

Unit reference number: L/508/5752

Level: 1

Guided learning: 30

Unit introduction

The aim of this unit is for learners to develop their knowledge, skills and understanding of serving food. This unit should encourage learners' interest in, and enjoyment of, serving food and working with customers.

The unit covers the less complex styles of food service and the practical skills needed for plate and counter service. Learners will explore the personal hygiene and safety practices required by law when serving and handling food, and when working in a food area. They will learn how to prepare, maintain and close down the service area and lay tables, including selecting the correct equipment for service. Learners will serve food to customers using plate and counter service styles. They will also learn presentation and personal skills, including courtesy to customers, which are necessary for efficient and effective food service.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know different types of food service	1.1 Describe different types of food service
2 Be able to serve food	2.1 State health and safety and hygiene requirements when serving food 2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner
3 Be able to work in a food service area	3.1 Set up, maintain and close down the service area according to instructions

Unit content

1 Know different types of food service

Types of food service: plate; counter; self-service; buffet

2 Be able to serve food

Personal hygiene: eg appropriate clothing/uniforms, hair and footwear, no jewellery or watches, discreet use of cosmetics, short fingernails, no nail varnish, appropriate hand washing; cuts and burns covered with blue waterproof plaster

Safety: temperature requirements for hot and cold food; general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, maintaining cleanliness of working areas

Customer service: greeting and welcoming customers; identifying customers' needs; providing information; taking orders; communicating with colleagues; communicating information in relation to customers' needs; team working; timing; dealing with special requirements and requests

Style of service: plate; counter

3 Be able to work in a food service area

Service area: methods of cleaning, organising and setting food service area, counters and customer seating area; reporting procedures for identified problems

Service equipment: service units eg heated, refrigerated; sideboards; trays; table/counter coverings; menus; sales materials; reporting procedures for identified problems

Service items: crockery, cutlery, glasses, service utensils; accompaniments eg sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, other accompaniments

Maintain service area: hygiene and cleanliness; how to re-stock equipment; replenishing service items; maintenance of stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: how to clean eg area, equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Further information for tutors and assessors

Delivery

This unit combines theory and practical skills, and is intended to develop the learner's knowledge of, and interest in, serving food, and the specialist equipment needed to prepare and serve different foods. The unit provides some skills that are required in order for learners to be able to serve food in a variety of hospitality outlets. Learners will require opportunities to prepare and serve different foods by plate and counter service, preferably to real customers in appropriate settings. Coffee mornings, lunches, afternoon teas and special events, all of which can take place within a school/college, lend themselves well to providing opportunities for food service. They present more appropriate learning experiences than simulated activities.

Much of the unit will be delivered through practical sessions. Each learner should have several opportunities to serve food to customers. Learners might need to have a practice session before they serve 'real' customers. The customer service skills required for learners to be confident in serving food are delivered in the Level 1 unit *Customer Service in the Hospitality Industry*. That unit and this could be taught together, as the practical food service sessions provide excellent opportunities for the development and assessment of customer service skills.

Learners need to be made aware of the hygiene requirements and regulations that relate to food service and how these should be implemented in a practical setting.

Learners need to be able to set up, maintain for service, and close down a food service area. They will require guidance on equipment layout and displays of food and equipment which customers will use. Special functions or events provide excellent opportunities for this aspect of the unit to be achieved.

Assessment

For learning outcome 1, learners must describe two different types of food service, identifying the main characteristics of each type. Suitable evidence could include recordings of question and answer sessions supported by tutor witness statements, or completed worksheets.

For learning outcome 2, learners will need to state the health, safety and hygiene requirements that must be followed when serving food. Suitable evidence could include recordings of question and answer sessions supported by tutor witness statements, or completed worksheets. Learners must serve both hot and cold food to customers using two methods of food service – plate and counter. Each individual learner must achieve this learning outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed.

For learning outcome 3, learners must be able to set up, maintain and close down a food area according to instructions. Each learner must achieve this outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed.

A series of small coffee mornings, lunches, tea parties or similar events will provide excellent opportunities for the practical aspects of the assessments to be achieved. Tutor witness testimonies would be an appropriate way to record assessment evidence for these aspects of the unit.

Essential resources

Learners should have access to a library and/or learning resource centre, including use of the internet. Relevant current journals and publications should also be available.

Centres must consider how learners' evidence will be generated for the practical food service aspects of the unit. The most satisfactory sources are real or realistic working environments. Where this is not feasible, centres must ensure that they have adequate provision for acceptable simulations.

Suggested reading/resources

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bha.org.uk

British Hospitality Association

www.bii.org

British Institute of Innkeeping

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 98: Improving Health and Fitness for Entry into the Uniformed Public Services

Unit reference number: A/505/0351

Level: 1

Guided learning: 40

Unit introduction

This unit aims to increase awareness of health improvements that can be made, including to fitness, nutrition and lifestyle, for entry into the uniformed public service.

The unit starts by introducing you to the main elements of a healthy lifestyle, i.e. fitness, nutrition and other lifestyle factors. Alongside this, you will begin to look at fitness tests and their relevance to entry into the public services. You will participate in a range of fitness tests and will be able to measure your levels of fitness through the results of these. Following this participation, you will be able to plan a health improvement programme.

The health improvement programme will focus on fitness, nutrition and lifestyle factors and how you might plan to improve your approach to each of these. Learners will have varying levels of fitness prior to undertaking this unit and you will be able to build on your strengths and identify areas for development. The fitness aspect of the programme will be based on your fitness test results and identify areas in which improvements can be made through regular exercise. The nutritional plan should identify your current intake of different food groups and consider where improvements can be made to achieve a balanced diet.

The third area of lifestyle factors will require you to consider the other factors that may be affecting your short-term and long-term health.

You will need to review the success of your programme after a period of time and consider your progress against your original plan.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know components of health improvement	1.1 Describe aspects of fitness 1.2 Identify nutrition required for health 1.3 Identify lifestyle factors affecting health
2 Be able to plan a programme to improve health for entry to the uniformed public services	2.1 Participate in a fitness test for a uniformed public service 2.2 Present a programme to improve personal health
3 Be able to participate in a personal health improvement programme	3.1 Undertake a personal health improvement programme
4 Be able to review personal health improvement	4.1 Present the outcome of own health improvement programme

Unit content

1 Know components of health improvement

Fitness: strength; muscular endurance; aerobic endurance; power; flexibility; agility; balance; coordination

Nutrition: food groups; carbohydrates; fats; protein; fibre; sugar; vitamins; minerals; hydration; balance; preparation of meals; quantity of each meal; timing of meals; national food guide

Lifestyle: exercise; work; study; social life; peer pressure; other pressures; alcohol consumption; cigarette smoking; misuse of drugs and other stimulants

2 Be able to plan a programme to improve health for entry to the uniformed public services

Purpose of fitness tests: army e.g. army physical fitness test (APFT); police e.g. police fitness test (PFT); navy e.g. Royal Navy fitness test (RNFT)

Testing: purpose of tests for the public services; fitness levels expected; requirements of public services

Developing fitness: multi-stage fitness test; sit and reach test; grip test; vertical jump test; 40 m sprint; 1.5 mile run; one minute of press-ups; one minute of sit-ups

Target setting: specific, measurable, achievable, realistic, time constrained (SMART)

Fitness training methods: continuous running; fartlek running; interval running; circuit training; resistance training

Fitness programme: design; frequency, intensity, type, time (FITT); personal goals; medical history; motivation

Nutrition plan: current intake; balance; preparation; quantity; timing

Lifestyle: pressures; barriers; balance; alcohol consumption; cigarette smoking; misuse of drugs and other stimulants

3 Be able to participate in a personal health improvement programme

Health improvement programme: personal goals; frequency; intensity; fitness training; nutrition; lifestyle factors

4 Be able to review personal health improvement

Present outcome: review, e.g. self-evaluation, feedback from peers, feedback from tutor; success, e.g. against original plan, achievement of goals, were targets met

Essential guidance for tutors

Delivery

Practical activities and fitness training will provide the central focus for this unit. All aspects of fitness should be considered when measuring the learner's current fitness level to ensure that they understand what is being measured when they are completing the tests. Uniformed public service personnel should be invited in to conduct talks about health and service performance and/or carry out fitness tests. Learners should have the opportunity to explore the fitness requirements and expectations of different services through external visits and internet access to service-specific websites.

Fitness tests should be used as a measure of fitness early in the delivery of the unit, before planning a personal health improvement plan, and then used again on completion of the programme to measure learners' progress on their personal health improvement plan.

Tutors should ensure there are opportunities for learners to experiment with meal planning and preparation. All elements of dietary planning are to be considered to ensure that learners understand such concepts as fats and sugars being essential elements of a healthy diet. The term 'diet' should be used in a positive manner to discuss nutritional intake without the negative connotation of unhealthy weight loss. Practical activities, such as keeping personal dietary diaries and tracking the content of usual meals and snacks, would be useful in making learners aware of their own diet and how nutritional it is. Practising meal preparation would be greatly beneficial in applying the theory of meal planning.

Lifestyle should be considered from the perspective of the impact that it has on study and employment prospects in the uniformed public services. Visiting speakers from the emergency services or from the armed forces would add real value and weight to this section of the unit.

Learners should be given a significant amount of time in this unit to develop their fitness and experiment with training methods, as well as completing relevant fitness tests.

The 'Eatwell Plate' on the NHS Choices website provides excellent, current guidance on achieving a balanced diet and suggests some great recipes to try.

It may be useful to use a buddy system for this unit that would enable learners to work in pairs to monitor each other and provide constructive feedback on progress and improvements. This feedback could then contribute to the end-of-unit review.

Target setting should be delivered using the principles of SMART as this will facilitate a useful end-of-unit review.

Tutors should ensure that learners include in the review of the fitness test how well their personal health improvement plan contributed to the outcome.

Assessment

Assessment for learning outcome 1 could be conducted through discussion and written evidence. Posters or leaflets could provide an excellent representation of components of health improvement which must include a description of the aspects of fitness and nutrition and identify lifestyle factors.

To achieve learning outcome 2, learners will need to appraise their current fitness, diet and lifestyle in an honest but non-judgemental way. Learners must be observed participating in a fitness test for a uniformed public service. With support, learners should then identify areas where they can improve and from this construct a programme (with the use of SMART targets) which will indicate what is to be developed, how, by when and what support the learner feels they will require to achieve this. Tutors must guide their learners to ensure that a sense of achievement will be gained through the programme and that the learner is not being unnecessarily strict with themselves or setting unattainable targets. Authenticated observation records should be kept to confirm assessment and for verification purposes.

Learning outcome 3 could be delivered through an entirely practical approach during which the learners gain practical experience undertaking the personal health improvement programme. Authenticated observation records must be kept for verification purposes.

Learning outcome 4 could be evidenced through feedback provided by the tutor and a personal reflective log compiled by the learner. It is important for the learner to feel a sense of achievement of their personal goals and be able to identify areas for improvement.

Essential resources

The capacity to set up and run a range of fitness tests to the correct protocol is required. This ideally would include the multistage fitness test, as this is used by the police service as an entry test. Learners should have access to the most up-to-date information, which should include relevant trade journals. Learners should also have access to appropriate sports hall and gym facilities and a tutor with a sport or physical activity qualification.

Suggested reading/resources

Book

Bean A – *Food for Fitness, Third Revised Edition* (A & C Black Publishers Ltd, 2007)
ISBN 9780713681284

Journals

Fire – Pavilion Publishing and Media

Police Review – Jane's Information Group

Prison Service – HM Prison Service

Soldier Magazine – British Army

Websites

www.army.mod.uk	British Army
www.baa999.co.uk/	Ambulance Service Association
www.fireservice.co.uk	Fire Service
www.fireservice.co.uk/recruitment	Fire Service Recruitment
www.food.gov.uk	Food Standards Agency
www.gov.uk/government/policies/ helping-the-police-fight-crime-more- effectively	Police Service Information (Home Office)
www.gov.uk/government/organisations/ ministry-of-defence	Ministry of Defence
www.hmrc.gov.uk	HM Revenue and Customs
www.raf.mod.uk/rafhome.html	Royal Air Force
www.royalnavy.mod.uk	Royal Navy/Royal Marines

Unit 99: Introduction to Security Work in the Public Services

Unit reference number: T/600/3295

Level: 1

Guided learning: 35

Unit introduction

This unit provides an introduction to security work and the skills required by individuals who may be seeking a career as a security worker in the public services.

A secure working environment is essential for public service work to proceed efficiently and effectively. You will identify some of the main risks and the threats that exist to the security of people, information, property and premises.

Some of the consequences of what could happen when security fails will be identified to show you the impact these might have on individuals, businesses, our public services and the wider community.

You will explore the type of personal qualities and skills required of individuals engaged in public security work, as well as looking at the main types of physical security measures and the technical equipment that might be used in support of an effective security regime.

Some of the public services will be involved in ensuring the safety and security of their colleagues and members of the public who are visitors to their organisations, as well as protecting the property and premises within their workplace. Therefore, you will explore the basic principles of maintaining efficient and effective security including situational crime prevention, looking after people's personal safety and security, why premises are patrolled, and the control of entry and exits to premises.

You will be shown how to plan and conduct basic security searches of people and their possessions to look for prohibited items in a way that is thorough, systematic, safe and legal.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know why public services seek to maintain the security of people, information, premises, and property	1.1 Identify security threats 1.2 Describe the potential consequences of failures in security
2 Know skills and qualities required of individuals working in public security work	2.1 Identify job roles of people engaged in security duties in the public services 2.2 Describe skills and qualities required of a person working in security duties in the public services
3 Know security measures used in maintaining the physical security of people, information, premises and property	3.1 Describe measures that are used to maintain the security of people, information, premises and property
4 Be able to participate in a search in a thorough, systematic, safe way according to legal requirements	4.1 Identify the reason for conducting searches 4.2 Demonstrate a search using a method that is thorough, systematic, safe and legal

Unit content

1 Know why public services seek to maintain the security of people, information, premises, and property

Security threats: terrorism, crimes against property, e.g. burglary, theft, arson, damage; loss of information; crimes against people, e.g. assaults, threatening behaviour, theft from the person

The consequences of a failure in security: loss of life, injury to people, damage to property, loss of use of facilities and amenities through theft or damage, loss of consumer confidence in the organisation, loss of income to commercial operations

2 Know skills and qualities required of individuals working in public security work

Objectives of public services security worker: e.g. the protection of life, protection of property and premises, prevention of loss and waste, prevention and detection of crime

The type of personal qualities and skills required: skills, e.g. negotiation, managing conflict, observation, physically fit; qualities, e.g. reliable, courteous, alert, tactful, cooperative, honest, approachable, trustworthy, hospitable, inquisitive, fair

3 Know security measures used in maintaining the physical security of people, information, premises and property

Types of security measures: basic situational prevention measures; for property and premises, e.g. perimeter fencing, lighting, door and window locks, secure file cabinets, key management procedures, physical patrolling of premises, control of entry and exits, CCTV surveillance and loss-reduction measures, e.g. property marking, booking in and out procedures

4 Be able to participate in a search in a thorough, systematic, safe way according to legal requirements

Reasons for conducting searches: reasons, e.g. to find prohibited items, to find stolen property, to protect people, their property and premises, to deter illegal activity, hiding places

Procedures for property searches: preparation and planning; dialogue with person, e.g. obtaining permission to search; legal limitations of search; use of witnesses; documentation; conduct of searcher; search methods, e.g. equipment and/or rummage; reacting to finding something, confidentiality requirements, health and safety

Essential guidance for tutors

Delivery

This unit is an introduction to security procedures in the public services and its primary purpose is to help learners identify the skills required by individuals who may be seeking a career in maintaining security in the public services. It is not therefore intended that the learner should have any in-depth knowledge of procedures but that they should gain a broad understanding of why delivering security is necessary, the type of personal skills and qualities a person needs to become involved in security, and what is involved in delivering security.

Tutor input should focus on the background to security and why it is increasingly important in view of the threat from organised crime and terrorism, while emphasising the consequences of what could happen when security fails, with its impact on individuals, businesses, our public services and the wider community. The use of archived media material of local, national and international events can enhance understanding, with the tutor facilitating discussions on the balance of the risks and the financial costs of providing efficient security.

The specialist nature of the subject will probably require a reliance on inputs from outside speakers, hosted visits to public events and buildings with embedded security. Case studies arising from these visits are a useful learning tool. There are opportunities for learners to begin to think about situational crime prevention issues and complete a security audit or survey of premises. There are internet resources available that can assist tutors in this regard.

The subject matter lends itself to role playing and learners can practise and develop appropriate skills, using case studies and role plays. Video recordings would help in debriefing sessions and as feedback on learner performance.

Learners are not expected to know any legislation in depth but need to know that there are constraints placed upon security staff when conducting searches of property. These are primarily concerned with respecting the rights and dignity of the individual. Any searches that learners conduct should be of property; learners are not required to carry out body searches at this level.

Assessment

In order to achieve learning outcome 1, learners must choose an event subject to security provided by a public service organisation or premises protected by them, identify any security threats, and describe the consequences of failure and why security is needed. This can be evidenced through a poster, a presentation or a short written assignment.

For learning outcome 2, learners must identify the type of job roles in security and describe the personal qualities and skills required of a person employed in security in a public service organisation. This can be assessed through a one-to-one discussion with the tutor, or through a poster, a presentation or short written assignment.

For learning outcome 3, learners need to describe basic crime prevention measures evidenced by the completion of a simple security audit or survey. This need not show an in-depth knowledge of the security systems that can be applied to make premises, an event or particular building secure.

For learning outcome 4, learners need to show that they can identify the reasons for conducting searches and conduct a property search in a thorough, systematic, safe and legal manner. There are several techniques of searching. It would be wrong to concentrate on one particular technique; all the tutor needs to see is that the learner is being thorough and systematic and is working within the guidelines given. Search techniques can be practised on bags and other objects and containers.

Essential resources

Learners should have access to the most up-to-date reference material, including newspapers and relevant trade journals.

Suggested reading/resources

Book

Gill M – *The Handbook of Security* (Palgrave Macmillan Ltd, 2006)
ISBN 9780230006805

Journals

Professional Security Magazine Monthly (www.professionalsecurity.co.uk)
Quest – monthly magazine (www.questonline.co.uk)

Websites

www.aoc.co.uk	Association of Colleges (Search Training)
www.army.mod.uk	Army
www.bsia.co.uk	British Security Industry Association
www.costsofcrime.org	EC Community Study Situational Crime Prevention
www.homeoffice.gov.uk	Information on emergency services and terrorism
www.ico.gov.uk	Information Commissioner's Office – information on CCTV Codes of Practice
www.jsic.org.uk	Joint Security Industry Council
www.liverpoolmuseums.org.uk	Information about the HM Revenue & Customs National Museum
www.nhscareers.nhs.uk/	Information on NHS careers
www.skillsforsecurity.org.uk	Skills for Security
www.sia.homeoffice.gov.uk/	Security Industry Authority
www.raf.mod.uk	Royal Air Force
www.royalnavy.mod.uk	Royal Navy/Royal Marines

Unit 100: Preparing and Serving Drinks

Unit reference number: R/508/5753

Level: 1

Guided learning: 30

Unit introduction

This unit will enable learners to develop their knowledge and practical skills in serving non-alcoholic drinks. They will be able to identify different types of drinks and use a range of equipment for making and serving them correctly, including specialist equipment such as coffee machines and blenders. Learners will be taught how to make and serve a range of drinks to customers, and will also have opportunities to develop their customer service skills and learn some hygiene and safety practices.

