

# **Pearson BTEC Level 1 Awards, Certificate, Extended Certificate and Diploma in WorkSkills (QCF)**

## **Specification**

First teaching September 2011

Issue 3

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This specification is Issue 3. Key changes are sidelined and summarised in a table overleaf. We will inform centres of any changes to this issue. The latest issue can be found on our website: [www.edexcel.com](http://www.edexcel.com)

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

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# BTEC Workskills qualification titles covered by this specification

The qualifications listed below have been accredited to the Qualifications and Credit Framework (QCF). Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

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

The QNs for the qualifications in this publication are:

Pearson BTEC Level 1 Award in WorkSkills (QCF)	600/2393/4
Pearson BTEC Level 1 6-credit Award in WorkSkills (QCF)	601/0690/6
Pearson BTEC Level 1 9-credit Award in WorkSkills (QCF)	601/0688/8
Pearson BTEC Level 1 Certificate in WorkSkills (QCF)	600/2394/6
Pearson BTEC Level 1 Extended Certificate in WorkSkills (QCF)	600/2396/X
Pearson BTEC Level 1 Diploma in WorkSkills (QCF)	600/2382/X

These qualifications are accredited by Ofqual as being Stand Alone.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

The size of the qualification is signalled through the use of the terms 'Award', 'Certificate'\* and 'Diploma'. Size must be determined by the credit value of the qualification. The descriptions below show the credit ranges for each term.

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

\* Within the Level 1 WorkSkills suite, Pearson has accredited an 'Extended Certificate' of 18 credits.

# **Welcome to BTEC Level 1 qualifications in WorkSkills (QCF)**

Welcome to Pearson's Level 1 WorkSkills qualifications. These qualifications are available in a range of sizes, including 3-credit, 6-credit and 9-credit Awards, a 13-credit Certificate, an 18-credit Extended Certificate and a 37-credit Diploma. We are offering these qualifications in a range of sizes so that learners have maximum flexibility to meet learning and progression needs.

## **Key features of the Pearson BTEC Level 1 Awards, Certificate, Extended Certificate and Diploma in WorkSkills (QCF)**

The Pearson Level 1 Awards, Certificate, Extended Certificate and Diploma in WorkSkills (QCF) have been designed to offer learners a flexible, relevant course to improve their understanding and application of work-based skills.

These qualifications ensure that the knowledge, skills and understanding they provide are relevant, current and useful for learners and potential employers. The qualifications have been designed to support employability.

Learners have the opportunity to follow a flexible course and achieve a nationally recognised Level 1 vocationally-related qualification.

Centres can ensure the learning takes place in a realistic employment or simulated employment environment.

On completion one of these qualifications, learners have the opportunity to progress to related general and/or vocational qualifications or employment in a particular vocational sector.



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## Purpose of this specification

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

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

## Rules of combination

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

### Rules of combination for BTEC Level 1 qualifications in WorkSkills

When combining units for the Pearson BTEC Level 1 in WorkSkills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

The **BTEC Level 1 Award in WorkSkills** is a 3-credit and 20–30 guided learning hour qualification.

It consists of optional units that provide for a combined total of 3 credits.

At least 2 credits must be at Level 1 or above.

Optional units can also be selected from Entry 3 or Level 2 WorkSkills units (see pages 5-8).

The **BTEC Level 1 Certificate in WorkSkills** is a 13-credit and 90–130 guided learning hour qualification.

It consists of optional units that provide for a combined total of 13 credits.

At least 8 credits must be at Level 1 or above.

Optional units can also be selected from Entry 3 or Level 2 WorkSkills units (see pages 5-8).

The **BTEC Level 1 Extended Certificate in WorkSkills** is an 18-credit and 140–180 guided learning hour qualification.

It consists of optional units that provide for a combined total of 18 credits.

At least 11 credits must be at Level 1 or above.

Optional units can also be selected from Entry 3 or Level 2 WorkSkills units (see pages 5-8).

The **BTEC Level 1 Diploma in WorkSkills** is a 37-credit and 330–370 guided learning hour qualification.

It consists of optional units that provide for a combined total of 37 credits.

At least 23 credits must be at Level 1 or above.

Optional units can also be selected from Entry 3 or Level 2 WorkSkills units (see pages 5-8).

### New qualifications from September 2013

The **BTEC Level 1 6-credit Award in WorkSkills (QCF)** is a 6-credit and 30–60 guided learning hour qualification.

It consists of optional units that provide for a combined total of 6 credits.

At least 4 credits must be at Level 1 or above.

Optional units can also be selected from Entry 3 or Level 2 WorkSkills units (see pages 5-8).

The **BTEC Level 1 9-credit Award in WorkSkills (QCF)** is a 9-credit and 60–90 guided learning hour qualification.

It consists of optional units that provide for a combined total of 9 credits.

At least 6 credits must be at Level 1 or above.

Optional units can also be selected from Entry 3 or Level 2 WorkSkills units (see pages 5-8).

## Unit selection guidance

The qualification structure allows learners a wide choice of units across a number of levels to accommodate their wide ranging needs. Centres must deliver appropriate combinations of units to meet the needs of individual learners.

If a learner is completing units above the level of the qualification, centres need to check that the resulting level of the qualification is correct. Learners can be transferred to a higher/lower level of qualification prior to certification if the combination of units completed requires it (additional fees may apply).

To give learners the broadest experience of knowledge and skills, centres must ensure that a learner is not completing equivalent units at different levels within the same qualification.

## Forbidden unit combinations

### ENTRY 3

Combination 1 – a maximum of one unit from this combination can count towards the qualification:

Unit 28: Introduction to Health and Safety at Work (L/505/6929)

Unit 15: Managing your Health at Work (K/503/2816)

Combination 2 – a maximum of one unit from this combination can count towards the qualification:

Unit 28: Introduction to Health and Safety at Work (L/505/6929)

Unit 22: Safe Learning in the Workplace (F/503/2823)

Combination 3 – a maximum of one unit from this combination can count towards the qualification:

Unit 14: Investigating Rights and Responsibilities at Work (H/503/2815)

Unit 31: Understanding Employee Responsibilities and Rights –Level 2 (D/602/4769)

### LEVEL 1

Combination 4 – a maximum of one unit from this combination can count towards the qualification:

Unit 30: Safe Learning in the Workplace (L/503/2856)

Unit 36: Health and Safety at Work (F/505/6927)

Combination 5 – a maximum of one unit from this combination can count towards the qualification:

Unit 21: Investigating Rights and Responsibilities at Work (K/503/2847)

Unit 31: Understanding Employee Responsibilities and Rights – Level 2 (D/602/4769)

## **LEVEL 2**

Combination 6 – a maximum of one unit from this combination can count towards the qualification:

Unit 20: Investigating Rights and Responsibilities at Work (M/503/2879)

Unit 31: Understanding Employee Responsibilities and Rights – Level 2 (D/602/4769)

## Level 1 units

Unit	Optional units at Level 1	Credit	Level
1	Alternatives to Paid Work	1	1
2	Working as a Volunteer	2	1
3	Managing Your Own Money	2	1
4	Being Responsible for Other People's Money	1	1
5	Searching for a Job	1	1
6	Applying for a Job	1	1
7	Preparing for an Interview	1	1
8	Interview Skills	1	1
9	Self-management Skills	2	1
10	Self-assessment	1	1
11	Career Progression	2	1
12	Developing Personal Skills for Leadership	2	1
13	Practising Leadership Skills with Others	2	1
14	Learning with Colleagues and Other Learners	2	1
15	Communicating Solutions to Others	2	1
16	Positive Attitudes and Behaviours at Work	1	1
17	Working in a Team	3	1
18	Learning from More Experienced People	2	1
19	Building Working Relationships with Colleagues	2	1
20	Building Working Relationships with Customers	2	1
21	Investigating Rights and Responsibilities at Work **	1	1
22	Managing your Health at Work	1	1
23	Setting and Meeting Targets at Work	2	1
24	Solving Work-related Problems	2	1
25	Taking Notes at Meetings	1	1
26	Summarising documents	1	1
27	Contributing to Meetings	1	1
28	Preparing for Work Placement	1	1
29	Learning from Work Placement	2	1
30	Safe Learning in the Workplace *	1	1
31	Planning an Enterprise Activity	1	1
32	Running an Enterprise Activity	1	1
33	Producing a Product	1	1

<b>Unit</b>	<b>Optional units at Level 1 continued</b>	<b>Credit</b>	<b>Level</b>
34	Literacy for the Workplace	1	1
35	Numeracy for the Workplace	1	1
36	Health and Safety at Work *	2	1
37	Personal Presentation for the Workplace	2	1
38	Using a CV and Covering Letter to Apply for a Job	2	1

\* Unit 30 cannot be taken with Unit 36 in the same qualification

\*\* Unit 21 cannot be used with Unit 31 (from Level 2 units) for the same qualification.

**Optional Level 2 units** – please see the Level 2 WorkSkills specification for further details (available on our website [www.edexcel.com](http://www.edexcel.com))

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

\* Units 20 and 31 cannot be used towards the same qualification.

\*\* Unit 31 cannot be used with Unit 21 (from Level 1 units) or Unit 14 (from Entry 3 units) for the same qualification.

**Optional Entry 3 units**– please see the Entry 3 WorkSkills specification for further details (available on our website [www.edexcel.com](http://www.edexcel.com))

Unit	Optional units at Entry 3	Credit	Level
1	Alternatives to Paid Work	1	E3
2	Working as a Volunteer	2	E3
3	Managing Your Own Money	2	E3
4	Being Responsible for Other People's Money	1	E3
5	Searching for a Job	1	E3
6	Applying for a Job	1	E3
7	Preparing for an Interview	1	E3
8	Interview Skills	1	E3
9	Self-management Skills	2	E3
10	Self-assessment	1	E3
11	Career Progression	1	E3
12	Conduct at Work	1	E3
13	Working in a Team	3	E3
14	Investigating Rights and Responsibilities at Work **	1	E3
15	Managing Your Health at Work *	1	E3
16	Setting and Meeting Targets at Work	2	E3
17	Solving Work-related Problems	2	E3
18	Presenting Accurate Documents	1	E3
19	Speaking Confidently at Work	1	E3
20	Preparing for Work Placement	1	E3
21	Learning from Work Placement	2	E3
22	Safe Learning in the Workplace *	1	E3
23	Planning an Enterprise Activity	1	E3
24	Running an Enterprise Activity	1	E3
25	Producing a Product	1	E3
26	Literacy for the Workplace	1	E3
27	Numeracy for the Workplace	1	E3
28	Introduction to Health and Safety at Work *	2	E3
29	Communication Skills for Work	2	E3
30	Developing Personal Presentation Skills for the Workplace	1	E3
31	Produce a CV	2	E3

\* Unit 28 cannot be taken with Unit 15 or unit 22 in the same qualification

\*\* Unit 14 cannot be taken with Unit 31 (from Level 2 units) in the same qualification

# Centre resource requirements

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

## General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Access and recruitment* and *Access arrangements and special considerations*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

As well as the general requirements above, each unit provides details about specific resource requirements that centres must meet. Please refer to the *Essential resources* section in each unit for further information.

## Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at [www.edexcel.com](http://www.edexcel.com).

### Approvals agreement

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

## Access and recruitment

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

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

Centres are required to recruit learners to Pearson WorkSkills qualifications with integrity.

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

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

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

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

### Restrictions on learner entry

The Pearson BTEC Level 1 Awards, Certificate, Extended Certificate and Diploma in WorkSkills (QCF) are accredited on the QCF for learners aged 14 and above.

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

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

We are committed to making sure that:

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

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies)

# Assessment

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

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

## Guidance

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

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

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

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

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

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

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

## Qualification grade

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

# Quality assurance of centres

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

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

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation – This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, please go to the *UK Vocational Quality Assurance Handbook* on our website at [www.edexcel.com](http://www.edexcel.com).

# Programme delivery

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

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

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

Centres must make sure that any legislation taught is up to date.

## Functional Skills

Level 1 BTEC WorkSkills qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are, however, not required to be achieved as part of the BTEC WorkSkills qualification(s) rules of combination. Functional Skills are offered as stand-alone qualifications.

## Recognition of Prior Learning

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

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

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: [www.edexcel.com/policies](http://www.edexcel.com/policies).

## **Credit transfer**

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

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

# Unit format

Units have the following sections.

## Unit title

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

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

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

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

## Unit aim

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

## Unit introduction

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

## Learning outcomes

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

## Assessment criteria

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

## Unit content

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

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

### Relationship between content and assessment criteria

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

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

### Content structure and terminology

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

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

## Essential guidance for tutors

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

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Links* – identifies other units in the WorkSkills suite that are linked through the content.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.



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# Unit 1: Alternatives to Paid Work

<b>Unit code:</b>	<b>Y/503/2827</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

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## Unit aim

The aim of this unit is to give learners an understanding of the value of skills and qualities gained from participating in alternatives to paid work, and how they can access different types of alternatives to paid work.

## Unit introduction

There is a wide range of alternatives to paid work which require many of the same skills that are sought after and recognised in the workplace. Many people are involved with voluntary or charitable work which demands a wide range of skills and abilities. Less-recognised alternatives to paid work might include the role of unpaid carers, particularly young people caring for sick or elderly relatives.

The focus of this unit is to help the learner understand how their involvement with different alternatives to paid work can provide valuable and transferable skills and qualities that benefit them in other areas of their life.

The learner will gain a better understanding of the many alternatives to paid work and will also find out how to access information from organisations that provide opportunities, support or advice on beneficial alternatives to paid 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 different types of alternatives to paid work	1.1 Outline different types of alternatives to paid work 1.2 List ways to access information on alternatives to paid work 1.3 Identify opportunities for alternatives to paid work from organisations

Learning outcomes	Assessment criteria
<p>2 Understand the value of skills and qualities gained from participating in alternatives to paid work</p>	<p>2.1 Outline skills and qualities gained from participating in alternatives to paid work</p> <p>2.2 Explain how the skills and qualities gained from participating in alternatives to paid work may be transferable to other areas of life</p>

## Unit content

### 1 Know different types of alternatives to paid work

*Alternatives to paid work:* working for a voluntary organisation e.g. charity or faith-based organisation; leisure; studying or training; caring for a family member; compulsory activities e.g. supervision order, community service order

*Ways to access information:* e.g. visit, telephone, search website, email, fill in information request forms, check magazines and newspapers, consult community notice boards

*National information sources:* websites e.g. for charities, sporting organisations, volunteering organisations; promotional or information leaflets; books, magazines and newspapers; television

*Local information sources:* e.g. library, charity shops, sports clubs, local authority, community groups, Citizens Advice Bureau, further education colleges, Connexions, Carers UK, teachers/tutors, family, friends

*Opportunities:* e.g. volunteering schemes, volunteer vacancies, local or national projects, local or national support, programmes for volunteering, services or carers

### 2 Understand the value of skills and qualities gained from participating in alternatives to paid work

*Skills and qualities gained:* communication skills, e.g. learn how to answer questions; technical skills, e.g. learn how to use a piece of machinery; home management skills, e.g. time management, managing people, managing finances; gain new abilities, e.g. learn how to take calls on a charity helpline, achieve a qualification; qualities e.g. confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty

*Transferable to other areas of life:* e.g. new skills gained through study or other activities may change career plans; interpersonal skills gained through caring for family members could be applied in dealing with people in other areas of life; home management skills could be used in paid employment; enhanced sense of self-esteem may encourage further study; voluntary work may provide skills and a reference for future employment or paid employment; confidence gained through completing a course may improve confidence in approach to personal life; physical fitness gained through participating in sport improves general physical and mental wellbeing

## Essential guidance for tutors

### Delivery

This unit can be used in a variety of contexts. Delivery will depend on the particular context of the learner but may include learners already or previously involved in alternatives to paid work, as well as learners with no current or previous involvement in alternatives to paid work. The circumstances of individual learners could involve a variety of areas into which the skills and/or qualities developed could be transferred, such as paid employment, further study, family life and personal wellbeing. This unit could therefore be used, for example, to help a homemaker appreciate that the skills they have developed in running a household might benefit them in the workplace, or with a student whose voluntary work experience might be of benefit in helping them make a decision about future study or career plans.

Delivery, therefore, could be centred on using the learner as a case study or a case study of another individual.

The circumstances of individual learners could include the following:

- homemakers
- home carers looking after, for example, young children or ill relatives
- learners considering a gap year
- leisure activities
- further study
- returners to work
- volunteering and/or community service.

Tutors delivering this unit have the opportunity to use a wide range of resources including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources could include journals, video, DVDs, case studies, learner presentations and groupwork.

Guest speakers from different activities which are beneficial alternatives to paid work may be invited to talk to the group. Learners could prepare questions to ask speakers about the nature of their involvement and how the skills they gained were of benefit to them in the short and longer term.

To know about a range of different activities which are beneficial alternatives to paid work requires a mixture of tutor-led input and learner research. Learners could work in groups to research types of activities and feed back their findings to the group.

Results of the research could be incorporated into posters, leaflets or presentations in the classroom.

Accessing information from organisations involved in beneficial alternatives to paid work may involve web-based research, telephone calls, sending requests for information, checking magazines, newspapers or information leaflets or visits to organisations in which learners are interested. Learners could work individually or in groups to create a guidelines sheet which works as a 'factsheet' for other learners to follow in accessing information about relevant organisations. This could include brief instructions or notes about what steps to take in order to get involved in a particular activity or organisation, or in order to receive support or advice from an organisation associated with a beneficial alternative to paid work.