Learners will be taught how to prepare, maintain and close down service areas for drinks service. This includes stocking the area with appropriate equipment and replenishing stock, cleaning and preparing specialist and standard equipment and final clear down.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to prepare and serve different drinks	1.1 Identify different types of drink 1.2 List correct equipment for preparing and serving different drinks 1.3 Describe the main stages in serving the customer 1.4 Prepare different drinks: <ul style="list-style-type: none">• safely and hygienically• according to instructions• using the correct equipment 1.5 Serve different drinks: <ul style="list-style-type: none">• safely and hygienically• according to instructions• using the correct equipment (including cup/glass) 1.6 List suitable accompaniments for drinks service
2 Be able to work in a drinks service area	2.1 Set up, maintain and close down the service area according to instructions

Unit content

1 Be able to prepare and serve different drinks

Types of drink: coffee e.g. latte, mocha, espresso, cappuccino, decaffeinated; tea e.g. tea bags, bulk leaf tea, string and tag, lemon, herbal, fruit; hot chocolate; bottled water e.g. sparkling, natural spring, still; fruit smoothies, fruit juices

Equipment: service units e.g. heated, refrigerated; blenders; icemakers; trays; table/counter coverings; drinks lists; sales materials; service items e.g. crockery, cutlery, glasses, service utensils, drip mats/coasters; condiments e.g. sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, accompaniments

Customer service: greeting and welcoming customers; identifying customers' needs; providing information; taking orders; communicating with colleagues; advising of customers' needs; team working; timing; dealing with special requirements and requests

Preparing drinks: coffee; tea; hot chocolate; fruit juice; fruit smoothies; bottled waters

Serving drinks: self-service, tray, counter; relevant service skills

Accompaniments: e.g. sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, wrapped chocolates/sweets

2 Be able to work in a drinks service area

Service area: cleaning, organising and setting out bar/counter and customer seating area; reporting any problems identified

Service equipment: service units e.g. heated, refrigerated; trays; table/counter coverings; drinks lists; sales materials; reporting any problems identified

Service items: e.g. crockery, cutlery, glasses, service utensils, drip mats/coasters; accompaniments e.g. sugars, sweeteners, creamers, milks, non-dairy whiteners, biscuits, other accompaniments

Maintain service area: hygiene and cleanliness; restocking equipment; replenishing service items; maintaining stock levels; clearing dirty items; re-arranging tables and chairs

Closing down service area: cleaning area; cleaning equipment; turning off electrical equipment; replenishing stocks of service items; waste removal

Further information for tutors and assessors

Delivery

This unit is intended to develop the learner's knowledge of non-alcoholic drinks and the specialist equipment needed to prepare different drinks. The unit also provides some of the skills required to serve drinks in a variety of hospitality outlets. This unit combines both theory and practical skills.

Learners must be given the opportunity to prepare and serve different drinks, preferably to real customers in appropriate settings. Coffee mornings, afternoon teas and special events, all of which can take place within a school/college setting, lend themselves well to providing opportunities for drinks service and present more appropriate learning experiences than a simulated activity.

Learners must be introduced to the range of non-alcoholic drinks available and the many different ways in which they may be served. They should also have the opportunity to see some marketing and/or sales materials that can be obtained from drinks suppliers. This introduction is best achieved by whole-class teaching as well as learners undertaking some self-directed research.

Learners need to know the variety and styles of different equipment used in the hospitality industry. This should include training in the safe operating of an electric/steam coffee machine, steam injector for hot milk, and blender for making fruit smoothies. Learners need to know the equipment that is needed for preparing and serving different drinks, and centres should have a good range of equipment available to allow learners to become familiar with items that are commonly used for making drinks.

Much of the delivery will be through practical sessions. Each learner should have several opportunities to prepare different drinks for customers. They will need to have practice sessions prior to serving real customers. Recipes and instruction sheets could be made available for learners to follow that could indicate the equipment required for each drink and the layout needed for tray, counter or table service. Any special accompaniments that go with drinks should also be identified as these can add substantially to customers' enjoyment.

Learners also need to be made aware of the different hygiene requirements and regulations that relate to drinks service and how these should be implemented in a practical setting.

Learners need to be able to set up, maintain for service and close down a drinks service area. They need to be given guidance on equipment layout and displays of glasses, cups and mugs which customers will use. Special functions or events provide excellent opportunities for this aspect of the unit to be achieved.

Assessment

For learning outcome 1, learners could prepare a drinks list/menu suitable for a hospitality outlet in a city centre serving a wide and differing clientele. This will give learners the opportunity to apply their knowledge to a given situation. Although it is not necessary for learners to put selling prices for the drinks, it would add realism if they were able to do so. Learners could build on their drinks list by identifying all the equipment that the drinks outlet would need to have, in order to serve and satisfy customers' needs for those drinks previously listed.

Learners must also be able to describe the stages that they would have to go through to satisfactorily serve at least two customers with different drink requirements. This could be achieved by learners designing a training aid, in the style of a small laminated card, identifying the sequence of steps that must be taken to provide good service of drinks to customers. This could be related to assessment criteria 1.1 and 1.2 to provide a more holistic form of learning. Learners should consider some simple designs for assessment criteria 1.1 and 1.3 and make the documents usable for a real situation such as a café or coffee shop/conservatory. The training aid should be sufficient to enable a new recruit to the outlet to ensure that all customers are served according to company policy. Learners can complete the assessments for 1.4 and 1.5 together. They need to correctly serve customers with at least two different kinds of drinks, provide efficient service, choose the correct equipment, prepare the drinks in a safe and hygienic manner and clear up and tidy all items after the customers have departed. For learning outcome 2, learners must be able to set up, maintain and close down a drinks area according to instructions. Each individual learner must achieve this outcome. It is likely that tutors will need to have an appropriate roster for this activity and a suitable checklist will need to be designed to ensure that both learners and tutors are aware of what is needed. A series of small coffee mornings, tea parties or events will provide excellent opportunities for this aspect of the assessment to be achieved. Tutor witness testimonies would be an appropriate way to record assessment evidence for this aspect of the unit.

Essential resources

Learners need access to an appropriately designed and equipped service area for drinks. This does not have to replicate a realistic working environment, though learners will benefit from as much realism as possible. Appropriate equipment such as cappuccino machines, icemakers, blenders and other specialist equipment including glasses and china must be available. A mechanical dishwasher should also be available for use.

Suggested reading/resources

Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

Journal

Caterer and Hotelkeeper – Reed Business Information

Websites

www.bii.org

British Institute of Innkeeping

www.people1st.co.uk

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

Unit 101: Principles of Transporting Goods by Road

Unit reference number: L/503/7930

Level: 1

Guided learning: 10

Unit introduction

The aim of this unit is to develop knowledge of what is involved in transporting goods by road. You will investigate how to plan the route and the benefits to the environment of driving efficiently. You will be introduced to the pre-journey checks and relevant documents required for goods vehicles with different loads. You will find out how to monitor the vehicle and load to make sure it is kept safe during transportation. You will also look at the post-journey checks and relevant documents required for goods vehicles with different loads.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to plan routes for carrying and delivering goods by road	1.1 Identify information sources that can be used to plan routes 1.2 Outline factors that can affect the selection of a route 1.3 Give examples of how to plan routes of different lengths 1.4 Identify environmental benefits of driving efficiently
2 Know the importance of pre-journey checks required by a goods vehicle driver	2.1 Identify pre-journey checks for a specified goods vehicle and load 2.2 Identify required pre-journey records 2.3 State the importance of pre-journey vehicle checks
3 Know the importance of monitoring the load and the vehicle during transit	3.1 Describe what needs to be monitored during transit 3.2 State the importance of monitoring the load and vehicle during transit
4 Know post-journey checks required by a goods vehicle driver	4.1 Identify post-journey checks for a specified goods vehicle and load 4.2 Identify required post-journey records 4.3 State the importance of post-journey vehicle checks

Unit content

1 Know how to plan routes for carrying and delivering goods by road

Information sources: electronic devices, e.g. Satellite Navigation, mobile phone, palm top computer/personal digital assistant (PDA)); PC-based route planners; internet route planners; paper-based route planners, e.g. road maps, Ordnance Survey maps, customer directions

Factors affecting selection of route: customer requirements, e.g. order of deliveries, distance; weather conditions, e.g. rain, snow, ice, high winds, fog; roads, e.g. urban, A road, motorway, new road layouts, restricted spaces; road restrictions, e.g. speed, low bridges, width barriers, roadworks, weight restrictions, gradients, tolls; characteristics of the vehicle and load, e.g. weight, height, width restrictions, temperature, hazardous goods

Planning: calculation of driving distances; considerations (distance, speed, time, potential restrictions, breaks and rest periods); EU Working Time Directive and Drivers' Hours Regulations

Benefits of efficient driving: e.g. cost savings, repair and maintenance, carbon footprint

2 Know the importance of pre-journey checks required by a goods vehicle driver

Types of goods vehicle: cars/vans, rigid, articulated, drawbar

Types of load: cylindrical, rectangular, loose bulk, palletised, containers, engineering plant, liquids, goods

Pre-journey vehicle checks: fuel, oil level, oil and water leaks, brake lines, spray suspension, battery security and condition, electrical connections, tyres and wheel nuts, mirrors, wipers, windscreen, washers, horn, lights, indicators, reflectors, markers, number plates, body/load security, steering, brakes, air deflectors, cab gap, coupling connections and security, instrument displays, tachograph, interior cleanliness, valid tax, valid Transport Operator's licence, vehicle defect sheets; reporting procedures

Pre-journey load checks: restraints (webbing straps, chains, steel wire ropes, nets, rope, ISO twistlocks, sheets); load spread evenly; heavy loads at bottom; lower packages to be able to support the others; projection of load; axle weight; statutory signs; reporting procedures

Required pre-journey records: load manifest; destination address; route card; electronic recording systems

Importance: driver responsible for vehicle and load whilst on a public road; police/VOSA and other authorised agency checks; prevention safety and security incidents; prevention of damage or contamination of vehicle or load; organisational procedures

3 Know the importance of monitoring the load and the vehicle during transit

Monitor during transit: vehicle instruments (gauges, displays, warning lights, tachograph); changing driving conditions; delivery schedule; security of load (restraints, coupling connections and security, movement, damage, change of weight, loss of material)

Importance: health and safety; security of driver, vehicle and load; avoid potential damage to vehicle or load; avoid vehicle repair costs

4 Know post-journey checks required by a goods vehicle driver

Post-journey checks: types of goods vehicle (cars/vans, rigid, articulated, drawbar); types of load (cylindrical, rectangular, loose bulk, palletised, containers, engineering plant, liquids, goods); load checks (undelivered, damaged or defective goods); vehicle checks (maintenance checks, refuelling, potential damage to vehicle, defects, parked in safe and secure position, shut down vehicle, valuable items removed or stowed away, activate security devices); load checks (damage to load, security of load); tachograph; reporting procedures

Required post-journey records: timesheets; tachograph; incident reports; customer log/returns; load manifests; completed vehicle checklist; organisational paperwork

Importance: vehicle ready for next driver; driver responsible for vehicle and load while in transit; identify/report any faults

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a school or college. Access to a suitable workplace will give learners insight into all aspects of the unit content. If the unit is being delivered outside the workplace, a variety of methods can be used, including worksheets, scenarios and visiting speakers.

For learning outcome 1, if the unit is not being delivered in the workplace, a guest speaker or a visit to a local goods transport business would give learners first-hand experience of what is involved in planning delivery of goods by road. This could be followed up with a class discussion to consolidate and fill any gaps in learning. A series of scenarios could be used for learners to plan a variety of different routes, taking multiple factors into account. Learners could work in small groups to research information sources for route planning and put different planning techniques into practice.

For learning outcomes 2, 3 and 4, learners would benefit from access to suitable vehicles and loads. Visiting speakers or video clips would also be useful to establish the basis for the checks that goods vehicle drivers need to carry out before, during and after each journey. Worksheets and checklists focusing on the checks could also be used.

Assessment

There are opportunities to produce all the required evidence for this unit holistically through a single linked project or a series of tasks. For example, the learner could prepare an information booklet for goods delivery drivers that provides information on how to plan routes, practical ways they can contribute to environmental sustainability, checks and records that must be completed before, during and after each journey, and the reasons why these are important.

If the unit is being assessed in the workplace, learners could demonstrate carrying out vehicle and load checks, and written evidence could be supported by question and answer sessions and observation records signed by the tutor/line manager. If the unit is being assessed outside the workplace, learners could be given images of a vehicle and different loads for learning outcomes 2 and 4 in order for them to identify the checks they would need to carry out.

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Books

Department for Transport – *Code of Practice, Safety of Loads on Vehicles, 3rd Edition* (DfT, 2002) ISBN 0115525475

Driving Standards Agency – *The Official DSA Guide to Driving Goods Vehicles, 9th Edition* (DSA, 2010) ISBN 9780115530814

Driving Standards Agency – *The Official Highway Code* (TSO (The Stationery Office), 2007) ISBN 9780115528149

HSE – *Driving at Work, Managing Work Related Safety* INDG382

Lancaster R and Ward R – *Management of Work Related Road Safety RR018* (HSE Books, 2002) ISBN 0717625494

VOSA – *Guide to Maintaining Roadworthiness – Commercial Goods and Passenger Carrying Vehicles* (revised 2008)

Websites

www.dft.gov.uk

Department for Transport

www.dsa.gov.uk

Driving Standards Agency

www.fta.co.uk

Freight Transport Association

www.hse.gov.uk

Health and Safety Executive

www.orsa.org.uk

The Occupational Road Safety Alliance

www.rha.net

Road Haulage Association

www.cosa.gov.uk

Vehicle and Operator Services Agency

Unit 102: Principles of Working in Business Administration

Unit reference number: R/506/9763

Level: 1

Guided learning: 30

Unit introduction

The structure of business organisations can be very complex and it is important for everyone within an organisation to know the purpose of the organisation, its structure and how they fit into it.

In this unit, you will have the opportunity to look at the purpose of different business organisations, the purpose of an organisational chart, the importance of business objectives and the role of the main functional areas of business organisations.

You will be introduced to the different activities carried out by administrative staff and will gain an understanding of how the work of administrators contributes to the objectives of a team. As it is important that administrators are able to organise their time to complete tasks to meet deadlines, the unit aims to develop your knowledge of the techniques and tools that can be used to organise time. You will also develop an awareness of how business organisations can contribute to environmental sustainability and the role of administrators in this context.

Finally, in this unit you will develop an understanding of how to work in a safe way in a business environment by identifying possible health and safety hazards, exploring ways in which accidents can be avoided and considering the importance of following organisational emergency health and safety procedures.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the purpose and structure of business organisations	1.1 State the purpose of different types of business organisations 1.2 State the purpose of an organisational chart 1.3 State the importance of organisational objectives 1.4 Describe the role of the main functional areas of business organisations
2 Understand the role of an administrator in a business organisation	2.1 Describe the different activities carried out by administrators 2.2 State how the work of an administrator helps a team to achieve its objectives 2.3 Describe simple tools and techniques that an administrator could use to organise their time
3 Know how to contribute to environmental sustainability in a business organisation	3.1 State what is meant by 'environmental sustainability' 3.2 Explain why it is important to keep waste to a minimum 3.3 Describe practices that may be used to minimise waste in a business environment 3.4 Outline the standard procedures to be followed when recycling and disposing of waste
4 Know how to work in a safe way in a business environment	4.1 Identify possible health and safety hazards in a business environment 4.2 Describe ways in which accidents can be avoided in the business environment 4.3 State the importance of reporting hazards and accidents that occur in the business environment 4.4 State the importance of following organisational emergency health and safety procedures

Unit content

1 Know the purpose and structure of business organisations

Types of business organisations: private sector organisations, e.g. sole trader, partnership, companies; public sector organisations, e.g. local councils, National Health Service (NHS), government departments

Purpose: private sector, e.g. make a profit, owned by private individuals; public sector, e.g. provide public services, controlled by the government

Organisational chart: hierarchy; departments; job roles; purpose (lines of responsibilities, functional departments and roles within departments, shows relationships between functional departments and individuals)

Organisational objectives: business improvement; revenue and profitability; competition; objectives can be company-wide or specific to a department or team

Functional areas and roles: marketing, e.g. advertising, sales promotion, market research; human resources, e.g. recruiting and selecting new staff, training and development; finance, e.g. pays wages, invoices customers, prepare financial reports; production/operations, e.g. manufacturing goods or providing a service to customers, quality assurance; sales, e.g. finding new markets, after-sales service, customer care; administration, e.g. document production, document retention, mail services; distribution and warehousing, e.g. storing raw materials, arranging delivery of goods

2 Understand the role of an administrator in a business organisation

Activities: checking, collating and providing information; answering the telephone and making calls; producing documents using IT, e.g. letters, agendas, invoices; filing and retrieving documents; collecting, sorting and distributing mail; preparing outgoing mail; receiving visitors; coordinating arrangements for meetings, e.g. sending information to delegates, booking meeting room

Achieving team objectives: ensuring communication within the team; helping their team members; monitoring and prioritising work for the team; ensuring all of the team works to same priorities

Organising time: types of tools, e.g. task list, work schedule

Techniques: prioritising; monitoring work; checking against deadlines; checking with supervisor; examining other commitments

3 Know how to contribute to environmental sustainability in a business organisation

Environmental sustainability: definition, to include, making responsible decisions and implementing appropriate procedures

Keeping waste to a minimum: cost effectiveness; reduced the impact of on the environment; business image and reputation; social responsibility

Consumables and resources: practices, e.g. recycling, only printing documents when necessary, printing double-sided documents, use refillable ink cartridges, reduce printing of graphic and images where possible

Facilities and equipment: practices, e.g. turning off lights and machines when not in use, turning off heat or air conditioning, follow instructions for using machinery and equipment, using energy saving stand-by features on office equipment

Recycling and disposing of waste: separate recyclable materials e.g. glass, paper, from other waste; disposing of waste in correct place; safety

4 Know how to work in a safe way in a business environment

Hazard: definition, i.e. something that may cause harm or damage; potential threat to health and safety

Possible health and safety hazards: unsafe machinery; incorrect workstation set-up; trailing wires; lifting or moving heavy items; overloaded shelves and drawers; poor lighting; poor layout of furniture and equipment; electrical faults; poor housekeeping, e.g. spillages on floor not cleaned up quickly

Types of accidents: tripping/falling over objects, wires, open drawers, loose carpeting; improper lifting and manual handling; bumping into furniture and equipment; electric shocks; long term workstation injuries; falling objects

Avoiding accidents: by following organisational procedures and instructions, e.g. electrical appliance testing, filing; by reporting any possible hazards; follow lifting and manual handling procedures; use an ergonomically correct workstation; be alert in the work environment; maintain a clutter free work environment

Importance of reporting hazards and accidents: legal requirement; reduce the risk of future harm; protect employee welfare; remove hazards

Typical emergency health and safety procedures: e.g. fire evacuation procedures; first aid and medical assistance

Importance of following health and safety procedures: regulatory compliance; safety of self and others; improvement in working environment

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a school or college. Access to a suitable workplace will give learners insight into all aspects of the unit content. If the unit is being delivered outside the workplace, a variety of methods can be used, including worksheets, role plays, case studies/scenarios and visiting speakers.