In learning outcome 2, learners may be given a case study of a person who has participated in an alternative to paid work. Learners could work in groups to determine what skills and qualities the person gained from the experience and which of these skills and qualities could be transferred to other areas of the person’s life or prepare them for paid employment. Alternatively, where confidentiality requirements can be met, learners may use their own past or current experiences of participating in alternatives to paid work as a case study.

**Assessment**

For 1.1, the learner needs to identify at least three different types of alternatives to paid work. Learners should give examples of the types of activities likely to be undertaken for each alternative to paid work identified. This may be evidenced in a chart, table or other appropriate means.

Criteria 1.2 requires learners to identify the ways they can access information on alternatives to paid work, through websites, newspapers or mobile communications.

Criteria 1.3 requires the learner to access information about the services offered by organisations providing opportunities, advice or support for beneficial alternatives to paid work. Learners should show that they have been able to locate the required information and that the information they have found is relevant and appropriate to the activity in which they are interested and/or currently engaged. The learner could provide a list of the methods they used to access the information and indicate what type of information was found, to combine 1.2 and 1.3.

For 2.1, the learner should describe the skills and qualities gained from participating in alternatives to paid work. In achieving 2.1, the learner may draw on one or more examples of alternatives to paid work. In total, the learner should be able to describe at least three skills or qualities gained. This may be evidenced in a chart, table or other appropriate method. Alternatively, the assessment evidence for 2.1 and 2.2 may be combined in a chart, table, poster, presentation or other appropriate medium.

For 2.2, the learner should describe how the skills and qualities gained from participating in alternatives to paid work (as identified in 2.1) may be transferable to other areas of life. It is not enough for the learner merely to identify the areas into which the skills and/or qualities may be transferred. They must be able to provide a basic description of how the skills and/or qualities would be or could be relevant in those areas of life. Each skill or quality should be clearly linked to at least one other area of life.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Entry Level	Level 1	Level 2
Unit 1: Alternatives to Paid Work	Unit 2: Working as a Volunteer	Unit 1: Alternatives to Paid Work
Unit 2: Working as a Volunteer		Unit 2: Working as a Volunteer

### **Essential resources**

Learners need access to appropriate sources of information on alternatives to paid work, sources include websites, community noticeboards, magazines, newspapers, representatives of organisations and societies.

### **Suggested resources**

#### **Websites**

[www.carersuk.org](http://www.carersuk.org)

[www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity](http://www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity)

[www.gapyear.com](http://www.gapyear.com)

[www.learndirect.co.uk](http://www.learndirect.co.uk)

[www.princes-trust.org.uk](http://www.princes-trust.org.uk)

[www.theaward.org](http://www.theaward.org)

[www.yearoutgroup.org](http://www.yearoutgroup.org)

## Unit 2: Working as a Volunteer

<b>Unit code:</b>	<b>D/503/2828</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>10</b>

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### Unit aim

The aim of this unit is for learners to develop understanding of the role of volunteers and the skills required for different types of voluntary work. In this unit learners apply for and participate in a voluntary work activity.

### Unit introduction

Working as a volunteer can be very rewarding and enjoyable. 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 learners the opportunity to gain new skills which are transferable to paid employment.

The focus of this unit is to help learners understand the importance of volunteers in a range of situations, for example, working in a charity shop on a regular basis, helping out on a local marathon or completing community involvement as part of the Duke Of Edinburgh's Award. In this unit, learners will consider the areas where volunteers are used and the skills required by volunteers in different areas of voluntary work. Learners will also have the opportunity to apply for an area of voluntary work which interests them.

For this unit learners 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 them 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 Identify different situations where volunteers are used 1.2 Explain why the role of volunteers is important in different volunteering situations

Learning outcomes	Assessment criteria
2 Be able to undertake voluntary work	2.1 Identify the 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

## Unit content

### 1 Understand the role volunteers play in different volunteering situations

*Volunteering situations:* volunteering roles, 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, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental; 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

## Essential guidance for tutors

### Delivery

The emphasis of this unit is to make learners aware of the importance of voluntary work to all those involved and to develop an understanding of the range of skills required to take part. This will help learners in identifying the skills required for a preferred area of voluntary work, enable them to apply for voluntary work and complete a brief period of voluntary work.

Delivery methods could include learner-centred tasks such as group work and research tasks and learner-led presentations to explore a wide a range of volunteering situations. Websites may be a good source of information, for example <http://www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity/Volunteering/index.htm>

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, 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 1.1, the learner must identify at least three situations where volunteers are used. For 1.2 the learner must provide a short explanation of why volunteers are important for the three situations they identified in 1.1.

For 2.1 they must be able to identify the skills required for a range of types of voluntary work. Both these criteria could be assessed through one-to-one discussion with the tutor. Responses must be recorded for verification purposes.

A letter, record of a telephone call or completed application form for voluntary work could provide the evidence required for 2.2. 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 log or diary to record the tasks completed in their voluntary work experience for 2.3. This need to be verified by the supervisor of the voluntary work.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work
Unit 2: Working as a Volunteer		Unit 2: Working as a Volunteer

### **Essential resources**

Learners must undertake a brief period of voluntary work.

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/YoungPeople/Workandcareers/workexperienceandvolunteering/DG\\_066181](http://www.direct.gov.uk/en/YoungPeople/Workandcareers/workexperienceandvolunteering/DG_066181)

[www.voluntaryworker.co.uk](http://www.voluntaryworker.co.uk)

[www.volunteering.org.uk](http://www.volunteering.org.uk)

[www.wfac.org.uk/?Information:Working\\_in\\_the\\_Voluntary\\_Sector#what](http://www.wfac.org.uk/?Information:Working_in_the_Voluntary_Sector#what)



# Unit 3: Managing Your Own Money

<b>Unit code:</b>	<b>H/503/2829</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

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## Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to balance income and expenditure, how to save money and safe borrowing.

## Unit introduction

Managing your own money is an essential life skill. In this unit, learners will learn ways of acquiring money and how to check income against expenditure. The unit will help learners develop an understanding of how money can be saved for future needs, and approaches to borrowing money. Learners will also investigate different types of savings accounts to determine which type of account might best suit their needs.

## 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Be able to compare personal income with expenditure	1.1 Identify different sources of income 1.2 Identify regular weekly expenditure 1.3 Use calculations to compare weekly income with expenditure
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 Identify a savings account to match own needs

Learning outcomes	Assessment criteria
3 Understand borrowing money	3.1 Identify reasons why borrowing money could be necessary 3.2 Explain factors to take into account before borrowing money 3.3 Outline the features of different ways to borrow money

## Unit content

### 1 Be able to compare personal income with expenditure

*Sources of income:* salary or wages; inheritance, gifts; pocket money; selling items; interest on savings; benefits; loans

*Regular expenditure:* regular spending, e.g. food, toiletries, public transport, clothes, phone charges, entertainment, accommodation

*Compare income with expenditure:* calculations based on set income and expenditures for a week

### 2 Know how to save money

*Ways to make savings:* home, e.g. turn off lights, turn down heating; transport e.g. walk or cycle, saver tickets; food, e.g. make own packed lunch, buy-one-get-one free offers, buy shop own brands; clothes, e.g. buy in sales, clothes swap; phones e.g. weekend deals; entertainment, e.g. borrow DVDs from library

*Features of savings accounts:* types, e.g. easy-access accounts, fixed rate bonds, regular savers, child trust funds, tax free accounts; features, e.g. minimum amount, ease of access, penalties for withdrawal, interest rates

### 3 Understand borrowing money

*Reasons why borrowing money could be necessary:* to pay for long-lasting items; to pay for expensive items, e.g. house, motorcycle, car, washing machine

*Explain factors to take into account before borrowing money:* repayments, e.g. amount, number, frequency; interest rate; total cost; effect of changes in personal circumstances, e.g. losing job, sickness

*Features of ways to borrow money:* mortgages; secured loans; unsecured loans; credit cards; store cards; hire purchase; overdrafts; catalogue shopping

## Essential guidance for tutors

### Delivery

Learners should be actively involved throughout the delivery of this unit. Information may be gained 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.

As a way of introducing the unit to learners, small group discussions could 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 demonstrate 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 made for a week and calculating the difference between income and expenditure.

Within the above exercise, tutors or line managers could provide the learner with different situations that either cause income to exceed expenditure or expenditure to exceed income. This can then be used as a basis for highlighting the need to keep track regularly of expenditure to ensure income covers expenditure.

Tutors or line managers could support learners by making them aware of the different methods of saving money. This may include for example walking instead of catching a bus, not buying the most expensive range in a product, giving up smoking, sharing transport to work or finding free entertainment.