Learning outcome 1 could be delivered using a case study. Learners could identify the type of organisation within the case study and state the purpose of the organisation. This case study could include an organisational chart to enable learners to identify the main functional areas and the role of these areas. Some research will be necessary for learners to be able to identify the functional areas. Learners could work in small groups to research the organisation's objectives and discuss their importance and relationship to each other.

Learning outcomes 2 and 3 could be delivered through a guest speaker or a visit to a local business, where learners could have a first-hand experience of the role of an administrator. This could then be followed up with a class discussion to consolidate and fill any gaps in learning. Learners could relate the tools and techniques they use to manage their time as a learner to the management of time within an administrator's role.

For learning outcome 3, case studies and video clips on how organisations are addressing environmental sustainability is a good way of developing learners' knowledge; it is important that learners know the role of administrators in minimising waste and the standard practices that may be adopted. It is also important to ensure that learners know that individual organisations will have their own policy, practices and procedures on environmental sustainability that must be adopted.

Learning outcome 4 could be delivered through case studies/scenarios or video clips. Learners could identify health and safety hazards in a picture or within a realistic working environment. As far as possible, different working environments should be used to develop application beyond the office situation. This can lead onto group discussions about how accidents can be avoided, why hazards need to be reported, and the importance of following organisational procedures.

Assessment

Consideration should be given to producing all the required evidence through a single linked project or a series of tasks. For example, the learner could prepare an information booklet that provides information on working in the business administration sector including the purpose and structure of a specific business organisation, the role of administrators within that organisation and the practical ways they can contribute to environmental sustainability and the health and safety context of the business organisation. It is advisable that learners use the same business organisation context to provide evidence for all the assessment criteria.

For learning outcome 1, learners should identify a particular business organisation and state at least two purposes of that organisation. Assessors need to ensure that the purposes are relevant to the specific organisation. Learners should give at least two ways in which an organisation chart is used in a particular organisation.

Learners need to outline at least three reasons why it is important for a particular business organisation to have objectives – these need to be related to the specific business organisation. Learners should describe the role and purpose of at least two of the functional areas in a particular business organisation.

For learning outcome 2, learners are required to describe at least three different activities carried out by administrators in a particular business organisation. Learners should state at least two ways in which the work of administrators helps teams to achieve their objectives in a particular organisation. Learners should also describe at least two simple tools and at least two simple techniques that an administrator can use to organise their time.

For learning outcome 3, learners need to give two fully explained reasons, supported by examples, why it is important for a chosen business organisation to keep waste to a minimum, and describe at least two practices used in a particular business organisation to minimise waste.

For learning outcome 4, learners should identify at least three possible health and safety hazards in the context of a particular business organisation. Learners should describe at least three ways that accidents can be avoided in the context of a particular business organisation. Learners should outline at least three reasons why it is important to report hazards and accidents that occur in a particular business environment context, and state at least three reasons why it is important to follow organisational emergency health and safety procedures.

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Books

Carysforth C, Neild M, Richards C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

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

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

Websites

www.acas.org.uk

Arbitration service, advice on health and wellbeing at work

www.adviceguide.org.uk

Citizens Advice

www.skillsca.org

Skills CFA: the Sector Skills Council for Business and Administration

Unit 103: Producing Business Documents

Unit reference number: M/506/9768

Level: 1

Guided learning: 23

Unit introduction

This unit provides an introduction to the types of documents used in a business environment, and to the knowledge and skills needed to produce accurate and well-presented business documents. It is essential for those wishing to work in business administration to know the different types of business documents and their purpose. The range of documents included in the unit content reflect those most commonly used in a business organisation.

You will develop knowledge of the different techniques that may be used in creating these documents and knowledge of the purpose of templates, version control and house styling in document production.

You will also develop skills in producing routine business documents using the correct format and style, and the skills and techniques required to check these for accuracy.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the different types of business documents	1.1 Identify the different business documents that are produced in a business environment 1.2 State the purpose of different business documents
2 Know how to create business documents	2.1 Outline different techniques for producing business documents 2.2 State why templates and 'house styles' are used for some business documents 2.3 State the purpose of version control when producing documents 2.4 Outline the importance of using correct spelling, punctuation, grammar and word order in documents
3 Be able to produce routine business documents	3.1 Produce routine business documents using the appropriate communication style 3.2 Check documents for accuracy

Unit content

1 Know the different types of business documents

Business documents: types of business document, e.g. letter, memorandum, notice, agenda, minutes, reports, emails, presentations

Purpose of documents: formal communications; record outcome of investigation; internal communications; sending information quickly; plan and order meetings; record meeting decisions and actions

2 Know how to create business documents

Techniques for producing business documents: standard formats, templates and organisation's house style; technology, e.g. mail merge, integrating images and videos; language, e.g. avoiding technical jargons and abbreviations, concise and clear message, sentence construction and grammar, formal language; presentation techniques, e.g. headings, bullet points to make the text easy to read, e.g. headings, bullet points

Templates: pre-settings and fixed formatting; documents created frequently; reasons including, consistency in layout and information given, clarity

House styles: corporate guidelines on fonts, styles, branding; external and internal communications; formal communications; reasons including, corporate identity, brand awareness, standardisation of document presentation across the organisation, portraying a consistent image of the organisation

Version control: practices, e.g. numbering each version of a document, using version control tables, use of 'Draft' watermark, preventing editing of approved documents; purpose, e.g. keep track of latest version, know who amended each version, track changes to a document

Importance of correct spelling, punctuation, grammar and word order: accuracy; organisational standards; effective communications, e.g. correct message is communicated; clarity of information; professionalism

3 Be able to produce routine business documents

Produce documents: using correct spelling, grammar, punctuation; appropriate greeting; appropriate complimentary close; clear structure and layout; use of agreed format

Communication style: style according to the purpose of the document; formal language

Accuracy: correct information; grammar; punctuation; spelling

Checking documents: electronic spelling and grammar checks; proofreading; cross-referencing; peer proofreading; checking accuracy with supervisor

Essential guidance for tutors

Delivery

This is essentially a practical unit which can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. Learners will need the opportunity to develop and practise the skills required to produce business documents.

For learning outcome 1, tutor/line manager input will be needed to explain the format of letters, memos and other standard documents and how and when they are used. Examples of standard documentation used in businesses should be available for learners. Learners can work in groups, with each group researching and collecting different documents for a different purpose (as listed in the unit amplification). They could present their findings to the rest of the group and describe the purpose of each document.

Learning outcomes 1 and 2 should be integrated in delivery so that learners can apply the knowledge developed as they go along. Tutor/line manager input will be needed to introduce learners to the techniques that may be used in producing these documents, the use of templates and house styles and the practice of version control. Learners could refer to the documents used in the delivery of learning outcome 1 to see how these techniques have been used. The importance of producing well-presented and accurate business documents needs to be stressed, as this represents the professional image of the organisation. Learners should have the opportunity to produce different documents using standard formats and templates as well as different styles and layouts. Learners will need to check their own work for spelling, grammar and punctuation. They could check each other's work and also complete activities identifying errors and correcting them. A guest speaker could talk about the importance of accuracy, style and procedures for checking and agreeing documents to further increase learner knowledge of these concepts.

Assessment

Appropriate assessment methods could include written assignment, written and verbal question and answers (Q&A) observation of learners producing and checking the documents and the documents produced.

For learning outcome 1, learners could be presented with situations and asked to identify which business document would be appropriate. For each document identified, learners should give a reason why they selected that document. Learners should identify at least three different documents. This could be evidenced through a written list of the documents with the reason for selection against each.

For learning outcome 2, learners could be given scenarios that outline documents to be produced and contexts. Learners could then be asked to outline the techniques that may be used in the creation of these documents. Learners should state at least four different techniques for producing business documents, covering the use of formats and templates, technology, language and presentation. This is best evidenced by a written response. Learners need to state why templates and house styles are used for some business documents. This can be evidenced through a verbal response or could be added to the list of business documents. For AC2.3, learners should give at least two reasons why version control is used. For AC2.4, learners should give two reasons why correct spelling, punctuation, grammar and word order are important in documents. Both of these assessment criteria could be evidenced through a question and answer session with the tutor, or through written responses.

For learning outcome 3, learners should produce at least two different types of routine business documents. Learners should be provided with the necessary information that they would need to create documents. To meet the standard required, learner documents should meet the requirements stated in the unit content as a minimum. Learners will need to check their documents for accuracy. A checklist giving a clear indication that the learner has checked the document for clarity and accuracy of information, grammar, spelling and punctuation could be used as evidence, along with the observation testimony of the assessor/tutor. This could be supported by a learner statement of how they created and checked their document.

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Books

Butterfield J – *Written Communication: Illustrated Course Guides*, 2nd edition (Cengage Learning, 2012) ISBN 9781133187615

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

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

Websites

www.bbc.co.uk/skillswise	Learning resources which include verbal and written methods of communication
www.bbc.co.uk/skillswise	Advice and worksheets for improving writing skills
www.microsoft.com	Advice from Microsoft on how to construct written documents
qualifications.pearson.com	Pearson Qualifications: provide guidance for Functional Skills English, Essential Skills Wales communication and Core Skills (Scotland) Communication

Unit 104: Starting Work in Construction

Unit reference number: M/502/3695

Level: 1

Guided learning: 40

Unit introduction

This unit gives an introduction to career opportunities in construction and the organisations that provide such opportunities, supporting informed choices about potential career options.

This unit introduces you to the different specialist areas that make up the construction and built environment sector and helps you identify the variety of careers available in each of these specialist areas, at all levels.

You will have the opportunity to explore the different types of organisation that operate within the construction and built environment sector in terms of their size and the type of work they undertake. You will use this information to make decisions concerning possible career choices in construction, and to reflect on the effect of such choices on your preferred lifestyle. Although you will work independently when making decisions about your career options, you will also function as an effective member of a team by working responsibly and cooperatively.

When preparing for work in the construction industry it is important that you are able to seek and respond to guidance from colleagues and tutors during the learning process. This unit will help you to develop an understanding of the personal qualities that are valued by employers.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about different types of career opportunities available in construction	1.1 Describe different types of career opportunities in construction
2 Know about different types of organisation offering career opportunities in construction	2.1 Describe different types of organisation that offer career opportunities in construction in terms of their size and the nature of the work they undertake
3 Understand how career choices can impact upon an individual's lifestyle	3.1 Explain how an individual's lifestyle may be influenced by the career choices they make
4 Be able to make informed career choices	4.1 Make realistic career choices based upon information provided
5 Be able to work responsibly with others	5.1 Demonstrate good team working skills by working responsibly and cooperatively
6 Be able to seek and respond to guidance when working as part of a team	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others

Unit content

1 Know about different types of career opportunities available in construction

Types of career opportunity: full-time or part-time; employed or self-employed; permanent or temporary; professional and technical, e.g. architecture, architectural technology, surveying, civil engineering, structural engineering, building services engineering, construction management, maintenance management, facilities management; craft or operative, e.g. bricklaying, carpentry, joinery, painting, decorating, plumbing, electrical installation, plastering, stonemasonry, roofing, wall and floor tiling, groundwork, concreting, general construction operative; skilled or unskilled

2 Know about different types of organisation offering career opportunities in construction

Types: limited number of large contractors; much larger number of small and medium enterprises (SMEs)

Work undertaken: e.g. large public works, infrastructure, speculative house building, new build, conversion and adaptation, maintenance and repair, manufacture and supply of materials and components

3 Understand how career choices can impact upon an individual's lifestyle

Lifestyle issues: ambitions and aspirations; job satisfaction; sense of identity; financial and social benefits

Impact of career choice: requirements, e.g. education, training and development, robust mental and physical good health; conditions of work, e.g. hard work, tight deadlines, working away from home or abroad, weekend working, flexitime, long hours of work, time spent travelling to work; impact, e.g. effect on family life, social life and personal relationships, stress levels, mental and physical demands

4 Be able to make informed career choices

Career choices: career choice from content 1 above, potential employers from content 2 above, implications of career choice from 3 above

5 Be able to work responsibly with others

Behaviour: e.g. responsibility, recognition of strengths, knowledge and understanding of self and other team members, cooperation

6 Be able to seek and respond to guidance when working as part of a team

Attitudes: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

The purpose of this unit is to encourage learners to think realistically about what it would be like to be employed in the construction and built environment sector and, more particularly, to help the learner match their skills, qualities and aspirations to a job they feel they might want to do. The unit covers a wide range of jobs at all levels, but delivery should focus on those jobs the learner could access on completing a programme based on Level 1 units. Progression issues should be examined by considering the ambitions of individual learners and by matching these ambitions to further training and development opportunities.

The unit is designed to offer an overview of the work available in the construction and built environment sector, starting with the range of jobs available, their skills requirements and the different types of organisations that employ people to perform such jobs and offer good training and employment opportunities. In this unit the learner needs to consider job roles and responsibilities only in the broadest sense. This could include the difference between craft and technician roles, off-site or on-site working, construction craft or building services craft apprenticeships, together with examples of all of the above.

Learners should be made aware that, although the large organisations dominate the industry, the smaller organisations predominate. The reasons why people must work together as a team to plan, design and construct the built environment should be stressed throughout.

The unit gives learners the opportunity to think about the factors that affect job choice from a variety of perspectives, including:

- their personal skills and qualities
- the skills and qualities they might wish to develop
- the different types of organisation in the construction and built environment sector
- the needs and wants of different organisations in terms of work undertaken, physical location, size and structure
- how a job could affect their lifestyle
- how their lifestyle might have to change
- the relationship between lifestyles and job choices.

Assessment

The use of one assessment instrument is suggested as being sufficient to allow full coverage of the learning outcomes, although the assessment may be conducted in two discrete parts to avoid assessment overload for learners. The assessment could be divided up into two parts as follows: firstly learning outcomes 1 and 2, and secondly learning outcomes 3 and 4. Learning outcomes 5 and 6 can be assessed over the whole period of assessment for both parts and will require no extra time.

For learning outcome 1, learners should describe two different types of career opportunities in construction in terms of the skills and abilities needed. One career should relate to professional and technical career opportunities and the other should relate to craft and operative job opportunities. There is no requirement for a highly detailed answer but the two types of job role must be clearly differentiated.

For learning outcome 2, learners need to describe two different types of organisation that offer career opportunities in construction, in terms of their size and the nature of the work they undertake. One should be a large organisation engaged in major construction projects and the other should be a small or medium enterprise (SME) engaged in smaller works. There is no requirement for a highly detailed answer but the two types of organisation, and the nature of the work they do, must be clearly differentiated.

For learning outcome 3, learners should explain how an individual's lifestyle may be influenced by the career choices they make in terms of the training and development that will be needed, their general state of health, the conditions under which they will work, the possible effect on their personal relationships and the general demands of the chosen career. The treatment can be broad as there is no requirement for the learner to make a career or job choice at this point.

For learning outcome 4, learners are required to make two realistic career choices. These need not relate to their desired career path as it is unlikely that this will be clear to the learner at this stage. Learners must demonstrate the ability to make career choices based on information provided by their tutor/line manager. This information should relate to the training and development needed for a range of jobs and the nature of the different organisations they might work for. As for learning outcome 1 above, there is no requirement for a highly detailed answer, but learners' responses should be essentially correct and clearly differentiated from each other.

For learning outcome 5, learners need to demonstrate good team working skills by working in a responsible and cooperative manner and by sharing resources and ideas with other learners. They must, however, produce their own individual evidence. The evidence could take the form of a witness statement.

For learning outcome 6, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors/line managers as and when appropriate, and by acting upon the guidance received. They should communicate appropriately with both tutors/line managers and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

The most significant resources for this unit are:

- structured visits to workshops, offices and building sites
- work experience in workshops, in offices or on building sites
- contact with personnel working at all levels in the industry.

This offers a perspective on the nature of work in the construction and built environment sector that will inform the learner's choice of units and hence their 'taster' experience. Internet access will give learners an opportunity to develop a range of skills in e-learning but the tutor will need to manage it carefully.

Suggested reading/resources

Books

There is a wealth of careers information to be found. School, college and public libraries will have useful material, and trade magazines and local and regional newspapers will all help learners assess the job market at any given time.

Osborn D – *Introduction to Building* (Longman, 2002) ISBN 9780582473034

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Websites

<http://www.citb.co.uk/careers-in-construction>

Information about construction careers available, requirements and training

www.icould.com

General careers website with real stories

www.summitskills.org.uk

Careers information about building services engineering

Unit 105: Understanding How to Deal with Customers' Requests, Queries and Problems

Unit reference number: L/506/8837

Level: 1

Guided learning: 20

Unit introduction

Knowledge of how to deal with customer queries, requests and problems is a key area when working in any customer service environment. This unit explores the types of queries and problems that are likely to arise in a customer service situation, why they occur and who can help to resolve them to meet the needs and expectations of customers.

You will look at the different types of query that customers have and how to anticipate that a problem may be occurring. You will consider the types of behaviour you will need to display in key situations and when to escalate issues to a higher authority. You will have the opportunity to look at why it is important to keep customers informed of progress when complaints or queries have been raised, and the types of information you need from a customer to ensure you have the full details required to resolve the problem. You will also consider appropriate behaviour and attitude when dealing with dissatisfied customers and how to handle these situations effectively.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the type of information that customers usually require	1.1 State the type of requests and queries customers are likely to have 1.2 State the difference between the features and benefits of a product/service
2 Know how to deal with customer requests and queries	2.1 Describe how to identify customers' requests and queries 2.2 Describe when, why and from whom to obtain information or help 2.3 Describe how to respond to requests and queries in a positive way 2.4 State the importance of keeping customers informed about the actions on their requests or queries 2.5 State how the use of 'frequently asked questions' can help in dealing with customer requests and queries
3 Know how to deal with routine customer problems	3.1 Describe how to recognise when customers are raising problems 3.2 Identify the information to request when asking customers for details of their problems 3.3 Describe how to behave and communicate with customers who are dissatisfied 3.4 State why it is important to check that customers are satisfied with the actions taken 3.5 State to whom and when problems should be referred 3.6 State the importance of keeping customers informed of the progress of resolving their problems

Unit content

1 Know the type of information that customers usually require

Queries: e.g. relating to product or service price/features/benefits, trading times (opening/closing times, outside operating times/support), after-sales support, procedures for refunds and complaints, special offers

Requests: e.g. further information relating to product or service obtained, changes to service provided, additional products or services

Features and benefits of a product/service: definition of terms; examples of features and benefits of different types of product and service

2 Know how to deal with customer requests and queries

Identifying customer requests and queries: types of questions (open-ended, close-ended); customer feedback (face to face, remote); body language (facial expressions, gestures); tone of voice

When to obtain information/help: e.g. queries/requests are too complex, requests are outside own knowledge or authority

Reasons for getting help: e.g. to avoid delays in service, to avoid customer problems and complaints, to satisfy customer needs, to protect organisation's reputation, to follow organisational procedures

Whom: responsible person (manager, supervisor, colleague, specialist)

Responding in a positive way: responding willingly to requests, within organisational timescales; following organisational procedures; listening to customers' requests/queries; courteous and polite; checking understanding of details with customers (asking open-ended questions)

Importance: reassurance for customers; good first impression; making the customer feel respected and valued; repeat business

Frequently asked questions (FAQs): description, i.e. list of the most frequently asked questions, and the answers, about an organisation's products/services; availability (website, printed)

Use in dealing with requests and queries: provision of accurate information to customers; consistency of responses to customers; responsiveness to customer requests and queries; self-service, e.g. customers can find the information themselves

3 Know how to deal with routine customer problems

Routine customer problems: returns; delivery errors; incorrect customer records; delays with goods

Recognising problems: dissatisfied customers, e.g. complaints, returns; body language, e.g. closed posture, frowning; communication style, e.g. abrupt, formal, impolite; behaviour, e.g. aggressive

Types of information: customer personal details, e.g. name, address; details of problem, e.g. what happened, who was involved, when did it happen, what caused it to happen; what action the customer wishes to be taken to rectify problem

Dissatisfied customers: customers who are unhappy; when the service or product supplied by an organisation fails to meet customer needs and expectations

Behaviour: personal behaviour, e.g. keep calm, be sympathetic, show understanding, avoid getting angry; take responsibility to resolve the problem; allow customers time to explain their problems; show respect; follow organisational procedure for dealing with problems

Communication: professional and positive language (speed, tone, volume); active listening; positive body language (open, relaxed, respect personal space); follow organisation's procedures and apply policies

Importance of checking customers are satisfied: customer satisfaction, i.e. customer is happy; acceptable resolution of problem (the problem has actually been resolved); check before recording the problem as being resolved; service recovery

Whom to refer: responsible person (manager, supervisor, colleague, specialist)

When to refer: non-routine customer problems, e.g. problems regarding product/service quality, customer requesting compensation, complaints; when level of authority required to resolve the problem is exceeded

Importance of keeping customers informed of progress: to keep the customer informed; informing them of who is dealing with the problem and the next steps; makes customers feel valued and happier

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college.