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.

Tutors or line managers could help learners by making them 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. Learners could identify the best way to borrow money at different times through internet searches.

### Assessment

A range of small tasks may be given to the learner to complete throughout the teaching of this unit or larger tasks may be provided towards the end of delivery of the unit.

For 1.1, the learner must identify three different sources of income. The learner should name the source of income. They may be given different scenarios which highlight different possible sources of income and asked to describe the appropriate sources, for example a single parent with a three-year-old child who works part-time; the other parent of the child works full-time and regularly visits the child, or the scenario of a full-time student who receives financial support from their parents.

For 1.2, the learner must be able to identify regular weekly expenditure for an individual or a family. The learner may choose to identify their own weekly expenditure. However, confidentiality must be respected throughout. Alternatively, the learner may be given a scenario of an individual or a family and asked to identify the likely weekly expenditure. The learner does not need to identify every likely aspect of the weekly expenditure but should be able to describe the most likely or common items.

For 1.3, the learner should use basic calculations to compare income with expenditure based on details given for a set weekly income and expenditure. The learner's calculations should show whether income for the week exceeds, equals or falls short of expenditure.

For 2.1, the learner needs to identify ways that an individual can save money over the period of a week in the home, and on travel, food and clothing. The evidence may be in response to a case study.

For 2.2, the learner should outline the features of two different types of savings account. The description should include the name of the savings account, who it is suitable for, any conditions attached to the savings account, rate of interest and additional benefits.

For 2.3, the learner should identify one savings account that meets their own needs. The learner may receive some support in discussing and gathering information about savings accounts that might be suitable, but should be able to make a choice independently.

For 3.1, the learner needs to give two reasons why borrowing money might be necessary.

For 3.2, the learner should explain three factors that need to be taken into account before borrowing money.

For 3.3, the learner needs to give brief detail of the characteristics of two different ways to borrow money.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 3: Managing Your Own Money	Unit 4: Being Responsible for Other People's Money	Unit 3: Managing Your Own Money
Unit 4: Being Responsible for Other People's Money		

### **Essential resources**

Learners need access to information relating to savings accounts.

### **Suggested resources**

#### **Websites**

[www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml](http://www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml)

[www.direct.gov.uk/en/YoungPeople/Money/index.htm](http://www.direct.gov.uk/en/YoungPeople/Money/index.htm)

[www.moneysavingexpert.com](http://www.moneysavingexpert.com)



# Unit 4: Being Responsible for Other People's Money

**Unit code:** Y/503/2830

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

## Unit aim

This unit looks at how to handle other people's money, by considering ways to keep money safe, different methods for paying money, the responsibilities involved in looking after other people's money and simple calculations.

## Unit introduction

Learners may be required to take responsibility for other people's money either in a personal situation, for example seeking sponsorship for a charity event or when they are in employment, for example handling petty cash. In this unit, learners will consider their responsibility to ensure that if they are handling other people's money, they keep it safe and use it wisely. The unit will help learners understand the different types of payment that may be used and when they are used.

A significant element of this unit is to give learners the opportunity to practise their skills in handling money. They need to know how to add and subtract money and ensure that the correct change is given. They will also need to keep records of the money they have handled, such as issuing receipts, keeping a simple log of money received, money spent and what is left.

## 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 methods of payment	1.1 Identify different methods of payment 1.2 Identify when different methods of payment are likely to be used
2 Know procedures that might apply when responsible for other people's money	2.1 Outline procedures for handling other people's money
3 Know the importance of handling other people's money responsibly	3.1 Outline consequences of not handling other people's money responsibly

Learning outcomes	Assessment criteria
4 Be able to handle financial transactions responsibly	4.1 Carry out simple financial transactions accurately 4.2 Keep an accurate record of simple financial transactions

## Unit content

### 1 Know about different methods of payment

*Methods of payment:* cash; cheque; credit cards; debit cards; direct debit

*When different methods of payment are likely to be used:* factors affecting choice, e.g. size of payment, convenience and speed of method of payment; where payment is made, e.g. shop, by post; ways to spread cost of payment; immediate payment, e.g. cash, debit card

### 2 Know procedures that might apply when responsible for other people's money

*Basic terminology:* e.g. cash received; cash paid; balance; receipts; petty cash float, petty cash voucher

*Definition:* petty cash float used for small value items of cash expense; cash received — total amount of money received or given; balance — match of cash received and cash paid; receipts — written acknowledgement that payment has been received

*Procedures:* confidentiality e.g. personal details of customers or account holders; accountability e.g. sign and date a petty cash voucher and attach copy of receipt (of goods or services purchased) to voucher, check accuracy of calculations; security e.g. keep petty cash box locked, hand in excess cash at end of each take away delivery round

### 3 Know the importance of handling other people's money responsibly

*Responsibility:* follow any relevant procedures or rules; being sensible and wise; honesty and accuracy

*Consequences:* personal e.g. loss of trust and respect, theft, custodial sentence, loss of job; for customer e.g. loss/gain money, trust in company; for business e.g. reputation of company, loss of business

### 4 Be able to handle financial transactions responsibly

*Financial transactions:* select and recognise coins and notes, add coins and notes, give correct change, recognise correct currency, receive cheques

*Record keeping:* receipts, expense forms, simple accounts, e.g. float, cash received, cash paid, balance

## Essential guidance for tutors

### Delivery

Learners would benefit from the opportunity to participate in situations which require handling other people's money. The money could be, for example, as part of a job, collecting for charity, or running an errand for someone else. Simulation may also be considered as an acceptable method for learners to practise the skills required for the unit.

In order to be aware of the forms of payment they could encounter when receiving money on behalf of others, learners need to have the opportunity to identify different forms of payment and when they are used. Learners could be encouraged to visit banks, post offices or building societies to find out the purpose of credit cards, debit cards, direct debits and when they can be used. Group discussions could identify the most likely scenarios or settings for using the various forms of payment. It would also be helpful for learners to be made aware of the decreasing role of cheques as a form of payment.

Learners could discuss their responsibilities when handling money on behalf of others and the consequences of not doing this effectively. Learners need to think about what is meant by responsibility when handling other people's money. It would be appropriate for learners to identify direct examples of responsibility for any given situation such as returning money collected, and safely bringing back the correct amount of change. Speakers may be invited to discuss the consequences of not acting responsibly with someone else's money. This could be an employer or police officer.

Practical situations should be encouraged where learners apply procedures for handling other people's money. This could be in the workplace or projects could be collecting sponsorship money for a charity.

To help the learner gain greater insight into handling other people's money, they need to understand the meaning of basic financial terms such as petty-cash float, petty-cash voucher, receipt, cash received and balance. This may be done through practical application, setting up a petty cash float for their project, recording calculations of the amount of the float at the end of the project, the amount paid out and the amount paid in, to provide proof of accurate handling of the money.

Learners also need to understand their role in ensuring confidentiality, for example not releasing customer details or card numbers to other people.

Learning outcome 4 focuses on the learner's ability to handle money. The level of functional skill that the learner is working towards should be reflected in the activity where they are handling someone else's money. Role-work could be used to set the learner a task which involves them receiving a sum of money, being asked to call on different people, paying out money at various times and collecting it at others. Learners could then keep an accurate record of what has occurred throughout the scenario. This need only involve simple arithmetic tasks with the emphasis on accuracy.

Learners could be encouraged to collect examples of different forms of recording money transactions, for example till receipts, handwritten receipts, cash books, expense forms.

## Assessment

For 1.1 and 1.2, the learner must identify at least two different methods of payment they could encounter when receiving payment on behalf of someone else. For each method of payment, they should be able to describe when it would be used.

For 2.1, the learner should be able to outline procedures for handling other people's money. The learner may be given a scenario to consider for example collecting payment for a takeaway delivery service or running a charity stall. The learner could then outline the procedures they would need to follow to ensure safe handling of the money they are responsible for, for example keeping a money box closed and safe, checking change and correct currency.

For 3.1, the learner must outline the consequences of inappropriate handling of other people's money. They should be able to outline at least two different consequences.

For 4.1, the learner should show, via real-life or a simulated activity, an ability to carry out straightforward financial tasks involving someone else's money. These tasks would depend on the nature of the activity undertaken, but might typically include receiving money on behalf of someone else, paying money out of a float, adding up money collected, checking and giving out change and filling in petty cash vouchers.

For 4.2, the learner should produce an accurate and appropriate record of their financial activities carried out while handling someone else's money. This need only involve simple arithmetic tasks with the emphasis being on accuracy.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 4: Being Responsibility for Other People's Money	Unit 3: Managing Your Own Money	Unit 3: Managing Your Own Money
Unit 3: Managing Your Own Money		

## Essential resources

Learners need access to real-life situations where they are required to carry out simple calculations with money.