Learning outcome 1 could be delivered through the tutor/line manager giving a presentation to learners, which will generate discussions focusing on the information customers require. Learners could also work in small groups or pairs to identify the types of information customers need in certain situations and feed back their findings to the whole group.

Learning outcome 2 could be delivered using workplace examples or relevant case studies from well-known customer service-based companies/retail outlets, as well as video clips, which would demonstrate how to deal with customer queries or requests in a consistent and effective manner.

Learning outcome 3 could be delivered using role play. Learners could be placed into small groups and given a series of routine customer problems that they need to deal with. These role-play scenarios could generate whole group discussion. Case studies could be used from the workplace or from well-known customer service-based organisations that give details of how staff should deal with issues and queries from customers.

Assessment

This unit could be assessed in the workplace or in a classroom environment. To achieve the assessment requirements for this unit assessors could consider different forms of evidence.

For learning outcome 1, learners could write a short report on the types of requests and queries customers are likely to have. As an alternative assessment method, learners could create a poster that identifies queries and issues from customers focusing on a particular area of customer service, for example retail. Assessment criterion 1.2 could be achieved by the learner creating a table to distinguish between features and benefits of a product.

To achieve learning outcome 2, learners could produce a booklet for new members of staff joining an organisation that focuses on how to deal with customers' requests and queries effectively. The booklet could contain advice and guidance on where to go for additional information or help if required (2.2), how to remain positive when dealing with requests and issues (2.3) and how to remain calm and keep within timescales. It should also contain advice and guidance on how to ensure actions are followed up (2.4) to ensure that the customer is totally satisfied with the service they have received. The booklet could also include reference to the frequently asked questions (FAQs) that the organisation will have for customers, clearly identifying where these can be found (2.5). Alternatively, learners could create their own FAQs for the booklet on the key issues on which they think an organisation will focus.

For assessment criteria 3.1 and 3.2, learners could write a short report on how they can recognise the signs of a customer problem or complaint. Learners should put their report into context and use the role-play scenarios or situations that they are familiar with. Learners should clearly identify the information they are going to need in order to anticipate a customer's issues or queries.

To achieve assessment criterion 3.3, learners could write a report identifying the behaviours that need to be displayed when dealing with customers who are not happy with the service received. This could be linked back to the role-play exercise or focus on work experience that a learner may have had.

Assessment criteria 3.4, 3.5 and 3.6 could be achieved by learners working in small groups to create a presentation that clearly identifies:

- the importance of checking with the customer when actions have been agreed and the implications if these actions are not agreed
- when to refer problems to a higher authority to ensure consistent customer service is given and problems are resolved at a higher level
- the importance of ensuring that customers know the progress of their query and are kept informed of the progress at all times.

This presentation should be at least four pages long. Groups could feed back to the whole class on completion of their presentation.

Essential resources

There are no special resources needed for this unit.

Suggested reading/resources

Books

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 9781906610555

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

Websites

www.customerserviceexcellence.uk.com	Customer Service Excellence – home to the government's customer service standard
www.customerservicemanager.com	Information on valuable customer service skills
www.ico.org.uk	Information on freedom of information and data protection
www.instituteofcustomerservice.com	The Institute of Customer Service is the professional body for customer service
www.nationalcareersservice.direct.gov.uk	Information on different jobs including customer service
www.people1st.co.uk	The Sector Skills Council for retail
www.skillsyouneed.com	Customer service skills and information

Unit 106: Understanding the Control, Handling and Replenishment of Stock in a Retail Business

Unit reference number: J/508/6379

Level: 1

Guided learning: 11

Unit introduction

Learners who are interested in working in the retail environment need to understand the control, handling and replenishment of stock in a retail business.

This unit introduces learners to all aspects of stock control. Learners need to understand why stock must be controlled and how this benefits the retail business. They also need to be aware of how to lift and handle stock safely. Learners must understand about pricing stock and how shelves should be replenished.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the principles of stock control	1.1 State the main purposes of stock control systems 1.2 Describe the key features of a stock control system 1.3 Identify the technology that can be used in stock control 1.4 List the benefits of effective stock control
2 Understand how to move, handle and store stock	2.1 Identify the different techniques and methods for moving stock including how it is kept secure 2.2 Identify the different techniques and methods for handling stock including how it is kept secure 2.3 Identify the different techniques and methods for keeping and storing stock including how it kept secure 2.4 State where and in what conditions different types of stock should be stored 2.5 Identify procedures for dealing with the removal of waste 2.6 State why it is important to follow procedures for dealing with the removal of waste
3 Understand procedures for replenishing stock	3.1 Outline the procedures for replenishing stock on display 3.2 State why accurate pricing and ticketing of stock is important

Unit content

1 Understand the principles of stock control

Purpose: to ensure outlet keeps the right amount of stock; to ensure stock is replenished; to guard against unsold stock

Features: accurate; up to date; checking stock at suitable intervals in line with procedures; updating stock records in line with procedures; identifying required stock levels; identifying shortfalls in stock; identifying type and quantities of stock to order; rotating stock; positioning stock accurately; recognising unsaleable stock; checking demand for stock regularly

Technology: systems to record amount of stock; to warn when stock is low

Benefits: to prevent over-ordering stock; to ensure stock does not run out; to ensure unsaleable stock is not sold

2 Understand how to move, handle and store stock

Techniques and methods for moving and handling: checking load; checking position of self; checking distance to be carried; asking for help; using equipment; checking equipment works and is safe; suitability of transport; safety of transport; packing goods appropriately on equipment or in transport so they are not damaged

Storing: placing goods in correct location; labelling stock; storage conditions for different types of goods

Security: products handled and moved by authorised personnel; tagged products; security staff; alarms; stock taking

Conditions: different conditions needed for different types of stock eg refrigeration or freezing for some foods; hygienic conditions; dry conditions eg for storing clothes

Removing waste: procedures for disposing of waste eg food, packaging, recycling; reasons for procedures eg health and safety, legal requirements

3 Understand procedures for replenishing stock

Replenishing stock: procedures eg when to re-order, deciding whether to re-order, stock rotation, identifying oldest stock to display first

Pricing and ticketing: importance of accurate pricing and ticketing eg to comply with legislation

Further information for tutors and assessors

Delivery

Tutors delivering this unit need access to a storage facility. It could be a department's stationery stock cupboard, canteen or catering department stock. If this is not possible, a mock shop may be used to help learners understand the concept. It would be beneficial to visit a large store such as Argos to see how they deal with stock. Learners would then also see an electronic system in use and how the system updates as stock is sold.

The unit should start with a tutor-led explanation on the purpose of stock control. Manual and electronic systems can be explained and then hopefully access to both can be arranged. Learners can then describe the benefits of both types of stock control.

Tutors can draw on the experiences of learners who work part time in a retail outlet or use DVDs which demonstrate manual and automated systems. Learners can then describe the purpose and benefits of two stock control systems and produce a flow diagram showing the key features and how technology is used.

Learners need to be aware of different conditions for storing stock. Shops such as supermarkets need some refrigerated storage as well as space for other goods. They need to be aware of how to deal with waste as there will be lots of polythene and cardboard from unpacking stock. Learners could investigate how their own centre organises its stock procedures and compare these to how a retail organisation manages its stock. A visit to the warehouse of a large retail outlet would benefit learners' understanding. The benefits of effective stock handling and the importance of each element can be discussed. In addition, learners must appreciate how stock can be handled and moved safely and the security measures that are used to ensure stock is stored safely and securely.

Learners also need to understand the concept of stock rotation when replenishing stock. This could be identified when visiting a store; it can be explained in class. If the exercise is completed within the centre, with for example stationery, there may not be as much need for stock rotation as with food items.

Assessment

This unit can be easily achieved by practical activities. If learners are able to access store cupboards within a centre, practical exercises can be set up. Learners could visit supermarkets and then complete exercises when they return. A mock shop could be used but this would not be as realistic.

For learning outcome 1, learners can produce two flow charts showing two stock control systems, one of which should be automated. The flow chart can include details about the purpose of the stock control system, its features and benefits and how technology can be used in a stock control system.

For learning outcome 2, learners can identify, from a handout, positions used for moving stock and why it is important to use them. Learners must also identify the different methods used by retailers to handle stock and ensure that it is kept safe and secure. Learners must identify products from a tutor-devised list and record how they should be stored.

Learners can design a poster which identifies at least three types of waste and the method used for their disposal. The poster should include details about why it is important to follow procedures for removing waste.

For learning outcome 3, learners need to outline how stock can be replenished and why accurate pricing and ticketing of stock is important. Learners can produce this information in a format that a new employee would understand.

Essential resources

There are no specialist resources required for this unit. However, learners would benefit from the opportunity to practise lifting different items of different weights and sizes, and access to a retail outlet to observe methods of stock control.

Suggested reading/resources

Textbooks

Cox R and Brittain P – *Retailing: An Introduction* (Financial Times and Prentice Hall, 2004) ISBN 0273678191

Fernie J – *Principles of Retailing* (Butterworth, 2003) ISBN 0750647035

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001)
ISBN 978-0764553813

Varley R – *Retail Product Management* (Routledge, 2005) ISBN 415327156

Website

www.bizmore.com

Includes a link to stock control for retail businesses

Unit 107:

Understanding the Retail Selling Process

Unit reference number: F/508/5750

Level: 1

Guided learning: 13

Unit introduction

Learners who are interested in working in the retail environment need to understand the selling process. They need to understand how to identify what the customer wants.

They also need to be able to use product information to promote sales.

This unit introduces learners to all aspects of the selling process. Learners will be able to gain knowledge by working in a retail environment within the centre, for example a tuck shop, selling stationery, canteen, or by setting up a mock shop where role play can take place. The tutor may consider setting up a shop for a limited period.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the selling process	1.1 Identify the key steps of the selling process 1.2 Identify the key legislation relating to the selling process 1.3 Outline the key skills and qualities required of successful sales staff
2 Understand how to find out what the customer wants	2.1 State when and how to acknowledge, greet and approach customers 2.2 State how to find out what customers want
3 Understand how product information can be used to promote sales	3.1 List common concerns a customer may have when buying a product 3.2 State how providing information about the product can increase its attractiveness to the customer 3.3 Describe the difference between the features and benefits of products 3.4 Identify basic rules for demonstrating products to customers 3.5 State where to obtain different types of product information

Unit content

1 Understand the selling process

Key steps: positioning and pricing of product; responding to customer; listening to customer needs; asking questions; providing information on products; describing benefits of product; closing techniques

Key legislation: Consumer Rights Act 2015

Key skills and qualities: being polite; communication e.g. speaking clearly, active listening, asking questions; smart appropriate dress; good product knowledge

2 Understand how to find out what the customer wants

Approach: when and how to greet; not to be intrusive; acknowledge customer; make eye contact; smile

Customer needs: how to ascertain what the customer wants; asking questions; active listening

3 Understand how product information can be used to promote sales

Common concerns: price; benefits in relation to similar products; will product meet customer needs

Providing information: product knowledge; knowledge of similar products for comparison; emphasising benefits of product to customer

Features and benefits: knowing which features to promote to customers; comparison with similar products; advantages; what product does; rules for demonstrating products eg complying with health and safety procedures

Sources of information: different sources eg catalogues, product specifications, manuals, labels, internet

Further information for tutors and assessors

Delivery

Tutors delivering this unit could arrange for learners to have access to a retail environment within the centre. The unit can be completed using practical tasks. If possible, it would be beneficial for learners to experience a 'real' selling situation. If an authentic retail experience is not available within the centre a mock shop can be set up where learners have to sell to their peers. It would be beneficial to set up a retail shop for a limited period.

The unit could begin with a tutor-led explanation of the selling process. Learners could be shown a video/DVD of the selling process or visit a local shopping centre to watch how sales assistants work. They need to focus on how the sales assistant approaches a customer. This could be discussed later, ie did they follow the steps to selling, how did they approach the customer, did they find out exactly what the customer wanted. Learners can identify how they like to be approached and how different approaches make them feel.

The tutor needs to explain the Consumer Rights Act and how to deal with refunds. This could be dealt with through scenarios where learners participate in a role play and come to a conclusion. It is a good idea to use peer assessments for the scenarios so all the group are involved.

If a mock shop is used learners could research different brands of a product so they can explain its features and sell it to someone else in the group. If it is a live retail environment someone will need to ask for a product to be explained to them. This can be video recorded and played back for everyone to complete peer reports.

Work placements could be used but employers would need to be willing to provide witness statements for all the required evidence. Alternatively, the tutor could visit the learner on placement and look to see all the evidence whilst they were there.

Assessment

For learning outcome 1, learners could produce a poster to show the key steps of selling, key legislation and the key skills and qualities needed.

For learning outcome 2, learners could carry out a role play, in pairs, of greeting a customer and finding out what they want. The rest of the group could complete a peer report on the activity.

For learning outcome 3, tutors could provide a scenario of a selling situation, and learners would need to state:

- the customer's concerns
- information which can be used to increase product attractiveness
- the features and benefits of the product
- rules for demonstrating the product
- where the seller could obtain product information.

Alternatively, tutors could assess learners using their part-time employment and/or work placement. Learners could be given a booklet that they could complete the work placement to ensure all the necessary assessment criteria are covered. The use of witness statements will be necessary to ensure authenticity. A tutor visit may be necessary to ensure that learners produce all the necessary evidence during the placement. In addition, employers will need to be briefed about the learning outcomes and assessment criteria, as they may need to direct learners to an appropriate selling situation in order to gather the necessary evidence.

Essential resources

There are no essential resources required for this unit.

Suggested reading/resources

Textbooks

Cox R and Brittain P – *Retailing – An Introduction* (FT Prentice Hall, 2004)
ISBN 0273678191

Dion J – *The Complete Idiot's Guide to Starting and Running a Retail Store*
(Alpha Books, 2008) ISBN 978-1592577262

Segal R – *Retail Business Kit for Dummies* (John Wiley & Sons, 2001)
ISBN 978-0764553813

Journals

Convenience Store (William Reed Business Media)

Drapers (Emap)

The Grocer (William Reed Business Media)

Retail Week (Emap)

Website

www.people1st.co.uk

The Sector Skills Council for Retail

Unit 108: Working as a Team to Move and Handle Resources

Unit reference number: T/502/3696

Level: 1

Guided learning: 40

Unit introduction

This unit provides an introduction to safe resource handling techniques and the physical consequences of poor resource handling, and gives opportunities to work in teams to handle resources safely.

This unit introduces you to the regulations and guidance that apply to manual handling operations and explains how unsafe manual handling techniques can lead to injury.

You will have the opportunity to explore the techniques used to move and handle resources such as materials, components and fixings. You will perform these techniques both with and without the use of simple lifting aids, alone and as part of a team.

You will learn to work in a responsible and cooperative manner as you move and handle resources safely. You will work as an effective member of a team by following instructions and communicating effectively with other members of the team.

When preparing for work in the construction industry it is important that you are able to seek and respond to guidance from colleagues and teachers during the learning process. This unit will help you to develop an understanding of the personal qualities that are valued by employers.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about the regulations and guidance that apply to the safe moving and handling of resources	1.1 Identify the regulations and guidance that apply to the safe moving and handling of resources, including the Manual Handling Operations Regulations 1992
2 Understand how unsafe manual handling techniques can cause injury to self and others	2.1 Explain how unsafe manual handling techniques can cause injuries to themselves and others
3 Be able to work as part of a team when carrying out safe moving and handling of resources	3.1 Perform safe moving and handling of resources as part of a team, without the use of lifting aids 3.2 Perform safe moving and handling as part of a team, with the use of lifting aids
4 Be able to work responsibly with others	4.1 Demonstrate team working skills by working responsibly and cooperatively when moving and handling resources with others
5 Be able to seek and respond to guidance when working as part of a team	5.1 Follow instructions when working with others 5.2 Communicate appropriately with others

Unit content

1 Know about the regulations and guidance that apply to the safe moving and handling of resources

Regulations: Manual Handling Operations Regulations 1992

Guidance: to follow appropriate systems of work laid down for their own safety; to make proper use of equipment provided for their own safety; to cooperate with tutors on health and safety matters; to inform tutors if they identify any hazardous handling activities; to take care to ensure that their activities do not put others at risk

2 Understand how unsafe manual handling techniques can cause injury to self and others

Unsafe manual handling techniques: e.g. exceeding maximum load, holding loads away from the body, twisting, bending, stooping, reaching upwards, jerking, lifting over long distances, repetitive handling, moving too quickly, lifting bulky and unwieldy loads

Injuries: e.g. musculoskeletal disorders (MSDs), pain, discomfort, tenderness, swelling, impaired movement

3 Be able to work as part of a team when carrying out safe moving and handling of resources

Safe moving and handling of resources: maximum load guidelines; use of appropriate PPE; safe lifting (alone, in pairs, using lifting aids)

Maximum load guidelines: depend on many factors, e.g. gender (male or female), position (standing or sitting), height (shoulder, elbow, knuckle or mid lower leg), arms (extended or not extended), number carrying out lifting (alone or with partner)

PPE: to protect head, body, hands, chest, arms, feet as appropriate

Lifting: set feet apart; place leading leg forward; bend knees; get a firm grip; keep back straight; keep load close to body; keep shoulders level; avoid twisting; lift in stages

Lifting in pairs: as above but maximum load two-thirds the sum of individual capabilities, lift in tandem, follow instructions

Using lifting aids: e.g. shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages, lifting hooks; alone and as part of a team

4 Be able to work responsibly with others

Behaviour: e.g. responsibility, recognition of hazards to self and others, cooperation, clear communication with team when lifting

5 Be able to seek and respond to guidance when working as part of a team

Attitudes: e.g. enthusiasm; approachability; communication skills, e.g. listening, questioning, speaking clearly; following instructions

Essential guidance for tutors

Delivery

This unit can be delivered in the workplace, in the context of a work placement or in a simulated situation in a school or college. It will give learners their first experience of using the skills and equipment associated with moving and handling resources and the knowledge required to underpin correct moving and handling techniques. Learners must be given opportunities to develop their knowledge and practical skills through supervised moving and handling of resources in the workshop, group teaching and demonstrations of the equipment, techniques and PPE involved.