## Suggested resources

### Websites

[www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml](http://www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml)

[www.need2know.co.uk/money](http://www.need2know.co.uk/money)



## Unit 5: Searching for a Job

**Unit code:** D/503/2831

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

### Unit aim

The aim of this unit is for learners to develop knowledge of how to conduct a search for potential jobs which match their skills and interests.

### Unit introduction

Looking for a job can be challenging and time consuming. Before starting the search, it is important to know what skills you have, what you are interested in and where to look for appropriate employment opportunities. The focus of this unit is on learners demonstrating their skills in knowing where and how they can most effectively identify potential jobs. Learners will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate jobs to search for, based on an understanding of their own skills and interests.

### 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 about jobs	1.1 Outline different sources of information about jobs 1.2 Outline the assistance provided by different recruitment services
2 Know how to recognise own interests and skills for job roles	2.1 Identify own interests and skills for employment 2.2 Identify potential job roles which match own skills and interests
3 Know how to search for job vacancies	3.1 Outline relevant information to look for in job adverts for potential jobs 3.2 Identify appropriate methods to search for potential job vacancies

## Unit content

### 1 Know sources of information about jobs

*Sources of information about jobs:* there are a range of different sources which provide information on job vacancies e.g. recruitment agencies, internet sites, newspapers, magazines and journals, Jobcentres; different sources carry different types of job adverts e.g. trade journals carry job adverts specific to a particular sector or industry

*Recruitment services:* locations of recruitment services e.g. job centres, recruitment agencies, local community noticeboards, advertisements inside or outside shops, offices, restaurants or other places of work, local newspapers and other local publications, national press, internet, self-employment, HR departments of organisations/companies, word of mouth

*Assistance provided by recruitment services:* sources which provide a recruitment service to employers and jobseekers e.g. employment agencies, job centres; sources which recruit directly for an organisation/company e.g. HR departments, company websites; sources that provide advertisements or other information about potential job opportunities e.g. community noticeboards, newspapers

### 2 Know how to recognise own interests and skills for job roles

*Skills and interests:* 'hard' skills gained through either completing a training course or through education or previous work experience; 'soft' skills e.g. personal qualities and talents, interests e.g. hobbies, preferences and aspirations

*Matching to potential job roles:* the potential job role should ideally match the learner's 'hard' and 'soft' skills; important and less important factors in deciding the appropriateness of a potential job role e.g. location, working hours, salary, job description, type of industry, size of organisation

### 3 Know how to search for job vacancies

*Information in job adverts:* relevant terminology e.g. abbreviations and descriptors commonly used in job advertisements e.g. 'CV', 'MD', 'O.T.E', 'PA', 'team player', 'hands-on approach', 'flexible attitude'; different types of information contained in a job advert e.g. location, skills needed for the job, salary and benefits, length of contract, opportunities to receive training, promotion or learn new skills; recognising key words in job adverts that match own skills, interests and personal circumstances e.g. 'would suit someone with an interest in sport', 'full driving licence required'

*Appropriate methods to search for jobs:* conducting the job search according to what the learner requires from a job e.g. using local sources such as local newspapers, Jobcentres, neighbours and friends to search for jobs in the local area, searching the vacancies section of a company or organisation website if the learner wishes to work for that particular company or organisation, using internet job sites or national newspapers if the learner wishes to find a job outside their local area

## Essential guidance for tutors

### Delivery

A wide range of delivery methods can be used in this unit, for example tutorials, presentations, video, discussions with those in the world of work, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the unit content.

By combining various aspects of the unit, tutors should be able to cover all the learning outcomes through practical activities.

As the emphasis of this unit is on allowing the learner to identify potential jobs, based on an understanding of their own skills and interests, the tutor could start delivery of this unit by asking learners to make a list of jobs that interest them.

Learners should be encouraged to describe their skills and interests through group discussion or with a tutor. In describing their skills and interests, they should understand how these can be used to identify potential job roles — this could be related to the type of job they are interested in (for example administration, customer service) or specifically to a sector area (for example health and social care, construction, retail) and the particular features of individual job roles such as working hours, work location etc. The learner's skills and interests may also be related to other qualifications they are undertaking which may help to identify potential job roles.

To develop knowledge of potential job sources, learners should investigate the range of job sources available to them. These could be job agencies such as employment agencies or Jobcentres, services such as careers advisers, or sources of information such as newspapers, trade journals and internet sites. Learners should also know that some job vacancies can be brought to their attention by other means, such as word of mouth.

Learners could visit the Jobcentre or an employment agency. On returning to the college, school or place of learning, learners could record their information about the roles and functions of these services and potential jobs to suit their skills, abilities and interests.

To identify appropriate job roles, learners could carry out further directed investigation into potential job roles, for example by reading about potential areas of work on the internet or in careers publications, or by talking to people who work in a similar area.

For learning outcome 3, learners could work in groups to analyse the information in real job adverts and answer questions on a worksheet about the key words and terminology used.

## Assessment

For 1.1, the learner must give brief details about four different sources of information about job vacancies. This could take the form of a presentation, leaflet or poster which includes the information required for 1.2.

To meet 1.2, the learner needs to give clear information about the assistance provided by the recruitment services described in 1.1.

For 2.1, the learner needs to identify their interests and skills and for employment. Evidence may be recorded in the form of a skills audit.

For 2.2, the learner needs to match their skills and interests to two potential job roles. Learners should be able to select the most appropriate job roles based on how closely they match their skills and interests. This information could be presented in the form of a chart or checklist.

For 3.1, the learner needs to identify information in job adverts that will help them in carrying out a job search to match their skills and interests, for example how the skills requirements section of a job advert can help them to narrow down their search.

The learner may use either job vacancies for which they will be applying or in which they have a genuine interest.

For 3.2, the learner needs to identify three sources of information available to search for potential jobs (although they will not be expected to use all of these to search for potential jobs). Tutors may wish to give learners a range of appropriate sources to choose from at this level.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 6: Applying for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 7: Preparing for an Interview	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 8: Interview Skills	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 11: Career Progression	Unit 7: Interview Skills
Unit 11: Career Progression	Unit 38: Using a CV and Covering Letter to Apply for a Job	Unit 10: Career Progression
Unit 31: Produce a CV		

### **Essential resources**

Learners need access to sources of information about where and how to search for specific types of jobs (such as magazines, newspapers, the internet, other people, Jobcentres). They will also need access to examples of relevant job advertisements (real or simulated).

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/Employment](http://www.direct.gov.uk/en/Employment)

[www.learndirect.co.uk/](http://www.learndirect.co.uk/)

[www.monster.co.uk](http://www.monster.co.uk)



# Unit 6: Applying for a Job

<b>Unit code:</b>	<b>H/503/2832</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

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## Unit aim

The aim of this unit is for learners to develop understanding of ways to apply for a job and develop the skills to present relevant job application information in an appropriate and accurate way.

## Unit introduction

The various methods of applying for a job differ in their requirements and the type of information requested of the applicant. The focus of this unit is on learners understanding how to apply for a range of job vacancies, but they will need to actually apply for only one job to achieve the unit.

Learners will gain an understanding of how and when different types of methods are used for applying for employment. They will find out how to gather the relevant information to support a job application and develop skills to present job application information in an appropriate and accurate way.

## 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Understand different methods of applying for jobs	1.1 Outline different methods of applying for a job 1.2 Explain why different methods of applying for a job are used
2 Be able to complete a job application	2.1 Present relevant information collected for a job application 2.2 Complete a job application form accurately 2.3 Complete a CV for a job application in a given format 2.4 Present an appropriate covering letter for a job application

## Unit content

### 1 Understand different methods of applying for jobs

*Different methods of applying:* different formats for internal/external applications e.g. application forms, CVs, covering letters, applications via a website, applying in person

*Reasons different methods of applying are used:* method of applying may be linked to the type of job e.g. requirement to provide covering letter may suggest job role requires good communication or written skills, use of online application form may suggest job role requires computer skills

### 2 Be able to complete a job application

*Information for job application:* person specification for job; job description; different types of information needed for a job application e.g. 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 job application form; using templates and examples as a guideline

*Apply for a job using an application form, CV, covering letter:* accurate information including only relevant and appropriate information; following accepted guidelines for the format and content of a CV, following accepted guidelines for the format and content of a covering letter

## Essential guidance for tutors

### Delivery

The unit has been designed to make delivery of the key topics practically based wherever possible.

The tutor could start delivery of this unit by providing a range of job application forms and CV templates of a suitable level for learners working at Level 1. Learners could work in groups to think about the information they need to prepare to be able to complete them. Alternatively, learners could collect different application forms for different jobs. They could telephone, email or write to request the forms.

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.