This unit gives learners an opportunity to experience an important element of the work involved in practical construction tasks.

Mechanical lifting aids are very useful because they reduce the need for manual handling, but they can pose their own hazards. All types of lifting equipment, including lifting gear and lifting operations, must comply with the Lifting Operations and Lifting Equipment Regulations 1998, the Approved Code of Practice and the Provision of Work Equipment Regulations 1998. Lifting equipment covers cranes, lifts and hoists, and components such as chains, ropes, slings, hooks, shackles and eyebolts. Centres should consider the following checklist for lifting aids.

- All lifting equipment must be suitable for the intended activity. Consider the environment in which it will be used, the load to be lifted and the way in which it will be used.
- Lifting equipment must have adequate strength and stability, particularly if mobile.
- Operators must be trained in the safe use of lifting equipment, must have relevant experience and must be competent to operate lifting equipment safely. Particular attention must be paid to the maturity and judgement of young people.
- Ensure that a competent person thoroughly examines and inspects all lifting equipment on a regular basis. Keep copies of the reports of those examinations.
- Clearly mark machinery and accessories with their safe working load.
- Ensure a competent person plans and supervises all lifting operations to ensure that they are carried out safely.

Centres must assess the risks to learners before they start work. If learners are young, centres must take into account their inexperience, their lack of awareness of potential risks, their immaturity and unfamiliarity with the working environment. Consideration must also be taken of their age and the possibility of their not yet being fully developed physically. Centres must provide information to parents of school-age learners about the risks and the control measures introduced. They must take account of the risk assessment in determining whether the young person should undertake certain work activities, including moving and handling resources.

The maximum load that can be lifted manually without the use of lifting aids depends on many factors, including gender (male or female), position (standing or sitting), height (shoulder, elbow, knuckle or mid lower leg) and arms (extended or not extended). Special considerations should be made for pregnant women and people with disabilities. Centres are encouraged to access L23 Manual Handling: Guidance on the Regulations and, in particular, regulation 4(3) and the guidance on individual capability (paragraph 177 onwards).

Assessment

This unit could be assessed in the workplace or in a simulated environment. The use of two assessment instruments is suggested to allow full coverage of the learning outcomes. The first assessment instrument would cover learning outcomes 1 and 2. It should focus on the regulations and guidance that underpin the safe moving and handling of resources, the consequences of unsafe moving and handling and how compliance with regulations and guidance prevents the injuries that can be caused by the use of unsafe techniques. The second assessment instrument would cover learning outcomes 3 and 4 and should focus on the performance of safe moving techniques, both individually and as part of a team, both with and without the use of lifting aids. This should include an understanding of when lifting aids are useful and when not. Learning outcome 5 can be assessed over the whole period of assessment and will require no extra time.

For learning outcome 1, learners should demonstrate that they know that there are regulations and guidance relating to the moving and handling of resources, and they should be able to name the main piece of legislation, the Manual Handling Operations Regulations 1992. They should be aware of the important aspects of the guidance, but there is no requirement for a detailed understanding, nor are learners required to quote specific sections from the legislation or the guidance.

For learning outcome 2, learners need to be able to name two examples of unsafe manual handling techniques and two possible consequences of the use of unsafe techniques. There is no requirement for the cause and effect to be linked, nor is there any requirement for an explanation of the mechanisms by which unsafe manual handling techniques can cause injuries.

For learning outcome 3, learners are required to use the correct techniques and PPE required to move and handle resources, both individually and as part of a team, both with and without lifting aids. There is no requirement for learners to handle every material and/or resource they could encounter on a typical building site, but those used must be specific to the construction industry and should include bulky and unwieldy loads. It is anticipated that learners at this level will need considerable guidance. Close supervision is needed at all times to ensure that learners neither exceed the maximum allowed load nor use unsafe handling techniques when working without lifting aids. When learners are using lifting aids, it is essential that a competent person plans and supervises all lifting operations to ensure that they are carried out safely.

For learning outcome 4, learners need to work responsibly with others. This should include communicating clearly with each other when working as part of a team and responding correctly and promptly to all instructions from the tutor/line manager and other learners. Learners should be aware of any hazards associated with the moving and handling operations they are asked to perform, but they need not produce risk assessments or suggest control measures. The evidence could take the form of a witness statement.

For learning outcome 5, learners must demonstrate responsibility by seeking and listening to guidance and clarification from tutors as and when appropriate, and by acting on the guidance received. They should communicate appropriately with both tutors/line managers and other learners at all times. The evidence could take the form of a witness statement.

Essential resources

The main resources needed for this unit are items to move and handle and a large enough space, with sufficient headroom, in which to carry out the moving and handling. The resources to be moved and handled should clearly relate to the construction industry and should include bulky and unwieldy loads.

Learners should have access to some or all of the following lifting aids: shelf trolleys, sheet trolleys, sack trucks, lift trucks, pallet trucks, sheet hoists, chutes, roll cages and lifting hooks.

There must be access to adequate washing and first aid facilities, and space for the storage of PPE such as hard hats, high visibility jackets, gloves and safety boots.

Suggested reading/resources

Books

Topliss S and Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson, 2010) ISBN 9781846909207

Manual Handling, Manual Handling Operations Regulations 1992 (as amended in 2002). Guidance on Regulations L23 (3rd Edition, HSE Books, 2004) ISBN 071762823X

There are also a number of free information leaflets available to view and to print from the HSE website: www.hse.gov.uk/pubns/manlinde.htm

Aching arms (or RSI) in small businesses INDG171 (rev 1)

Are you making the best use of lifting and handling aids? INDG398

Getting to grips with manual handling: A short guide INDG143 (rev 2)

Manual handling assessment charts INDG383

Manual handling: Solutions you can handle HSG115 (HSE Books, 1994) ISBN 0717606937

Mark a parcel – save a back INDG348

All the publications referred to above are available from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA.

Telephone: 01787 881165

Fax: 01787 313995

Website: www.hsebooks.co.uk

Websites

www.hse.gov.uk

Health and Safety Executive – information on manual handling and musculoskeletal disorders

<http://osha.europa.eu>

European Agency for Safety and Health at Work

Unit 109: Exploring the Impact of Diversity in our Community

Unit reference number: L/504/9155

Level: 2

Guided learning: 10

Unit introduction

The ability to appreciate individual similarities and differences is an important skill in making and maintaining personal and social relationships. Learning to acknowledge and value diversity is an important part of understanding discrimination. Being able to empathise with others helps learners to accommodate differences in their lives and accept their responsibility to challenge prejudice wherever it is encountered.

As young people are developing their attitudes towards others in society, it is important that they consider individual differences and are encouraged to celebrate diversity, within the education environment, the local community and the world of employment. The concepts involved in understanding diversity and discrimination are fundamental to individuals being able to make a positive contribution in society.

In this unit learners will explore diversity in local communities. They will be encouraged to consider their attitudes towards diversity, how these attitudes can influence their behaviour and the importance of respecting individual differences. The unit examines the nature of discrimination and the importance of challenging prejudice wherever it is encountered. Finally, learners will reflect on their attitudes and behaviours towards diversity.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the diverse nature of a local community	1.1 Describe a diverse community 1.2 Select examples of diversity in own local community
2 Understand how attitudes about diversity can influence behaviour	2.1 Discuss different attitudes towards diversity 2.2 Explain how attitudes about diversity can influence behaviour
3 Know how to recognise and challenge discrimination	3.1 Define discrimination 3.2 Describe ways to challenge discrimination
4 Understand own attitudes and behaviours towards diversity	4.1 Evaluate own attitudes and behaviours towards diversity

Unit content

1 Know the diverse nature of a local community

Diverse community: similarities and differences between groups and individuals, e.g. race, gender, age, culture, religion, sexual orientation or disability, different beliefs and values, different priorities in life, the importance of individuality

Local community: types, e.g. home town or city, region or area, exploring the population within the learner's own environment or specified area

2 Understand how attitudes about diversity can influence behaviour

Attitudes towards diversity: influences, e.g. thoughts and feelings around different beliefs and values, the nature of variety, being different, e.g. religion, race, gender, age, culture, sexual orientation, disability

Attitudes influencing behaviour: ways, e.g. exploring the connections between personal attitudes and values towards diversity, importance of tolerance, being inclusive, e.g. approach to friendship groups, schools, families and wider society, e.g. membership in organisations

3 Know how to recognise and challenge discrimination

Discrimination: definition, e.g. the nature of prejudice; examples of discrimination, e.g. homophobia, racial discrimination, ageism, sexism, lack of provision for people with disabilities, bullying

Challenging discrimination: ways, e.g. identify and label discriminatory behaviour, acknowledge inappropriate attitudes and behaviour relating to discrimination, strategies to target inappropriate attitudes and behaviour, e.g. anti-bullying policies, inclusion policies, the importance of tolerance, appreciation of difference

4 Understand own attitudes and behaviours towards diversity

Attitudes: definition, e.g. consider and explore ideas, examine individual outlook on life, thoughts and feelings about differences between individuals and groups, opinions

Behaviours: evaluate actions, ways to act e.g. open communication, tolerance towards inclusion, understanding and appreciating difference, celebrating individuality, learning from each other, showing empathy

Further information for tutors and assessors

Delivery

A sensitive approach is needed to deliver this unit successfully as learners will be expected to examine their attitudes and beliefs towards diversity and discrimination. Tutors should support learners who may have difficulty in discussing potentially sensitive information, and should also be prepared to challenge discriminatory comments or attitudes if they arise. Learners need to understand the importance of appreciating individual differences and of adopting a tolerant approach, and be reassured that confidentiality will always be respected.

This unit lends itself to the use of a variety of creative approaches to investigating the nature of diversity. Learning outcome 1 could be delivered through an investigation into diversity within the local community. Learners could carry out online research into the local community and produce graphs or charts to identify different populations within the community, for example the percentage of people over the age of 65 or the variety of ethnic groups.

Small groups of learners may be able to visit different groups or organisations within the local community and conduct and record interviews with group leaders about the nature of diversity, for example a disabled living foundation or Age UK. Representatives from different groups may be willing to visit and speak to learners about their experiences of diversity.

This could be extended into learning outcome 2, where learners need to understand how attitudes about diversity can influence behaviour. Learners could use information from their research in the local community and write short reports on how attitudes about diversity can influence behaviour. Alternatively, learners could use case studies to explore a variety of attitudes and values and how these can influence behaviour. For example, attitudes towards different ethnic groups or behaviour towards the elderly.

For learning outcome 3, learners could discuss different situations involving discrimination, for example racial discrimination, homophobia or prejudice around disability. This could be developed by examining policies around discrimination, for example the centre's anti-bullying policy.

Learners could work in groups to write key action points for anti-discrimination policies. Role-play situations could be used for learners to challenge discrimination and prejudice, for example homophobia or racial discrimination. Role play could be visually recorded and played back for evaluation and review within the group.

For learning outcome 4, a debating forum could be used for learners to reflect on their attitudes and behaviour towards diversity, with different teams preparing speeches or presentations about different aspects of diversity and the importance of inclusion. For example, 'all children with special educational needs should be educated in mainstream schools' or 'all new immigrants to this country should learn to speak English'. Learners could then present their ideas and give examples of their own attitudes and behaviour towards diversity.

Assessment

For learning outcome 1, learners need to describe a diverse community and this should include factors like religion, culture, race, gender, age, sexual orientation and disability. Learners must select examples of diversity in their own local community and this could be summarised from information gathered by visiting local groups and organisations or from research conducted online. Evidence could be presented as a spreadsheet, chart, graph or short written report.

For learning outcome 2, learners need to discuss different attitudes towards diversity. This should include positive and negative attitudes, for example positive attitudes towards diversity and negative attitudes towards different racial groups. Learners should provide specific examples of how these attitudes can influence behaviour and learners could evidence this in journalist-style reports from their research and investigations in the local community.

For learning outcome 3, learners are required to define discrimination, for example homophobia, ageism, sexism or bullying, and this could be evidenced through group work and individual reports, they then need to describe ways of challenging discrimination, including identifying and labelling discriminatory behaviour and acknowledging inappropriate attitudes. This could be evidenced through analysing of role-play situations, with learners actively involved in their own assessment and producing action plans for challenging discrimination.

Learning outcome 4, focuses on learners' attitudes and behaviour towards diversity. This could be evidenced from group discussions and summarised in a written reflective account which reviews learner attitudes and behaviours towards specific aspects of diversity, for example their attitude towards multi-faith schools, or their behaviour towards a group member with a disability.

The assessment criteria for this unit could be covered using two short assignments, one focusing on discrimination and one on diversity. Learners could analyse role-play situations to identify and challenge discrimination. Assessment could consist of tutor and peer group feedback.

Individual research could be used to assess the links between diversity, attitudes and behaviour, with learners presenting reports for assessment.

Suggested reading

Websites

www.edchange.org/multicultural

Multicultural Pavillion

www.eop.com

Equal Opportunities Publications

Unit 110: Healthy Lifestyles

Unit reference number: D/504/9158

Level: 2

Guided learning: 10

Unit introduction

Physical, mental, sexual and emotional health all contribute to a healthy lifestyle. This unit focuses on the importance of being healthy and making healthy choices. Learners need to be able to make informed decisions about their health and behaviour and have access to reliable sources of information. It is also important for learners to consider the short and long-term consequences of choices made in relation to a healthy lifestyle and the potential impact on others.

As young people develop more autonomy they often have more challenging decisions to make about their lifestyle. Learning about the factors that influence a healthy lifestyle enables individuals to be better prepared for their different roles in life.

In this unit learners will explore the factors that can influence emotional health and wellbeing and examine the benefits and risks of health and lifestyle choices. They will examine a range of activities that influence a healthy lifestyle, both positively and negatively.

Finally, learners will explore how to seek out reliable sources of information to help them make informed choices about their health behaviour.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about the importance of emotional health	1.1 Outline the importance of emotional health and wellbeing 1.2 Describe causes, symptoms and treatments for emotional disorders
2 Know about the importance of mental health	2.1 Outline the importance of mental health and wellbeing 2.2 Describe causes, symptoms and treatments for mental disorders
3 Understand the benefits and risks of health and lifestyle choices	3.1 Assess activities which contribute positively to a healthy lifestyle 3.2 Assess activities that can be damaging to a healthy lifestyle
4 Be able to make informed choices in order to lead a healthy lifestyle	4.1 Select relevant information and support for leading a healthy lifestyle 4.2 Plan a healthy lifestyle

Unit content

1 Know about the importance of emotional health

Emotional health and wellbeing: behaviours, e.g. resilience, inner strength, feeling secure and confident, sense of wellbeing, self-concept, self-esteem, ability to express and control feelings, be able to show empathy

Importance: impact on self and others, e.g. self-confidence, ability to make and maintain relationships and friendships

Causes and symptoms: emotional disorders, e.g. eating disorders, anxiety, depression, suicide, stress-related conditions, self-harming behaviour

Treatments: e.g. counselling, therapy

2 Know about the importance of mental health

Mental health and wellbeing: definitions, e.g. sanity of mind, ability to think clearly and logically, rational, purposeful, organisation of thought processes, ability to problem solve

Importance: impact of mental health on self and others, e.g. consequences of mental illness, self-confidence, ability to make and maintain relationships and friendships

Causes and symptoms: mental disorders, e.g. eating disorders, anxiety, depression, suicide, stress-related conditions, self-harming behaviour

Treatments: e.g. counselling, therapy, medication

3 Understand the benefits and risks of health and lifestyle choices

Activities: types, e.g. healthy eating, understanding a balanced diet, Department of Health recommendations on food intake, fruit and vegetables, fewer processed foods; regular exercise, impact of taking moderate exercise such as walking, cycling, dancing, swimming, aerobic exercise and different sports; safe sexual behaviour, importance of using condoms, risks of casual sexual relationships; recreation, sport and leisure activities, importance of activity for both physical and mental health

Benefits: health, e.g. prevention of heart disease, obesity, diabetes, infectious diseases, addictions; physical and mental wellbeing, preventing stress and mental illness, establishing lifelong health and lifestyle behaviour

Activities: types, e.g. links between smoking and heart disease, smoking in pregnancy, diet, obesity, diabetes, alcohol and irresponsible behaviour, drugs and addictive lifestyle, sexual behaviour and disease; links between emotional health, eating disorders and self-harming behaviour, links between mental health, depression and suicide

4 Be able to make informed choices in order to lead a healthy lifestyle

Information and support: local and national, e.g. FRANK, British Pregnancy Advice Bureau, TeenLine, The Place 2BE, Terrence Higgins Trust, www.ruthinking.co.uk, www.knowthescore; weighing up pros and cons, e.g. assessing long-term and short-term consequences, influence from peers, organisations, government campaigns on smoking, drugs, drink-driving, media and the internet

Planning a healthy lifestyle: importance of physical, mental, sexual and emotional health, health as a positive status of wellness, importance of lifestyle decisions for prevention of illness, responsibility for maintaining health, influence of diet, exercise, smoking, alcohol, drugs, stress, sexual relationships

Further information for tutors and assessors

Delivery

A sensitive approach is required for this unit to be delivered successfully, as learners will be expected to examine their own lifestyles in addition to those of others. Tutors should support learners who may disclose confidential, sensitive information and should seek out relevant help and support where appropriate. Learners need to appreciate the links between healthy lifestyles and making responsible choices and be reassured that information and support are available to help them.

This unit lends itself to using a variety of creative approaches to investigate and explore information. For learning outcomes 1 and 2, learners could conduct interviews with each other, exploring issues around mental and emotional health and wellbeing, for example what makes them feel good about themselves, what makes them feel confident and boosts their self-esteem, what makes them feel stressed, anxious or depressed. Tutors need to be aware of any potential sensitive issues and deal with them appropriately. Learners could also conduct online investigations into the causes, symptoms and treatments for different emotional and mental health problems, for example eating disorders or depression, and the results could be presented to the whole group in order to share all the information. For learning outcome 3, different activities that influence healthy lifestyles could be assessed in groups, for example smoking, alcohol, drugs, diet, stress and personal relationships. Learners should be encouraged to explore the positive and negative influences of different factors (the advantages of healthy eating as well as the dangers of obesity) and to consider the long and short-term consequences for individuals and others.

Learners could also use internet and media sources to examine the key elements of a healthy lifestyle. This could be discussed and developed through group projects to create 'Healthy Lifestyle Campaigns' including advertising information, posters, leaflets, slogans and other supportive materials. Groups could present their work and evaluate the effectiveness of each campaign, with discussion on how influential media information can be in supporting healthy lifestyles. A health specialist could be invited to speak to learners about healthy lifestyles, for example a nutritionist, health visitor or personal trainer.