As part of learning outcome 1, a question-and-answer session could determine reasons why different methods of applying for job are used. For example, some employers will want to see more of a learner's ability to express themselves in writing, hence a request for a CV and covering letter, while other employers will simply need to see the learner's experience to date with some writing on an application form.

Reasons given in the question-and-answer session could be collated on a board/flipchart.

For learning outcome 2, learners could work independently to collect the information required to complete a job application. The job application may be real or simulated, and can either 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 may be given a CV template 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 correctly presenting information on applications forms, CVs and covering letters and correctly following specific instructions.

Learners should be encouraged to practise presenting applications appropriately and discuss with their tutor any concerns they may have so that they are able to present documents in a format which is suitable for the employer. They should also be encouraged to proofread their job applications for accuracy, using resources such as a spellchecker, peers or friends.

## Assessment

For 1.1, the learner needs to give clear details about two different ways to apply for a job.

For 1.2, the learner needs to give reasons why each of the two different ways to apply for a job (described in 1.1) has been used.

For 2.1, the learner need to collect the relevant information required to complete a job application. The learner may receive guidance in finding the relevant information but must be able to extract it independently.

For 2.2, 2.3 and 2.4, the learner needs to allocate the identified information to the appropriate part of the job application. They may discuss and agree with the tutor how best to use the identified information. However, the learner must subsequently be able to make their own decisions regarding how to use the information in their job application. Information presented needs to be legible, concise, clearly understood by the employer and follow specific instructions given in the job application information. Where information is submitted electronically, learners should be familiar with the use of formatting and spellcheck functions.

For 2.2, the learner need to complete a job application form accurately with care and attention paid to correct spelling, grammar (and legibility of handwriting if used) using relevant information.

For 2.3, the learner at this level may use a CV template into which they can put their personal information, but must show independence in being able to fill in the sections correctly.

For 2.4, the learner needs to provide a covering letter including why they are applying and how they meet the criteria for the job. They may use a template for a covering letter, but must show independence in being able to fill in the sections correctly.

The final application document should show that the learner understands the importance of using relevant information when filling in application documentation. If a covering letter is included, it should be appropriate to the job application, and it does not need to be lengthy.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 7: Preparing for an Interview	Unit 5: Applying for a Job,
Unit 7: Preparing for an Interview	Unit 8: Interview Skills	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 11: Career Progression	Unit 7: Interview Skills
Unit 11: Career Progression	Unit 38: Using a CV and Covering Letter to Apply for a Job	Unit 10: Career Progression
Unit 31: Produce a CV		

### **Essential resources**

Learners need access to examples of real or simulated job application forms and examples of other job application documents such as CVs and covering letters.

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork](http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork)

[www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob](http://www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob)

[www.open.ac.uk/careers/applying-for-jobs.php](http://www.open.ac.uk/careers/applying-for-jobs.php)

[www.worksmart.org.uk/career/job\\_advertisements](http://www.worksmart.org.uk/career/job_advertisements)



# Unit 7: Preparing for an Interview

<b>Unit code:</b>	<b>K/503/2833</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

The aim of this unit is to help learners to know what information is required to prepare for an interview, develop the skills to prepare questions for an interview and to plan travel to arrive on time.

## Unit introduction

Preparation and planning are vital aspects of the interview process and go a long way towards improving the chances of a successful outcome. In this unit, learners will develop the skills of planning appropriate questions to ask an interviewer as well as preparing responses to likely questions ahead of an interview. They will also look at how to make effective travel plans for an interview to help them arrive at the correct time and place.

## 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Know information required to prepare for an interview	1.1 Identify the purpose of the interview 1.2 Outline the key information about the job/ placement/course drawing on application information
2 Be able to prepare for interview questions	2.1 Prepare answers to questions that might be asked at the interview 2.2 Identify questions to ask which show interest in the job, placement or course
3 Be able to plan travel for an interview	3.1 Confirm the time and place where the interview will be held 3.2 Plan a route and means of transport to arrive on time for the interview

## Unit content

### 1 Know information required to prepare for an interview

*Purpose of the interview:* interview purpose e.g. for employment, a course, work placement, volunteering

*Information about the job/ placement/course:* information needed e.g. entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required

### 2 Be able to prepare for interview questions

*Respond to questions:* being asked questions at interview e.g. ensure they understand the question before they answer, ensure answers are appropriate and clear, how to respond when they don't know the answer to a question

*Questions they might be asked:* which questions are most likely to be asked; not all questions can be planned for ahead of time

*Prepare appropriate questions to ask the interviewer:* questions should use appropriate language register; content of questions should be relevant to the course/placement/job; learner shows their interest in the course/placement/job by asking questions; questions should be asked with appropriate tone of voice and attitude

### 3 Be able to plan travel for an interview

*Plan to arrive on time:* finding out journey times, using sources of travel information, considering different modes of travel, choosing best route, allowing for possible delays, using interview information or documentation to confirm interview details

## Essential guidance for tutors

### Delivery

Delivery methods could include learner-centred tasks such as groupwork, research tasks and learner-led presentations.

Learners should be given as much practical experience as possible in preparing for an interview.

To develop an understanding of how to answer questions at an interview for learning outcome 1, learners need to be aware of the purpose of the interview. This could be explored using practical activities, working in groups to consider different interview situations and discuss questions that might be asked and appropriate answers. Learners could create guidelines to work as a factsheet for other learners to follow.

Role-play could be used to help learners to understand how to respond to questions they do not know the answers to.

For learning outcome 2, learners could work in small groups to discuss questions to ask the interviewer in different interview situations. They could then report back to the rest of the group.

Learners working in small groups could be given an interview venue, date and time and complete research using the internet or local transport information leaflets to select a route and means of transport to allow them to arrive at the interview on time. Learners can present their travel plans to the group and discuss the reasons for their choices.

The interview being prepared for may be for a job, placement or place on a training course. It 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.

### Assessment

The assessment criteria for this unit may be combined into one assessment task. The learner may present all the required information as a leaflet. Alternative methods of evidencing may be used.

The assessment for this unit could take the form of preparing for and participating in a 'mock' interview. The learner could either choose a job that they have seen themselves, or examples of job vacancies could be provided by the tutor. The learner could prepare answers to possible interview questions and go on to prepare questions they would like to ask the interviewer. The learner could then be given a time and place for the mock interview. They should arrive in good time and be appropriately dressed.

For 1.1, the learner need to state the purpose of the interview, for example applying for a job as a sales assistant.

For 1.2, the learner needs to outline three important facts about the job/course placement from application information

For 2.1, the learner needs to give answers to four questions which are relevant to the purpose of the interview. The questions may be those agreed in class discussions, but the learner's response must reflect their own understanding of the stated purpose of the interview.

For 2.2, the learner needs to give four questions to ask the interviewer which are relevant to the stated job, placement or course. The learner might identify a range of possible questions through group discussion or other guidance, but should select the final set of questions independently.

For 3.1, the learner needs to give (independently) a precise interview time and venue from information given to them.

For 3.2, the learner needs to give, from a given range of resources, the correct information about a route and means of transport which would allow them to arrive at the interview on time.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 8: Interview Skills	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 11: Career Progression	Unit 7: Interview Skills
Unit 11: Career Progression		Unit 10: Career Progression

### **Essential resources**

In order to prepare for an interview, learners need a given brief for an appropriate job, work placement or a place on a training course.

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork](http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork)

[www.direct.gov.uk/en/TravelAndTransport/PlanningYourJourney](http://www.direct.gov.uk/en/TravelAndTransport/PlanningYourJourney)

[www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob](http://www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob)

[www.jobcentreplus.gov.uk](http://www.jobcentreplus.gov.uk)

[www.open.ac.uk/careers/preparing-for-an-interview.php](http://www.open.ac.uk/careers/preparing-for-an-interview.php)

## Unit 8: Interview Skills

**Unit code:** M/503/2834

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

### Unit aim

The aim of this unit is to help learners develop the presentation and communication skills required for interviews.