Being able to make informed choices about healthy lifestyles is an important part of this unit and, for learning outcome 4, learners should be given the opportunity to select relevant local and national information. This could be approached as a project, with learners working in pairs or small groups to explore different sources online. The important issue of the reliability and accuracy of information could be delivered through creative group work, perhaps using common myths, 'old wives tales' or team quizzes. Learners could work together to create 'information websites' on healthy lifestyles, with advice and helpful tips for young people to follow relating to informed choices about healthy behaviour. Learners can produce an action plan on how to improve their lifestyles with short and long term goals.

It is important that information is accessible and user friendly and that a variety of sources are included, taking account of individual needs and preferences and for different attitudes and beliefs.

Assessment

For learning outcome 1 and 2, learners need to outline the importance of emotional and mental health and wellbeing. This should include examples of emotional and mental health problems such as eating disorders, self-harm and depression, and could be evidenced through information leaflets, web pages or similar.

For learning outcome 3, specific examples are required, of activities that can influence a healthy lifestyle, positively and negatively, for example 'cycling to work' rather than 'taking regular exercise', and 'eating less sugar and salt' rather than 'eating healthily'. Examples given could (but are not required to) include physical, mental, sexual and emotional health, but it is important that a range of different activities is presented, for example the benefits of using condoms or the damaging effects of heroin use.

For learning outcome 4, learners are to give specific sources of information and support in relation to healthy lifestyles. This could include details of local or national organisations, voluntary and community groups, government campaigns, media information and internet sources. This could be evidenced from small group work, investigating information online and presentations.

Learners should also plan a healthy lifestyle focusing on the positive aspects of making informed choices i.e. what they should do, rather than what they should not. 'Choose to eat fruit and vegetables every day', 'choose to walk for at least half an hour every day' rather than 'don't do drugs'. It is important that learners present a range of options and that their work covers a variety of choices relating to healthy behaviour, including physical, emotional and sexual health.

The assessment criteria for this unit could be covered by one assignment which involves learners researching, producing and presenting a 'Healthy Lifestyle Campaign', outlining the key elements of a healthy lifestyle (including both emotional and mental health), activities which can influence a healthy lifestyle and relevant sources of information. Learners could work in small groups and present their individual contributions, complete with visual aids where appropriate. Assessment could consist of tutor and peer group feedback.

Suggested reading

Websites

www.bbc.co.uk/health	BBC
www.nhs.uk/Livewell/healthy-eating	NHS choices
www.nhs.uk/Change4life	National Health Service
www.nhs.uk/smokefree	National Health Service
www.ruthinking.co.uk	Advice for teenagers thinking about sex and relationships
www.studenthealth.co.uk	Student health
www.talktofrank.com	Information about drugs and their impact
www.thesite.org	General information on a range of related issues

Unit 111: Investigating Career Choices

Unit reference number: J/508/3918

Level: 1

Guided learning: 13

Unit introduction

Using your skills to get a job is a huge step, but to be able to expand that job into a lasting career requires a greater skill set. It is not just about what you can do – it is also important that you enjoy what you will be doing.

This unit allows you to consider a particular employment sector and to decide whether that sector will meet your long-term career aspirations. Once you are comfortable in your decision making, you will then use the opportunity to gain experience in the sector and to practically demonstrate your capabilities.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Investigate the range of careers in a given sector	1.1 Outline the key characteristics of a given sector 1.2 List 3 entry level job roles within a given sector 1.3 Describe the key work activities of three specific entry level job roles within a given sector
2 Be able to match technical and employability skills to those required in a given sector	2.1 Outline 3 core technical skills required within three specific entry level job roles within a given sector 2.2 Outline 3 core employability skills required within three specific entry level job roles within a given sector 2.3 Describe own suitability for an entry level job role within a given sector
3 Demonstrate technical and employability skill in a given sector	3.1 Show three core employability skills whilst performing work activities required of a given job role 3.2 Demonstrate 3 technical skills needed for a given job role

Unit content

1 Investigate the range of careers in a given sector

Sector: whole industry, e.g. hospitality

Sector characteristics: size, e.g. estimated number of employees; expanding or contracting; new or established; rates of pay; types of company; working hours; conditions

Entry level job roles: roles suitable for entry for people new to industry; roles requiring minimal technical skills for entry

Facets of roles: pay; working hours; competition for roles; promotion opportunities; roles; responsibilities

2 Be able to match technical and employability skills to those required in a given sector

Technical skills: skills required for performance in the sector, e.g. ability to lay bricks

Employability skills: problem solving; communication; teamwork; time management; self-management; decision making; taking initiative; responsibility; customer service; customer awareness; positive attitude to work

3 Demonstrate technical and employability skill in a given sector

Skill demonstration: in work-related environments; skills suitable to level, e.g. for retail: money handling; cash register operation and answering customer questions

Further information for tutors and assessors

Delivery

This unit could be delivered after the Career Progression unit, and is aimed at those learners who have identified a career sector but as yet have not identified a particular role to aim for. The unit is suitable for delivery to a range of individuals with varying career aspirations. Learning may be reinforced by group work organised around career sectors, but it must be emphasised that learners will gain maximum benefit from the unit if aspects of the content are delivered by sector specialists. These sector specialists could be tutors but could also be guest speakers from industry. Learners would also benefit from work placement visits and work shadowing. In some sectors it may be possible for learners to gain industry insight by experiencing Realistic Work Environments before placement in external workplaces.

Learners should be encouraged to undertake individual research into career sectors based upon their own interests, or on areas that have been identified by careers diagnostics. However, learners would benefit from being in an environment where they have common sector interests, and where parts of the content are researched and knowledge shared amongst the groups.

To assess suitability learners should have access to careers diagnostic information, skills audits etc. to identify where strengths and weaknesses lie. They should also evaluate their own personal circumstances to ensure full job matches – for example, do they need to work part-time or school hours? Can they undertake shift work? Indications of the skills required for particular jobs should be obtained from actual role advertisements gained from a range of sources, so that individuals become drilled in extracting this information. An example could be highlighted by the tutor and used as a template for further research.

Learners must be given the opportunity to practise the skills required in a working environment prior to assessment. This could take place within a programme of learning or from job taster or work placement activity.

Assessment

For learning outcome 1 learners could be encouraged to produce a career fact-file for future use in career planning. This folder could contain information gained from sector research, with learners producing summary documents about the key sector characteristics. Job search skills should be deployed to obtain information from a range of job advertisements to narrow down the number of roles available. These roles then being used to meet the requirements of learning outcome 2.

The remainder of learning outcome 2 focuses on a personal review of the learner's own skills and circumstances. The information used to synthesise the key aspects should be obtained from a range of sources that could include career diagnostics and interviews, testimonials from previous workplaces or learning programmes, along with personal reflection from the learner. This skills and circumstances review should then lead to a justified position on suitable job and career paths.

For learning outcome 3 learners must practically demonstrate the skills required. The skills shown should be those expected by an individual entering a sector at this level. These skills can be shown in a workshop or a simulated work environment, such as a training salon or on work placement. Decisions on technical competence should be drawn from suitably qualified individuals in the form of witness testimonies if the tutor is not a practitioner in the sector. If centres use evidence produced orally, the assessor should produce observation records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents, photographs, videos and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

Links to other other relevant units and qualifications

This unit forms part of the *Workskills* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Career Progression	Career Progression	Career Progression
Applying for Jobs	Applying for Jobs	Applying for Jobs

Essential resources

There are no essential resources required for this unit but learners must have access to industry-competent practitioners to enable them to carry out research and make informed decisions.

Suggested resources

Websites

www.careersandenterprise.co.uk

The Careers and Enterprise Company is an organisation set up to help young people unleash their best possible futures, working as an umbrella organisation in partnership with others to broker relationships between schools, colleges and the world of work

www.lepnetwork.net

Resource that contains details of the Local Enterprise Partnership Network, with links to local LEPs and also labour market intelligence at a national level

www.nationalcareersservice.direct.gov.uk

The National Careers service website contains key support materials that discusses a range of careers, and also contains a useful diagnostic section

Unit 112: Managing Risk in Relation to Personal Safety, Health and Wellbeing

Unit reference number: H/504/9159

Level: 2

Guided learning: 10

Unit introduction

The ability to assess and manage risk when making personal choices is an important skill. It involves accessing and evaluating information and support, using strategies to make decisions and resisting peer pressure.

As learners become more independent, the value of being able to manage risk becomes more significant, both in the education environment and the outside world. This process also involves seeking out and using reliable information, weighing up options and identifying consequences in order to make an informed choice.

The impact of feelings can be significant in the decision-making process and it is important for learners to use strategies to manage their feelings. Being able to assess and manage risk enables learners to minimise harm to themselves and to others.

Developing the ability to resist peer pressure and the influence of others is an important life skill which will enable learners to become more independent and confident in the future.

Learners will consider the factors that can affect decision making concerning risks and sources of support which can help in emergency situations.

Finally, learners will have the opportunity to apply their knowledge and skills to assessing health and safety and ways to reducing risk and harm.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to recognise, assess and manage risk relating to personal safety, health and wellbeing	1.1 Describe potential risk to personal safety, health and wellbeing 1.2 Outline guidelines for recognising and managing risks to personal safety, health and wellbeing
2 Understand the factors that can affect decision making concerning risks	2.1 Explain factors that can affect decision making concerning risks to personal safety, health and wellbeing 2.2 Discuss where to obtain information and help to overcome risks to personal safety, health and wellbeing

Unit content

1 Know how to recognise, assess and manage risk relating to personal safety, health and wellbeing

Risk: hazards, e.g. exposure to potentially dangerous situations relating to personal safety, health, wellbeing and behaviour, e.g. drink-driving, drug use, unprotected sexual behaviour, sexual and other bullying situations, criminal or antisocial behaviour

Assess and manage risk: techniques, e.g. weigh up consequences, control outcomes, explore possible options and alternatives, take protective action, being defensive, refusal skills, the importance of accurate knowledge for informed decision making; ways of reducing risks, e.g. planning ahead, having phone numbers, avoiding dangerous places, staying together

2 Understand the factors that can affect decision making concerning risks

Factors: e.g. peer pressure, expectations of teachers, family, employers, feelings and emotions especially anger, embarrassment and disappointment, not enough information or time

Decision making: range of different decision-making contexts, e.g. risky behaviour (drugs, alcohol, sex, smoking), antisocial behaviour, illegal/criminal behaviour, exploring choices, weighing up options, considering advantages and disadvantages, exploring consequences, the importance of being empowered, decisions about friendships, relationships, social and health and sexual behaviour

Information and help: sources, e.g. local and national sources, voluntary and community organisations, media, internet; help, e.g. Frank, British Pregnancy Advice Bureau, TeenLine, The Place 2BE, RoSPA, Terrence Higgins Trust, NHS Direct, www.ruthinking.co.uk, www.knowthescore, www.gov.uk, emergency services fire, police, ambulance

Further information for tutors and assessors

Delivery

A sensitive approach is needed to deliver this unit successfully as learners will be expected to examine risk taking in a variety of situations. Tutors should support learners who may disclose confidential, sensitive information and should seek out relevant help and support where appropriate.

For learning outcome 1, requires learners need to know how to recognise, assess and manage risk relating to personal safety, health and wellbeing. Initially, this could be approached through video or case study material, with learners actively identifying different 'risky' situations and/or behaviour, for example drink-driving, drug use or criminal behaviour.

Learners could work in groups to discuss how the risks in those situations could be managed effectively, for example weighing up possible options or alternatives and identifying consequences.

This leads into learning outcome 2, which focuses on the factors which affect decision making concerning risk. Learners could develop their ideas from the case study material or use role-play scenarios to explore the influence of factors such as peer pressure and different feelings for example embarrassment or fear.

Learners could discuss how the different situations made them feel and how their actions affected others in the group. Learners could research sources of information to support decision making on the internet, with different groups of learners investigating support organisations for different areas of personal safety, health or wellbeing, for example advice on contraception, drugs or support in case of bullying. Learners could summarise their findings by creating factsheets or information leaflets which could be presented to or shared with the group.

Assessment

For learning outcome 1, learners need to describe potential risks to personal safety, health and wellbeing and this should include different situations, for example involving alcohol and other drug use, sexual activity and potential criminal behaviour.

Learners are also required to outline guidelines for recognising and managing risks to personal safety, health and wellbeing and this should include the importance of having accurate information in addition to exploring possible options. Evidence could be generated from group discussions on video material with learners creating factsheets to summarise key points. Learners can consider how to reduce risks to personal safety, health and wellbeing. This should include making judgements about their own behaviour as well as making sure that they are well informed.

For learning outcome 2, learners need to explain factors that can affect decision making concerning risks to personal safety, health and wellbeing, including peer pressure and dealing with emotions. This could be evidenced from case study or role-play situations, with learners creating a list of 'dos' and 'don'ts', for example 'don't give in to peer pressure', 'don't allow your feelings of embarrassment to get you into trouble', 'do walk away from situations where you feel under pressure to behave irresponsibly'.

Learners also need to discuss where to obtain information and help to overcome risks to personal safety, health and wellbeing. Evidence could be summarised from internet research, with learners creating information leaflets or PowerPoint presentations on where to obtain information and help in risky situations. This should include information from a variety of sources including groups and organisations, helplines and emergency organisations. Information could be presented and shared in the group and learners could be involved in peer assessment.

All the assessment criteria for this unit could be met through one assignment focusing on managing risk and keeping safe. Learners could create an information pack which contains guidelines on how to manage risk, where to get help and how to stay safe.

Suggested reading/resources

Websites

www.childline.org.uk	ChildLine support
www.ruthinking.co.uk	Advice for teenagers thinking about sex and relationships
www.sja.org.uk	St John Ambulance
www.talktofrank.com	Information and advice on drugs and their impact

Unit 113: Personal and Social Relationships

Unit reference number: Y/504/9160

Level: 2

Guided learning: 10

Unit introduction

It is important for young people to consider how to exercise responsibility as they deal with the pressures and emotional challenges involved in personal and social relationships. Relationships can involve strong feelings and it is important for young people to learn how to understand and manage their emotions. This is an essential part of emotional health and wellbeing and enables learners to develop not only social skills but also emotional resilience. The ability to build and maintain positive relationships is essential for working together and making a positive contribution in society.

In this unit, learners will examine the nature of relationships and the importance of social skills in developing and maintaining complex personal and social relationships.

They will explore how emotions influence relationships. Learners will be encouraged to examine ways of managing their feelings in different situations.

Finally, learners will examine the importance of respect and responsibility in developing relationships. They will reflect on how positive social relationships enable individuals to make a positive contribution in groups and in society.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about the importance of social skills in complex relationships	1.1 Describe social skills 1.2 Identify complex relationships
2 Understand how emotions influence personal and social relationships	2.1 Explain how a range of different emotions are expressed and managed 2.2 Explain how emotions influence personal and social relationships
3 Be able to show respect and responsibility in personal and social relationships	3.1 Demonstrate respect and responsibility in personal and social relationship 3.2 Review how to be respectful and responsible in personal and social relationships

Unit content

1 Know about the importance of social skills in complex relationships

Social skills: different forms of communication, e.g. verbal, non-verbal and active listening, the importance of empathy and how to empathise appropriately, negotiation skills and the ability to compromise where required, the importance of assertiveness and how to be assertive in different situations, collaboration and working together, teamwork, interpersonal skills

Complex relationships: types, e.g. in a group of friends, at work, at school with different teachers; features, e.g. different sets of expectations, different personalities want different things, different responsibilities and roles

2 Understand how emotions influence personal and social relationships

Emotions: different, e.g. happy, sad, angry, scared, jealous, resentful, frustrated, disappointed, embarrassed; exploring how different feelings are expressed and managed, e.g. verbally, physically, through behaviour; the importance of recognising feelings which are withheld or masked

Influence on relationships: effects of emotions, e.g. the importance of being able to distinguish between feelings and behaviour, e.g. it is OK to be angry, but it is not OK to hit people, exploring alternative and acceptable ways to express feelings, the impact of aggression, frustration, embarrassment and disappointment within relationships; developing skills to manage differences within relationships, e.g. passive, assertive, disrespectful, possessive, positive and negative influences

3 Be able to show respect and responsibility in personal and social relationships

Respect: meaning, e.g. understanding different viewpoints, acknowledging and accepting different attitudes and values, appreciating different ideas and actions, the importance of showing consideration towards others, understanding the concept of mutual consent

Responsibility: meaning, e.g. the importance of accountability and taking account of the consequences of your actions on other people, the nature of dependability and the significance of that in any relationship, being trustworthy and reliable, the concept of duty, being conscientious, taking on a role

Personal relationships: types, e.g. emotional connection with another significant person, sexual relationships, the importance of gender equality, exploring aspects of behaviour in personal relationships

Social relationships: types, e.g. friendships, family relationships, group involvement and wider relationships, communication and cooperation, group behaviour and teamwork, school, work, places of worship

Further information for tutors and assessors

Delivery

This unit lends itself to using a variety of practical approaches to explore the nature of relationships, including communication, active listening and negotiation skills. Tutors should be sensitive towards different values, attitudes and beliefs and if learners divulge any personal information, it should be dealt with appropriately with due regard for confidentiality.

For learning outcome 1, learners could analyse the different social skills in complex relationships seen in film or video clips, for example complex relationships at work or school, friendships and family relationships. In groups, learners could identify the different skills required and expected in different relationships. These skills could be practised in role-play situations, for example negotiation skills, collaboration and assertiveness. Communication exercises could also be used effectively here.

Learning outcome 2 focuses on how emotions can influence personal and social relationships. This lends itself to using a variety of emotional literacy activities and games, for example *Group Games for Dealing with Aggression and Group Games for Emotional Strength and Self Esteem* (available from Speechmark Publications). Through some of these practical activities learners could explore a wide variety of emotions, for example jealousy, disappointment, resentment, embarrassment, and then discuss and/or role play how these emotions could influence personal and social relationships in different situations, for example breaking up with a girl/boyfriend, being rejected from a team or being made a fool of by a friend.

This leads into learning outcome 3, which explores respect and responsibility in personal and social relationships. Learners could work with case study material (highlighting both positive and negative relationship situations) and outline some of the key points about respect and responsibility, for example showing consideration to a parent, taking leadership as team captain or pressurising a friend into doing something against their wishes.

This could be explored further through a TV-style dating show format where learners interview each other on specific issues around respect and responsibility in relationships. A relationship specialist, for example a Relate counsellor, may be willing to visit and participate in this activity or speak to learners about the importance of respect and responsibility in relationships.

Assessment

For learning outcome 1, learners should describe social skills, looking at different forms of communication, negotiation skills and how to be assertive in different situations. This could be evidenced from group and role-play scenarios, with key points summarised on posters or in PowerPoint presentations. Learners also need to identify complex relationships which should include both personal and social relationships, for example friendship groups, relationships at work and school, emotional relationships and different family relationships.

For learning outcome 2, learners need to explain how a range of different emotions are expressed and managed. This should focus on the emotions commonly encountered in relationships, for example jealousy, disappointment, embarrassment and frustration, and explain how emotions influence personal and social relationships.

This could be evidenced through practical emotional literacy activities games and group work, with learners writing short reports or magazine articles or 'Big Brother' style diary entries.

This could be extended for learning outcome 3, which require learners to demonstrate respect and responsibility and review how to be respectful and responsible in personal and social relationships. This could be evidenced from their role-play situations, with learners reviewing and analysing video footage in order to highlight points on how to be respectful and responsible in relationships. Learners and tutors could be involved in the assessment process.

The assessment criteria for this unit could all be covered by one assignment focusing on the importance of social skills in relationships. Learners could produce ideas for a website giving advice on relationship skills, managing emotions and how to show respect and responsibility in relationships.

Suggested reading/resources

Textbook

Sunderland M – *Draw on Your Relationships* (Speechmark Publications, 2009)
ISBN 139780863886294

Websites

www.childline.org.uk

ChildLine

www.teenlineonline.org

TeenLine

Unit 114: The Role of the Individual in a Democratic Society

Unit reference number: R/504/9156

Level: 2

Guided learning: 10

Unit introduction

The aim of this unit is to encourage learners to explore democracy and other political systems. Developing the ability to consider a range of information sources in order to make an informed choice is an important part of the decision-making process. This unit aims to develop learners' knowledge and understanding of these key areas.

To understand and evaluate the extent to which a parliamentary democracy upholds the rights and freedoms of individuals, it is necessary to consider how both democratic and non-democratic power and authority operate.

The media plays an important role in disseminating information and can reflect, distort and create opinion. It is important to consider how the media is used by politicians to influence public opinion and by other groups to persuade those in power.

Confidently participating in making decisions and voting to influence public life are how individuals can take responsibility as citizens and make a positive contribution to society.

In this unit learners will explore the concept of democracy and consider other political systems. They will also investigate the role of the media in a democracy.

Learners will have the opportunity to examine the values which underpin democracy.

Finally, learners will participate in a democratic decision-making process, giving them the opportunity to apply knowledge gained and practise and evaluate the skills required for active involvement in a democratic process.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about democracy	1.1 Describe a democracy 1.2 Compare democracy with other political systems 1.3 Identify the role of the media in a democracy
2 Understand values which underpin democracy	2.1 Explain values which are underpinned by democracy
3 Be able to participate in a democratic decision making process	3.1 Demonstrate personal involvement in a democratic decision-making process 3.2 Assess skills used in a democratic decision-making process

Unit content

1 Know about democracy

Democracy: purpose, e.g. political system in governments, run by the people, rule by the majority, based on the will of the people, free elections, regular elections, secret ballots, universal suffrage, individual rights respected, no censorship, everyone kept informed, direct participation by individuals encouraged

Non-democratic political systems: types, e.g. totalitarian states, dictatorships, communist regimes

Role of the media: types, e.g. social media, internet, free press, freedom of speech, keep the public informed, limited control over what is printed/published, self-regulated, voluntary code of practice influential; self-censorship, e.g. of dangerous information about terrorism, of names to protect identities, where people's lives are in danger; media can educate, e.g. raise awareness of political issues, open debate; media can have a positive, e.g. championing causes, raise awareness, change course of events; media can manipulate, e.g. include opinions, unfounded theories, withholding information, over-emphasise information; partiality, e.g. different newspapers support political parties, internet information unregulated, television programmes with social/political agenda

2 Understand values which underpin democracy

Values: types, e.g. freedom of speech, individual voters are equal, individual right to hold and express opinions, right to protest, respect for different view or opinions, freedom of choice, fairness, majority rule, balancing right of individual with rights of group or society as a whole

3 Be able to participate in a democratic decision making process

Decision-making opportunities: formal opportunities, e.g. class, school, college councils, informal opportunities, e.g. choosing a charity to support, selecting a venue for an outing, setting ground rules

Participation in democratic decision-making process: ways to participate, e.g. informal discussions, formal meetings, debates, justify arguments, negotiate, persuade, influence, represent the views of others (advocate), surveys of opinions, noticeboards, leaflets, voting with show of hands, secret ballot, email poll, decision made by sub-group

Skills: verbal and non-verbal skills, e.g. effectiveness of communicating an argument, persuading, challenging, negotiating, justifying, representing the views of others

Further information for tutors and assessors

Delivery

Discussion and debate are useful ways to introduce the concepts and values underpinning democracy. However, learner-centred tasks such as group work, research and learner-led presentations will help learners to relate the content of the unit to situations which are relevant and meaningful to them, and help them to apply their citizenship skills when participating in decision-making activities.

To introduce learning outcome 1, learners could work in small groups to research and compare the political systems of different countries using books and the internet. The systems researched need to include those in totalitarian states, dictatorships and communist regimes, as well as democratic systems. Learners could be given a series of questions to help them focus their research, for example 'How is the leader appointed?' 'How is voting organised?', 'Is there universal suffrage?', 'Is there freedom of speech?' Learners can feed back their findings to the group and produce a factsheet about the different regimes for other learners. Tutor-led discussion could follow to establish the features of a democracy and the differences between democratic and other political systems.

The role of the media in a democracy can be introduced using an activity where learners compare how current political news items are reported by different television news stations and/or newspapers. Learners could work in pairs to record the accuracy of the information, the language and images used and the intended audience. Tutor-led discussion will help learners to appreciate how the media informs the public, can have a positive influence, manipulate opinion and demonstrate partiality. Learners could consider the need for limited control in certain circumstances over what is published by discussing 'What if?' scenarios, for example to protect privacy, to monitor terrorism threats.

The values which underpin a democracy, learning outcome 2, could be explored through a thought shower activity. Learners could work in pairs to consider what Voltaire meant by 'I disagree with what you say, but I'll defend to the death your right to say it'. Learners could use the internet to find three quotes by famous people about democracy and democratic values. Learners could present the quotes to the group on PowerPoint slides and explain the values represented and how they uphold democracy.

Learners could work in pairs to investigate different issues relating to democratic rights in the UK and the world by exploring the websites of Liberty (www.liberty-human-rights.org.uk/) and Amnesty International (www.amnesty.org.uk). Learners could present their findings on a poster to display in the classroom.

Tutors may approach learning outcome 3 in various ways. The active involvement of learners in a decision-making process may be achieved through a whole centre activity, involvement in the school council or a decision-making situation within the group.

Learners will need tutor guidance in deciding on their choice for active participation to ensure that it is manageable and achievable. Tutors will need to support learners in applying a democratic process to agree their choice.

A tutor-led discussion could help learners to agree possible activities to ensure all members have opportunity for active involvement.

Learners could design a logbook to record their agreed plans, individual roles and timelines, personal involvement and skills used during participation in the task. Skills will include communication, persuading, negotiating and challenging others.

The tutor will need to monitor group progress during the task.

Assessment

For learning outcome 1, learners need to give clear information about what constitutes a democracy illustrating at least two different features. Examples may be given to support the description. Learners also need to compare the features of a democracy with at least two other different political systems. Evidence may be presented in a chart supported with a brief account of the similarities and differences of the systems. Alternative forms of evidence could also be used.

For 1.3, learners need to provide evidence which gives an account of at least two different ways in which the media operates in a democracy. Examples may be given to support the explanation, for example extracts from newspaper articles and transcripts from news reports

For learning outcome 2, learners are required to consider at least two values which are underpinned by democracy. Details about why and how the values are important to a democracy need to be included.

For learning outcome 3, learners need to give a brief account of the democratic decision-making process they are participating in and provide evidence of their personal involvement in activities with in the decision-making process. Evidence may be presented in a logbook and supported by minutes of meetings, leaflets/notices produced by the learner and witness statements from the tutor about their involvement in discussions.

Suggested reading/resources

Textbook

Wales J and Harrison L – *Citizenship Today: Student's Book* (Collins Educational, 2009) ISBN 139780007324392

Websites

www.amnesty.org.uk	Amnesty International
www.bbc.co.uk/schools/websites	BBC
www.channel4learning.com/sites	Channel 4
www.1cor.com/cases	Details of human rights cases in the UK
www.equalityhumanrights.com	Information on equality and human rights
www.un.org/Overview/rights.html	United Nations

Unit 115: Self-development for Your Learning and Career

Unit reference number: H/504/9162

Level: 2

Guided learning: 20

Unit introduction

Self-development for career planning requires realistic self-assessment of experiences, qualities, aptitudes and abilities. Personal attitudes and values have an effect on goal setting and will affect career choices.

In this unit, learners will consider what their personal values are and how they can be used to help combat stereotyping and discrimination in learning and career development.

Learners will explore influences which may have helped to shape their attitudes, values and behaviour in relation to work and learning and consider how these and other experiences can be used to support career development.

Learners will have the opportunity to complete career self-assessments and questionnaires to consider areas for development and decide on what learning and work goals they will set. Learners will then review their progress and achievement in career development.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand factors in making career choices	1.1 Evaluate information about careers and progression opportunities from a variety of sources 1.2 Assess different career options 1.3 Assess own choices for career progression
2 Understand how own experiences and influences affect career development	2.1 Explain how to use own experiences to support career development 2.2 Assess how own attitudes, values and behaviour affect career development
3 Be able to produce individual learning and career plan to reflect career and progression choices	3.1 Create an individual learning plan which reflects career and progression choices
4 Be able to use goal setting to support progress in learning and career development	4.1 Use self-assessments and career-related questionnaires to set short and medium-term goals for development 4.2 Evaluate progress and achievement in learning and career development

Unit content

1 Understand factors in making career choices

Information sources: range, e.g. prospectuses, websites, careers skills and interest assessments, job profiles, articles in magazines, trade and professional journals, newspapers, advice from careers adviser, personal tutor, friends and relatives, employment agencies, information from Sector Skills Councils and regulatory bodies

Career options: personal skills, qualities, achievements, up-to-date labour market information, taking into account advice from professional advisers; individual interests, attitudes and abilities

Career progression: work-related learning experiences, job market and employment trends, careers information, advice from careers guidance specialist and tutors

2 Understand how own experiences and influences affect career development

Experiences: types, e.g. skills gained from work experience, employment, volunteering, personal experiences

Self-analysis of attitudes, values and behaviour: attitudes, e.g. career fulfilment, career progression; values, e.g. to help others, to earn a high income, placing high value on academic achievement; behaviour, e.g. dedication, professionalism

External influences on career development: range, e.g. films, TV programmes, advertising, relatives, tutor, peers, friends, role models, local community

Effects on career development: positive, e.g. belief in ability to succeed, ability to overcome setbacks; negative e.g. lack of self-belief, inability to overcome prejudices

3 Be able to produce individual learning and career plan to reflect career and progression choices

Individual learning plan: purpose of review, e.g. review goals, indicate choices post-16, e.g. AS level, A levels, Diploma, BTEC, grades aimed for or needed, other qualifications e.g. apprenticeship, higher education, e.g. foundation degree, undergraduate degree

4 Be able to use goal setting to support progress in learning and career development

Self-assessment: e.g. skills checklist, match interests and abilities, identify learning targets, identify career aim

Setting short and medium term goals: types, e.g. relevant to self-assessment, relevant to career target, relevant to work aspirations, specific and measurable goals, e.g. completing a course of study or project, obtaining a qualification, arranging a work placement, learning a new skill; plan actions, e.g. make appointment with course tutor to arrange work experience

Reviewing and reflecting on progress: actions, e.g. review goals regularly, record goals achieved, identify goals not reached, consider reasons why goals have not been reached, review goals, set new action plan

Further information for tutors and assessors

Delivery

Discussions and debates which encourage self-awareness will help learners to develop the skills required for reflective thinking. Other delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations using case studies, simulations, positive visualisation exercises, and film and media clips. Additional learning resources can include guest speakers, visits and interactive websites. Establishing ground rules for self-disclosure by learners will contribute to a positive learning environment and encourage learners to respect individual thoughts, feelings and perceptions. Learners could be given time to study through independent learning using ICT.

For learning outcome 1, learners need to be introduced to a variety of careers information which they can use to research, clarify and review their career options and choices. Access to a careers library and a careers guidance specialist will be important here.

Learners should be encouraged to draw on information contained in prospectuses, websites, skills and interest self-assessments, job profiles, articles in magazines, trade and professional journals, newspapers, employment agencies, information from Sector Skills Councils and regulatory bodies and conclusions from conversations with peers, relatives, past and present employers and tutors.

For learning outcome 2, learners could be introduced to the concept of reflection. Questions relating to reflection could be written on a flip chart, for example What happened? What went well? What could be done differently next time? What needs to be done next?

The tutor could lead a discussion to apply the questions to a scenario, for example after an individual has run a marathon, after a team has lost an important match. This will help learners to appreciate how reflection can be used to learn from experiences and the importance of recognising skills which are transferable. Learners could work individually to reflect on their work and learning experiences using the questions on the flip chart to identify what they have learned and what this means for their career plans.

Learners could work in groups to add the attitudes and behaviours which apply to work and learning to the flip chart by considering the career of someone they admire. Learners could share their list with the whole group and a tutor-led discussion could explore any additional values. Learners could work individually to consider at least two attitudes, two values or two behaviours which are most important to them and undertake a self-assessment of their work values.

A thought-shower would help learners to consider all the external influences which can affect their career choices. Learners could write down positive and negative personal influences and share these with the whole group.

Learning outcome 3, learners need to produce an individual learning plan, which can be revised for learning outcome 4, with goals being set that are clear and appropriate.

The individual learning plan will need one-to-one attention of tutor and learner so that tutors can ensure that the revisions learners propose are clear and appropriate.

Learners could complete self-assessment checklists and/or career-related questionnaires as an introduction to learning outcome 4. Tutors could introduce learners to the concept of setting SMART goals (specific, measurable, achievable, relevant, time related). Tutors could use an example to set short- and medium-term goals as a whole-group exercise to consolidate learning about goal setting. Learners need to work independently to reflect on self-assessments and set medium- and long-term goals for their career and learning.

The importance of recording achievements on a regular basis, reviewing targets regularly and making changes as necessary could be introduced to learners through a whole group discussion. The tutor could timetable regular review dates for learners.

Assessment

For learning outcome 1, learners must include information from at least three different sources. For assessment criteria 1.2 and 1.3 learners need to assess their career options and choices for career progression.

For learning outcome 2, learners must explain how they will use their work-related and learning experiences to support their career development. The evidence could be in the form of a short reflective account or responses to pre-set reflective questions.

Learners are then required to take into account positive and negative influences to their own attitudes, values and behaviour and consider how they affect their career planning and choices.

For learning outcome 3, learners must produce an individual learning plan which reflects their career and progression choices. The plan must be clear, detailed and realistic.

For learning outcome 4, learners are required to provide evidence of completing two different self-assessment and career-related questionnaires and to set realistic goals for development. At least two short-term goals and two medium-term work goals must be included. Evidence may be presented in the form of an action plan. However, alternative forms of evidence may be used. Learners must also evaluate the progress and achievements they have made in their learning and career. Reference must be made to goals set previously.

Suggested reading/resources

Websites

www.lifeworktransitions.com/exercises/	Online work values quiz
www.quintcareers.com/workplace_values.html	Work values quiz
www.safeworkers.co.uk/i-suffered-workplace-discrimination-case-study.html	Workplace discrimination case study

Unit 116:

Understanding Personal Identity

Unit reference number: J/504/9154

Level: 2

Guided learning: 10

Unit introduction

Understanding the range of factors, both personal and social, that contribute to a positive sense of personal identity is essential for developing confidence and self-esteem. People who value themselves feel more confident about their roles and responsibilities in life and are better able to make the most of their abilities.

Self-confidence is important for personal wellbeing and also helps in preparing for employment. Confident learners are more successful with their studies, have better job-seeking skills and eventually become more valuable employees. There are well-established links between personal identity, self-esteem and making a positive contribution to society. In this unit learners will explore the range of influences, including the media, on having a positive sense of self and a positive outlook on life.

Learners will explore the nature of personal identity and incorporate knowledge of their personalities and personal qualities into a better understanding of self and self-esteem.

Learners will examine the factors that can affect self-perception, in particular how the media portrays young people, body image and health issues, and the impact this can have on self-esteem and confidence.

Finally, learners will reflect on the importance of making a positive contribution to society and how having a positive sense of self and a positive outlook enables them to do this.

Learners will be encouraged to make connections between this unit and other related units to maximise their knowledge and understanding.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about factors that influence personal identity	1.1 Define personal identity 1.2 Describe the factors that influence own personal identity 1.3 Describe how these factors affect personal confidence
2 Understand how the media portrays young people	2.1 Discuss different ways the media portrays young people, body image and health issues 2.2 Explain the impact these images have on self-esteem
3 Be able to link personal identity to making a positive contribution to society	3.1 Make links between personal identity and making a positive contribution to society 3.2 Plan positive contributions to society

Unit content

1 Know about factors that influence personal identity

Personal identity: aspects e.g. individual interests, behavioural patterns, emotional responses, social roles and distinguishing characteristics, particular traits, personal qualities and attributes, recognisable features including physical appearance, nature

Influencing: factors, e.g. lifestyle, family, friendships and relationships, the media, experiences (both positive and negative), age, gender, religion, culture, ability (or disability), attitudes and values, different roles and responsibilities in life, e.g. parent, student, son, daughter

Personal confidence: e.g. being outgoing or withdrawn, gregarious or shy, having a sense of humour, being cynical, inspiring, charismatic

2 Understand how the media portrays young people

Different portrayal in the media: images, e.g. clothes and fashion accessories, height, weight, hair (colour, type, style), skin type and colour; personalities, e.g. 'hoodies', thugs, frivolous, promiscuous, environmentally conscious, eco-warriors, binge drinkers, teenage pregnancy, drug use, knife crime, gang membership

3 Be able to link personal identity to making a positive contribution to society

Links: importance of valuing and respecting self and others, e.g. being a confident and responsible citizen, having something to offer, developing relationships with others, different ways of contributing in society, a sense of belonging within a community and wider society

Positive contributions: roles and responsibilities, e.g. belonging to different groups, e.g. action groups, community groups, leadership, mentoring, being environmentally and socially responsible, volunteering time and effort

Further information for tutors and assessors

Delivery

This unit lends itself to the use of a variety of delivery methods, including individual and group work, practical role play and contributions from specialists. The nature of the unit content is highly sensitive and tutors should be aware of the different, individual needs of learners in relation to issues around self-esteem and personal identity which should be handled appropriately.

Learning outcome 1 explores the factors that influence personal identity. Learners could take on the role of investigative journalists and interview each other on aspects of personal identity and the factors that affect it. Specific, prepared questions could be used which would highlight the links between personal identity, self-concept and personal confidence. Questions could also focus on appearance, individual interests and personal qualities. Learners could compare their own perceptions of themselves with how they are perceived by others and create personality fact files outlining aspects of their personal identity, as seen by them and by others.

Learning outcome 2 focuses on the impact of the media and how young people are portrayed in the media. This could be explored through a range of media material (online, newspaper articles, YouTube footage etc). To analyse some of the different ways in which young people are portrayed in the media. Groups of learners could investigate specific issues, for example appearance, binge drinking or gang membership.

Learners could interview members of their family or people in different organisations within the local community to research different perceptions of how young people are portrayed in the media, for example youth leaders, senior citizens or tutors. The results could be summarised and collated using graphs, charts and short reports which could be presented and discussed as a whole class. Learners could then use the information to consider the impact on personal identity and self-esteem, with key points presented on posters, PowerPoint or similar.