### Unit introduction

The purpose of this unit is for learners to acquire the basic communication skills needed for an interview, be it for a job, work placement or training course. Learners are presented with an interview as a multi-faceted experience which includes the use of both verbal and non-verbal communication. Learners will learn about the importance of answering interview questions clearly and appropriately. The emphasis is on being able to apply all the acquired interview skills in a way that is appropriate for the interview context. Learners will also be guided through a post-interview reflection so that they understand the value of learning from the interview 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 Be able to prepare to be interviewed	1.1 Demonstrate punctuality for the interview 1.2 Demonstrate care in personal appearance relevant to the interview
2 Be able to respond to questions in an interview	2.1 Answer questions asked by the interviewer with appropriate informative responses 2.2 Demonstrate attention through use of non-verbal communication
3 Be able to assess own performance in an interview	3.1 Outline what went well in the interview and what did not

## Unit content

### 1 **Be able to prepare to be interviewed**

*Arrive on time:* timekeeping; arrive early enough to collect themselves, to find entrance to building/office, to appear calm and in control

*Personal appearance:* clean; tidy; clothing consistent with that normally expected of interviewees in the particular setting; attention to personal hygiene

### 2 **Be able to respond to questions in an interview**

*Answer questions:* listening carefully to the questions before answering; answer is relevant to the question; language appropriate for interview context; clarity and politeness in communication; awareness of tone of voice

*Non-verbal communication:* the role of non-verbal communication and body language in creating the correct impression, awareness of facial expressions; showing the interviewer you are paying attention to the questions; posture

### 3 **Be able to assess own performance in an interview**

*Assess own performance:* e.g. comments from the interviewer, the learner's own impressions of the interview experience; knowing which parts were difficult, challenging or unfamiliar; knowing which parts were easy, successful, enjoyable or familiar

## Essential guidance for tutors

### Delivery

By combining various aspects of the unit, tutors/line managers should be able to cover all the learning outcomes through practical activities.

A question-and-answer session could determine different situations that require interviews. Learners could work in groups to discuss the general purposes of interviews.

Guest speakers could be invited to speak to learners about the importance of timekeeping and personal presentation at interviews. Learners would find it helpful to prepare questions to ask the speaker about their expectations of someone in an interview situation. Learners could also create guidelines which work as a factsheet for other learners to follow.

To develop knowledge and understanding of the effect of non-verbal communication during an interview, learners could watch video of interviews and complete a related worksheet. In groups, learners could discuss cultural differences in non-verbal communication which would be relevant in an interview situation and report back to the rest of the group. Examples could include cultural differences about whether or not to make eye contact with a senior or older person or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could practise their interview skills using role-work exercises of different interview situations. Learners could be involved in peer assessment of verbal and non-verbal communication skills, which would be helpful to learners when understanding their performance in an interview for learning outcome 3.

The interview may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for around 10 minutes. The interviewer should use straightforward language and make sure that questions are clearly phrased and unambiguous. The interviewer may be familiar to the learner but it would be helpful if it was not the learner's usual tutor for this area of learning or their immediate line supervisor in the workplace.

### Assessment

The interview may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for around 10 minutes. The interviewer should use straightforward language and make sure that questions are clearly phrased and unambiguous. The interviewer may be familiar to the learner but it would be helpful if it was not the learner's usual tutor for this area of learning or their immediate line supervisor in the workplace.

For 1.1, the learners need to arrive in good time at the venue for the given interview.

For 1.2, the learner should be dressed appropriately for the interview. The definition of 'appropriately' will differ from one workplace or course to another, depending on the nature of the job, placement or course applied for. The learner's appearance should be consistent with that normally expected of interviewees in the particular setting. Regardless of setting, learners should have paid attention to their personal hygiene and be wearing clean clothes.

For 2.1, learners need to give responses relevant to the questions asked by the interviewer, clearly and politely, using language appropriate to the context of the interview.

For 2.2, during the interview, the learner should concentrate on the interviewer, avoiding distractions and listening carefully to the questions they are asked. Appropriate body language may include sitting up straight, sitting still and clearly paying attention to the interviewer, for example by nodding the head and taking papers passed to them. Tutors or line managers should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

Evidence to support observation of the learner's performance in the interview for 1.1, 1.2, 2.1 and 2.2 could be a written statement by the tutor, line manager or interviewer or a video with supporting commentary from the tutor or line manager. Learners' use of verbal and non-verbal communication must be appropriate and informative within the context of the interview.

For 3.1, the learner should be able to identify parts of their performance that went well and not so well. This might relate to particular questions or to aspects such as body language or listening carefully. They might reflect on the interview by watching it back on video, listening to it on 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 this feedback in their review of their performance, should they wish to do so. However, their self-evaluation should represent their own views on their performance and should be recorded independently. Evidence to support this can be either 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 a video or taped discussion.

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 11: Career Progression	Unit 7: Interview Skills
Unit 11: Career Progression		Unit 10: Career Progression

### Essential resources

Learners must participate in a real-life or simulated interview.

## **Suggested resources**

### **Websites**

[www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork](http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork)

[www.open.ac.uk/careers/interviews.php](http://www.open.ac.uk/careers/interviews.php)

[www.worksmart.org.uk/career/interviews](http://www.worksmart.org.uk/career/interviews)



# Unit 9: Self-management Skills

<b>Unit code:</b>	<b>T/503/2835</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

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## Unit aim

The aim of this unit is for learners to understand the importance of self-management for employees and to develop time-management skills for work.

## Unit introduction

Employees need to be able to manage themselves appropriately in order to stay safe and healthy at work and to make a positive contribution to the workplace. This unit focuses on the importance for employees of being able to manage themselves in the workplace.

Learners are asked to demonstrate time-management skills and carry out an evaluation of their performance. Areas in which learners will find out more about the importance of self-management include prioritising time and tasks during the working day, being mindful of daily objectives at work and taking breaks at appropriate times.

## 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Understand self-management for work	1.1 Outline reasons for self-management in the workplace 1.2 Identify areas which need time management in the workplace 1.3 Explain reasons for taking breaks during the working day
2 Be able to demonstrate time management skills for work	2.1 Carry out tasks and activities in an appropriate prioritised order 2.2 Carry out tasks and activities to achieve agreed objectives for a working day 2.3 Take breaks during the working day

Learning outcomes	Assessment criteria
3 Be able to assess own time management skills	3.1 Outline aspects of time management which went well when carrying out the tasks and activities for the working day 3.2 Outline aspects of time management which were less successful

## Unit content

### 1 Understand self-management for work

*Self-management in the workplace:* reasons e.g. contributing to own health and wellbeing build self-esteem and confidence, better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily

*Areas which require time management:* e.g. daily tasks and activities, weekly tasks and activities, longer-term tasks and activities, lunchbreaks and teabreaks, starting and ending tasks, working individually on a task or activity, working with others on a task or activity

*Reasons for taking breaks:* benefits of regular breaks e.g. enhances personal health and wellbeing, able to do job more effectively, improves concentration, accidents less likely; opportunity to speak informally to other colleagues during a teabreak or lunchbreak

### 2 Be able to demonstrate time management skills for work

*Time management and taking breaks:* planning time for tasks and activities e.g. prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives; allow time for taking breaks e.g. lunchbreak, teabreaks, breaks for health and wellbeing purposes

### 3 Be able to assess own time management skills

*Review of performance:* deciding whether or not effective time management skills were demonstrated during the working day; talking about what went well and what did not go so well e.g. remembered to take regular breaks from looking at the computer screen, but forgot to check time during lunchbreak so returned late to desk

## Essential guidance for tutors

### 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. It is expected that the self-management skills listed within the unit are those which need to be demonstrated by learners within an educational context as well as by employees, therefore learners will likely already be aware of a range of self-management skills in a general context.

Tutors/line managers could use copies of organisational procedures for different types of organisation as appropriate for example school or college organisational procedures for staff and/or students relating to self-management (or if in the workplace, copies of the procedures for that workplace). Relevant training or developmental courses or exercises relating to self-management (for example time management, 'mock' work tasks and 'in-tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or through discussion between the learner and their line manager or another appropriate person familiar to the learner. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners understand the importance of managing themselves and to start to think about the benefits of doing this. Learners could create a poster or leaflet to show their competence in achieving learning outcome 1. Learners should be encouraged to understand how they contribute to their own health and wellbeing in managing their time effectively, and why it is important that they look after themselves.

Tutors may wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities employees have for their health and wellbeing and also the general ways in which the workplace can support employees in this.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities while being observed by their supervisor, line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate self-management skills. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, supervisor, line manager or other observer provides help or support to the learner by pointing out, for example, health and safety issues that the learner may have missed. They may also wish to discuss and agree the activities which the learner will demonstrate, in advance of the demonstration.

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. Learners and tutors/line managers would discuss how the learner did in their demonstration and learners would be able to discuss what they felt went well.

## Assessment

For 1.1, the learner needs to give two reasons why employees need to manage themselves in the workplace.

For 1.2 and 1.3, the learner must be able to identify at least two self-management skills related to time management. They should also be able to describe why taking appropriate breaks is important. The learner should be able to set their self-management skills clearly in a work-related context. Evidence to support this can be either in a written format, for example records of group or individual discussion (written by the tutor or learner with sign-off from the tutor) or video/audio recording.

For 2.1, 2.2 and 2.3, the learner must be able to demonstrate self-management skills within the workplace. The focus is on time management as mentioned above and may be carried out as part of a real working day or as a simulated activity. The learner must be able to demonstrate that they can carry out more than one activity (for example, managing a list of tasks and taking a break for health and safety reasons). The learner should be able to show how they prioritise their tasks and activities to achieve agreed daily objectives. These daily objectives should be agreed in advance of the demonstration. The learner should also be able to demonstrate how to take appropriate breaks during their working day. The learner must be able to demonstrate that they understand what they are doing, although tutors and others may support and prompt them.