Learning outcome 3 requires learners to make the link between personal identity and making a positive contribution to society. Learners could examine the lives of famous personalities or sports icons who have made positive contributions to society. They could analyse the links between aspects of personal identity and the specific factors that have enabled that person to make a positive contribution. A motivational speaker may be willing to come in and speak to learners about using their personal qualities and attributes to contribute positively in society.

Learners could also use the information from their personality fact files and extend this to cover how they could personally make a positive contribution to society.

Assessment

For learning outcome 1, learners are required to define personal identity and the factors that influence their own personal identity. This should include defining characteristics like appearance, personality traits and individual's interests; influencing factors should include lifestyle, family, friendships and the media. Assessment criterion 1.3 requires learners to explain how these factors affect personal confidence and this should include positive and negative effects. This could be evidenced from interviews and discussion, with learners creating personality fact files about themselves.

For learning outcome 2, learners need to discuss a variety of ways in which young people are portrayed in the media. This should include positive and negative examples, such as being environmentally aware, 'hoodies' or binge drinkers.

Learners should also explain how these images influence self-esteem, and again this should include positive and negative examples, such as the possible negative impact on body image or the positive effects of being part of the 'young generation'. This could be evidenced from interviews, investigations and online research and presented as reports, charts or PowerPoints.

For learning outcome 3, learners need to make links between personal identity and making a positive contribution to society. This should include having the personal qualities and confidence to take on different roles and responsibilities, for example belonging to a group, volunteering or taking on a leadership role. This could be linked with 1.3, with learners extending their personality fact files to include links between their personal qualities and being able to make a positive contribution. Assessment criterion 3.2 could be evidenced from an action plan which clearly outlines how individual learners could make a positive contribution to society.

All the assessment criteria for this unit could be met through one assignment which focuses on personal identity, the factors that influence it and how aspects of personal identity can be successfully harnessed to make a positive contribution to society.

Learners could create a portfolio which contains evidence from their investigations into personal identity and, the influence of the media and an action plan for making a positive contribution in society.

Suggested reading/resources

Websites

www.chalkface.com	Chalkface Project for secondary education
www.childline.org.uk	ChildLine
www.education.gov.uk/	Department for Education
www.teenlineonline.org	Teen line

Unit 117: Planning and Participating in Work Experience

Unit reference number: K/504/3489

Level: 1

Guided learning: 55

Unit introduction

In this unit, you will spend time with an employer to gain experience about the workplace. This may be your first time in the workplace or, alternatively, it may be that you are taking the opportunity to experience a new job role or function.

Before you start your work experience placement it is important to prepare and find out about the organisation you are going to be with. What do they do? How big are they? You also need to know who your supervisor will be, the hours you are working and when you take your break. It is also important to consider how your own interests match with the work you will be doing on your placement.

Once you are in the work experience placement, you will need to know and follow the workplace rules to make sure you are safe when completing tasks. Others will be there to help you but it is really important that you are enthusiastic, willing to take on any task and be keen to learn new skills. During your placement you will gather evidence of the work you are doing. This may be a photograph of what you have made or perhaps a recording of a call you have made. When you complete your placement you will be able to look back at what you learned and set goals to help you use the experience to plan future career or learning goals.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know the importance of preparing for a work experience placement	1.1 Explain how own interests relate to the work experience placement selected 1.2 Explain the importance of the information gathered before starting the work experience placement 1.3 Explain the importance of planning the journey to the work experience placement
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 2.2 Outline own role within the work experience placement 2.3 Carry out a range of tasks during the work experience placement 2.4 Communicate appropriately with colleagues 2.5 Communicate effectively with others during the work experience placement
3 Be able to work safely in a work experience placement for a minimum of 30 hours	3.1 Identify potential risks and hazards in the work experience placement 3.2 Report potential risks and hazards to the 'responsible person' in the workplace 3.3 Follow workplace procedures to ensure: <ul style="list-style-type: none"> • own safety; and • other workers' safety
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 4.2 Use what has been learnt from the work experience to set short-term goals 4.3 Use what has been learnt from the work experience placement to set long-term goals

Unit content

1 Know the importance of preparing for a work experience placement

Own interests: examples may include working with others, being creative, music, technology, building, caring for animals, being practical, enjoy being outdoors, being physical

Career aspirations/placements: e.g. sector (retail, construction), industry, trade, job role, work activities

Information for work experience placement: examples of information may include name of the organisation, address, contact telephone number, start and finish time, what to wear to ensure safety, person to report to, break times, facilities for refreshments

Importance of planning the journey to the work experience placement: e.g. to arrive on time, to demonstrate reliability, to know when to get up, to know when to leave home; to select form of transport to use, including public transport, bicycle, going on foot, to know the route, to know of alternative method of transport in bad weather

2 Be able to work effectively with others in a work experience placement for a minimum of 30 hours

Induction: information about the organisation, health and safety, evacuation procedures, reporting absence and late arrival, confidentiality
Location of health and safety information: fire exit notices; sector specific notices, e.g. handling of hazardous materials

Own role: overview of role within organisation, e.g. provide administrative support, help colleagues, knowing extent of own responsibilities, knowing the limitations of what they can and should do and not do

Tasks according to setting: e.g. 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

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

Communicating: e.g. listening to instructions; speaking, e.g. 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, e.g. recording completion of tasks

3 Be able to work safely in a work experience placement for a minimum of 30 hours

Hazards: the potential to cause harm, e.g. safety, chemicals, physical, ergonomic

Risk: the chance that people could be harmed

Location of health and safety information: e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials

Health and safety representative: e.g. who they are, how to contact them

Workplace procedures: evacuation procedures, personal protective equipment, lifting and handling, sector-specific requirements, e.g. food handling

4 Be able to set realistic job goals from learning gained in a work experience placement

Learning: e.g. skills and knowledge gained, personal experiences, what was enjoyable, what was difficult, how challenges/problems were solved

Appropriate person: e.g. line manager, workplace supervisor, tutor, training provider

Review: appropriateness of work experience placement in matching interests, if it met expectations, and how the experience affected decisions about work and career choices

Short-term goals: e.g. immediate actions, what next, skills to be learned

Long-term goals: e.g. gaining qualification, seeking further training, e.g. apprenticeship

Further information for tutors and assessors

Delivery

Learners will be attending different work settings for their placement experience and developing their own personal and professional work skills. This unit gives them the opportunity to learn about the structure and functions of different organisations and the generic responsibilities and expectations for employees that can be applied to any work situation. The delivery of this unit allows learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres will be expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young persons' study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.'

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning to test vocational sectors with a view to progressing future study or employment in that sector; vocational, i.e. focused on a particular vocational area to complement a study programme; or extended, i.e. focused on developing employability skills such as self-management, team working, problem solving, communication, literacy, numeracy and IT skills for learners who may be on a traineeship or supported internship. It is considered to be good practice for a work experience placement to last for at least two weeks.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be made between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which provides them with clear objectives.

Learners must have the opportunity to receive clear feedback at key stages of the placement with their employer and centre.

Assessment

For learning outcome 1, 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. Learners could then make a list showing the information needed for their selected work experience placement and give reasons why the information is important and highlight important times in their journey to the work experience placement, for example when to leave the house, start time, time of transport to show how to arrive on time and demonstrate reliability. Learners need to give at least two reasons why they should plan their journey carefully.

For learning outcome 2, 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. Learners could compile a portfolio of evidence to show their role and the tasks that they have carried out during the work experience placement. The portfolio could contain checklists, witness statements, organisational leaflets, observations etc.

For assessment criterion 2.3, centres could devise a work experience handbook for learners to complete when preparing for and taking part in their work experience placement. Assessment criteria 2.4 and 2.5 could be assessed using observation and witness statements.

For learning outcome 3, learners should identify at least one potential risk and one potential hazard from their work experience placement, learners could then send an email to the person responsible, highlighting the risks and hazards, or have a discussion with them. This would require a witness statement.

Learners can complete a checklist that covers the information required to evidence each assessment criterion.

An holistic assessment could be a valuable way of assessing learning outcome 4. An appraisal-style interview is a useful way of reviewing workplace experiences.

For 4.1, learners need to receive feedback from at least two appropriate people on their work experience placement. Feedback can be written or in the form of a discussion.

Learners need to show that they are able to make a formal assessment of the value of the work they have carried out.

Recorded evidence must be available for external verification.

Learners must provide at least two short-term and two long-term, job-related goals. They must show how the goals link to the learning they gained from their work experience placement.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Working as a Volunteer	Working as a Volunteer	Working as a Volunteer

Essential resources

Learners must have access to a work experience placement.

Suggested reading/resources

Websites

www.acas.org.uk

The conciliation service offers useful linked resources for rights and responsibilities at work

www.citizensadvice.org.uk

Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings

www.gov.uk

The Department for Business, Innovation & Skills has a section for employee rights and responsibilities

www.hse.gov.uk

Resources about workplace health and safety including downloads and videos

www.worksmart.org.uk

A TUC website providing employers and employees with guidance on all aspects of employment rights and responsibilities, including health and safety

Unit 118: Preparing for and Participating in Work Experience

Unit reference number: J/505/4015

Level: 2

Guided learning: 55

Unit introduction

In this unit learners will plan and undertake a work experience placement. The unit aims to give learners the knowledge and skills needed for employment. Learners will prepare for the work placement by finding out information about the company or organisation where they will be working, and set skills and personal development goals from learning gained in the work experience placement.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the importance of planning for a work experience placement	1.1 Explain how own interests inform the selected work experience placement 1.2 Explain the information needed before starting the work experience placement 1.3 Explain the importance of finding key information about the work placement
2 Be able to work appropriately in a work placement	2.1 Use the information given at induction correctly during the work experience placement 2.2 Explain own role within the work experience placement 2.3 Perform a range of tasks correctly during the work experience placement 2.4 Interact appropriately with others in the workplace
3 Be able to work safely in a work experience placement	3.1 Identify potential risks and hazards in the work experience placement 3.2 Apply organisational codes of practice, procedures and safety rules appropriately

Unit content

1 Understand the importance of planning for a work experience placement

Own interests: e.g. working with others, being creative, music, technology, building, caring for animals

Work experience placements: e.g. retail, service industry, engineering, hospitality

Own expectations: job roles available; development of knowledge and skills, e.g. self-management, team working, problem solving, communication skills, communication, customer awareness

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

Information about the placement organisation: type of company or organisation; ownership, e.g. public or private, sole trader, partnership; function, e.g. service provision, retail, construction, logistics, administrative; location; size, e.g. small, large, global, number of employees; career prospects within the organisation

Structure of the organisation: e.g. organisation chart, number of departments, internal and external customers, learner's place in the structure

Key information: how to get to the placement; details about terms and conditions of work, e.g. hours of work, absence procedures, dress code; line manager or supervisor; seeking advice relating to work and/or colleague relationships

Expectations of the employer: e.g. maintaining workplace values, personal presentation and hygiene, attitudes and behaviours, skills needed; allocated job role and responsibilities

Importance: e.g. to ensure arrival on time, arrive appropriately dressed, who to seek advice from about allocated job role and tasks and skills needed

2 Be able to work appropriately in a work placement

Induction: information about the organisation; work placement colleagues and roles; health and safety responsibilities e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, confidentiality

Own role: overview of role within organisation, e.g. provide administrative support, help colleagues, knowing extent of own responsibilities, knowing the limitations of role and responsibilities, using appropriate sources of support and guidance in difficult or emotional stress situations; how the role will develop the key competencies needed for employability e.g. self-management, team working, problem solving, communication skills

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

Following instructions: asking questions or requesting clarification if instructions or messages are unclear or confusing, consulting user guides or requesting further assistance when using a new piece of equipment

Self-management: e.g. accepting responsibility for own tasks, being flexible, resilient, self-starting, managing time to complete tasks, solving problems by analysing situations and developing solutions

Interacting appropriately: e.g. paying attention to effective working guidelines, codes of conduct and personal reviews/appraisals in the place of work, behaving appropriately towards colleagues and customers, interacting with customers in the workplace, communicating with other colleagues, being assertive, managing time and workload to complete allocated tasks, seeking help and advice when needed from correct person

3 Be able to work safely in a work experience placement

Risks: something that could cause an adverse effect, e.g. wet stairs or floor, trailing wires, loud noise, breathing in toxic substance

Hazards: the likelihood that the risk will result in the adverse effect, e.g. slipping over on wet floor, tripping over trailing wires, loud noise resulting in hearing loss, breathing in toxic substance resulting in illness

Apply organisational procedures: applying procedures when carrying out the job e.g. following health and safety rules for dealing with hazardous substances, dealing with customer enquiries according to guidelines in the training manual; following the terms and conditions of the work placement; following dress codes imposed by the work placement; ensuring personal conduct follows organisational practice in upholding health and safety; locating health and safety information, e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials

Further information for tutors and assessors

Delivery

For learning outcome 1, learners will plan for their work experience placement by understanding how their interests and expectations relate to their work experience placement. They will learn what information they need before starting the placement and its importance.

For learning outcome 2, learners will carry out a period of work experience, using the information provided at the induction to the organisation where they will carry out their placement. They will develop an understanding of their role in the placement. They will carry out a range of tasks and interact with others.

For learning outcome 3, learners will need to work safely, identifying potential risks and hazards, exploring organisational procedures and codes of practice.

For learning outcome 4, learners will review their placement, using feedback received. They will use this feedback to set goals for their personal development.

Learners will be attending different work settings for their placement experience and developing their own personal and professional work skills. This unit gives them the opportunity to learn about the structure and functions of different organisations and the generic responsibilities and expectations for employees that can be applied to any work situation. The delivery of this unit allows learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres are expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young person's study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.'

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning to test vocational sectors with a view to progressing future study or employment in that sector; vocational, i.e. focused on a particular vocational area to complement a study programme; or extended, i.e. focused on developing employability skills such as self-management, team working, problem solving, communication, literacy, numeracy and IT skills for learners who may be on a traineeship or supported internship. It is considered to be good practice for a work experience placement to last for at least two weeks.

Centres and learners should work with employers in planning the work placement, including the learner's role, the tasks to be carried out and the skills that learners hope to develop.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be made between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which provides them with clear objectives.

Learners must have the opportunity to receive clear feedback at key stages of the placement with their employer and centre.

As an introduction to learning outcome 1, learners could discuss and then complete an analysis of their own interests, knowledge and skills and match them against their preferred work placement sectors. They could include the types of roles that they hope to carry out and the knowledge and skills they aim to develop while on the placement. The tutor could then discuss the importance of knowing about the structure and function of the organisation, including the 'big picture', before focusing on individual roles and responsibilities. Learners could carry out individual research about their organisation. Information about the type of organisation, its structure, sector and function could be gathered from the internet, marketing brochures for the organisation, the careers office or from the employer during a pre-placement interview. Learners could then present their research to the group. This would help them appreciate the range of organisational types, structures and functions.

For learning outcome 2, a guest speaker could be invited to speak about the responsibilities of the employer and employee with regard to work experience. Learners could work in groups to analyse policies and procedures from a range of different departments and organisations. Learners need to understand the importance of workplace values and rules and before they go should have the opportunity to deal with any feelings of stress or confusion about what is expected of them at the work placement. This can be done through watching video clips of stressful workplace situations and discussing possible solutions, carrying out role play of potentially difficult situations, and talking to tutors and other learners who have been on similar work placements. This will help learners gain confidence in getting support and guidance when faced with the new experiences they encounter on work experience.

For learning outcome 3, learners could find information on health and safety and other aspects of work that apply to them. Information on health and safety can be found on the Health and Safety Executive website – www.hse.gov.uk. Tutors should demonstrate the safe use of equipment. Video clips from the web or YouTube on health and safety issues could be shown to stimulate discussion of the consequences of non-compliance. Learners could create a simple health and safety at work risk assessment, then carry out a risk assessment of the classroom. This could be followed with discussion on the rights and responsibilities of both employers and employees.

For learning outcome 4, learners will need to know and understand what SMART objectives are and be able to practise setting them for their anticipated work placement. Learners can review their objectives once they have completed their work placement and reflect on whether they achieved them. Learners can develop checklists that allow them to say when they demonstrated their skills during their work placement. Checklists could also be used to describe those aspects of the work placement experience that could have been improved.

Assessment

For learning outcome 1, learners should give at least two examples of their own interests and explain how these have helped inform the choice of work placement. Learners could complete a table which gives key information about their selected work placement and stating where they obtained this information. Learners should give details on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

Learners must also explain the terms and conditions of work relevant to their work placement, and the expectations of the employer. Information could include, for example, details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures. Learners should give two reasons for the importance of finding this information before starting the placement.

For learning outcome 2, learners need to demonstrate that they have used the information given at induction correctly. This could be by answering questions, by taking part in various procedures, for example evacuation, and reporting any absences correctly. Supervisors could complete a witness statement when learners have demonstrated actions related to knowledge given at induction.

Learners must keep a portfolio of evidence to show the activities carried out and to demonstrate effective working practice by interacting with others. The portfolio could contain a log or diary, observation reports, witness testimonials, a reflective account of activities completed, skills learned etc. Details could cover procedures to be followed, health and safety issues, quality checking processes, for example checking work has been completed to a satisfactory standard by the line manager, timescales (if relevant). It is important that learners are able to interact positively with colleagues from a range of levels and familiarity.

To achieve learning outcome 3, learners should identify at least two potential risks and two potential hazards with reasons, within their work placement. Learners must also be able to apply at least two organisational procedures appropriately, with supporting evidence from an observation report or witness testimonial. For example, using IT correctly, completing forms accurately, answering telephone calls to deal with enquiries or taking messages efficiently.

For learning outcome 4, learners must present evidence of tasks undertaken during the work placement and what was learned from these tasks. For 4.1, an appraisal-style interview could be used for the assessment, supported with evidence showing that the learner has learned something new. It is not sufficient for the learner to simply write a description of an activity or task undertaken. Learners must also be able to explain how they have evidenced that they have learned something new, for example a checklist completed by the work placement supervisor, a witness statement, the practical demonstration of a new skill.

Learners must seek or receive feedback from at least two appropriate people on their work experience placement. Feedback can be in written form or in the form of a discussion. Learners need to show that they are able to make a formal assessment of the value of the work they have carried out; recorded evidence must be available for external standards verification.

Learners must also demonstrate the ability to set specific, realistic goals for skills and personal development. They need to provide four goals – two short-term and two long-term SMART goals – as a result of what they have learned from their work placement. Any potential objectives written before the work placement could be reviewed and developed.

Links to other relevant units and qualifications

This unit forms part of the Workskills suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Working as a Volunteer	Working as a Volunteer	Working as a Volunteer

Essential resources

Learners must have access to a work experience placement.

Suggested reading

Websites

www.acas.org.uk	The conciliation service offers useful linked resources for rights and responsibilities at work
www.citizensadvice.org.uk	Citizens Advice offers user-friendly guides to rights and responsibilities in a range of settings
www.gov.uk	The Department for Business, Innovation & Skills has a section for employee rights and responsibilities
www.hse.gov.uk	Resources about workplace health and safety including downloads and videos
www.worksmart.org.uk	A TUC website providing employers and employees with guidance on all aspects of employment rights and responsibilities, including health and safety

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