The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner about their performance for 2.1, 2.2 and 2.3. This observation can take the form of a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary or statement from the tutor or line manager.

For 3.1 and 3.2 the learner must carry out a review of their performance in which they identify at least one aspect that went well (for example being able to meet all their daily objectives) and one aspect that did not go so well (for example not planning in any time for reading emails first thing in the morning). It is appropriate for the tutor, line manager or a colleague to offer constructive criticism and for learners to include this feedback in their review of performance (if they accept it). However, the learner's self-evaluation should represent their own views on their performance and should be recorded independently.

Evidence to support 3.1 and 3.2 can be either 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 presented through a video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed with the tutor/line manager in advance.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 9: Self-management Skills	Unit 16: Positive Attitudes and Behaviours at Work	Unit 8: Self-management Skills
Unit 12: Conduct At Work	Unit 30: Safe Learning in the Workplace	Unit 15: Effectiveness at Work
Unit 22: Safe Learning in the Workplace	Unit 28: Preparing for Work Placement	
Unit 20: Preparing for Work Placement	Unit 36: Health and Safety at Work	Unit 26: Preparing for Work Placement
Unit 28: Introduction to Health and Safety at Work		

**Essential resources**

There are no special resources needed for this unit.

**Suggested resources**

**Websites**

- [www.direct.gov.uk/en/Employment](http://www.direct.gov.uk/en/Employment)
- [www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)
- [www.monster.co.uk](http://www.monster.co.uk)
- [www.worksmart.org.uk/career](http://www.worksmart.org.uk/career)

# Unit 10: Self-assessment

**Unit code:** A/503/2836

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

## Unit aim

The aim of this unit is for learners to develop understanding of how to assess their strengths, weaknesses, qualities and skills to set manageable, achievable long-term and short-term goals for work and personal life.

## Unit introduction

The ability to set achievable goals is empowering. In this unit, the learner will consider their own strengths and weaknesses and how they might address areas of weakness. The unit helps the learner to understand the importance of setting different types of goals in life. The learner will find out how to set both long-term and short-term goals, make some plans for achieving them and find out how their skills, qualities and strengths may help them to achieve their short-term 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 personal strengths and weaknesses	1.1 Identify own strengths and weaknesses 1.2 Explain how to improve on areas of weakness
2 Understand the importance of recognising personal skills and qualities	2.1 Identify own skills and qualities 2.2 Explain how own skills and qualities may be used in work and personal life
3 Understand goal-setting	3.1 Explain why it is important to set short- and long-term goals 3.2 Identify a personal long-term goal 3.3 Identify personal short term goals 3.4 Outline ways to achieve short-term goals 3.5 Explain how own skills, qualities and strengths may help in achieving short-term goals

## Unit content

### 1 Understand personal strengths and weaknesses

*Personal strengths and weaknesses:* behaviour, personality and attitudes e.g. friendly, shy, confident, talkative, punctual, impatient, sensitive, determined, loyal

*How to remedy weaknesses:* take appropriate steps to remedy weaknesses e.g. 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

### 2 Understand the importance of recognising personal skills and qualities

*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

*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

### 3 Understand goal-setting

*Importance of long-term goals:* goals may relate to personal life, work, course or study; having a long-term goal gives individuals something specific to aim for; gives individuals a purpose/focus; is empowering

*Importance of short-term goals:* steps towards long-term goal; encourage progress towards long-term goal; are specific; have a clear target; are realistic; are manageable; achievement boosts self-confidence and self-esteem

## Essential guidance for tutors

### Delivery

The emphasis of this unit is on allowing learners to analyse their own strengths, weaknesses, skills and attributes and work towards setting their own short-term and long-term goals. For much of the delivery of this unit, learners need to focus on their own personal attributes in order to develop a personal plan to achieve a goal. A mixture of tutor -led input and individual learner research is therefore required.

To complete this unit, learners could record their self-analysis through the completion of logbooks. Logbooks could take a variety of formats, depending on the needs of individual learners. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log.

For learning outcome 1, learners could investigate the strengths and weaknesses of someone they admire, for example a famous sports person, business person or historical figure, before starting to explore their own strengths and weaknesses. Working in small groups or through one-to-one discussions, learners may need encouragement and support from the tutor or line manager. If appropriate, recognised personality profiling and self-assessment tools may be used in a strengths and weaknesses analysis. Recognising and investigating areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of sensitivity and respect. Emphasis should be on the fact that everyone has strengths and weaknesses, and can accentuate the positive while finding ways to address weaknesses and achieve self-improvement.

The application of skills and qualities may be explored by the use of different case studies. Learners could answer questions on a worksheet related to the case study and report their findings to the rest of the group or line manager before considering how their own skills and qualities may be used for learning outcome 2.

The need for goal setting and the empowerment this provides could be explored through a question-and-answer session. Learners at this level may need support in identifying and setting some long-term and short-term goals for themselves. This could be achieved through a one-to-one discussion or tutorial.

### Assessment

Evidence for all the assessment criteria could be provided in a logbook or similar recording tool. Alternative methods of evidencing learning may be used. Evidence from tutorials or taped discussions verified by the tutor/line manager may be included in the log.

For 1.1, the learner needs to give details at least two of their strengths. They should also provide details of two of their weaknesses.

For 1.2, the learner needs to explain how they could take steps to remedy both of the personal weaknesses in 1.1.

For 2.1, the learner needs to identify their personal skills and qualities. Evidence may be presented as a self-assessment checklist.

In achieving 2.2, the learner must explain how at least two skills and two qualities may be used in their personal life, current career or career plans.

For 3.1, the learner needs to give one clear reason why it is important to set short-term goals and one clear reason why it is important to set long-term goals.

For 3.2, the learner must be able to identify one long-term goal.

For 3.3, the learner needs to identify three short-term goals. The short-term goals should help the learner achieve the identified long-term goal.

For 3.4, the learner must outline how two of the short-term goals (identified in 3.3) might be achieved.

For 3.5, the learner may refer to the strengths identified in 1.1 and the skills and qualities identified in 2.1, and include information about how these strengths, skills and qualities could help them to achieve one or more of their identified short-term goals.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Entry Level	Level 1	Level 2
Unit 10: Self-assessment	Unit 23: Setting and Meeting Targets at Work	Unit: 9 Self-assessment
Unit 11: Career Progression	Unit 11: Career Progression	Unit 10: Career Progression
Unit 16: Setting and Meeting Targets at Work	Unit 36: Health and Safety at Work	Unit 22: Setting and Meeting Targets at Work
Unit 28: Introduction to Health and Safety at Work		

**Essential resources**

There are no special resources needed for this unit.

**Suggested resources**

**Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

# Unit 11: Career Progression

<b>Unit code:</b>	<b>F/503/2837</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

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## Unit aim

The aim of this unit is for learners to understand the importance of career progression and develop the skills to plan short-term goals for their own career development based on self-assessment of skills, qualities and experience.

## Unit introduction

Successful career progression requires planning, forethought and clear understanding of your own skills, experiences and circumstances. This unit aims to help learners develop an understanding of what is required of them in order to progress in a career that interests them. Learners will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer. The unit provides an opportunity to consider the importance and benefits of career progression. Learners will also find out about the practicalities of planning a stage in their career development, such as goals and timelines.

## 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Understand career progression	1.1 Explain the importance of career progression for the individual 1.2 Describe the role of work and study in career progression
2 Be able to assess skills and qualities for career progression	2.1 Outline personal skills, qualities and experience relevant to career progression 2.2 Identify areas of work or study suited to own personal skills, qualities or experience

Learning outcomes	Assessment criteria
<p>3 Be able to plan short-term goals for career progression</p>	<p>3.1 Identify sources for information and guidance for own career progression</p> <p>3.2 Identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences</p> <p>3.3 Identify short-term goals that will help progress own career</p> <p>3.4 Identify a timeline for achieving the short-term career progression goals</p> <p>3.5 Identify resources for achieving the short-term career progression goals</p>

## Unit content

### 1 Understand career progression

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

*How work and study help career progression:* potential for pay rise or improvement in employment prospects; could lead to new job role; gain promotion; work e.g. improve skills, learn new skills, gain experience; study e.g. gain qualifications, extend knowledge

### 2 Be able to assess skills and qualities for career progression

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

*Skills and qualities relevant to career progression:* personal skills and qualities e.g. self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and information

*Areas of work or study suited to personal skills, qualities or experience:* linking personal skills, competences, experience, qualities 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 in IT course, confidence in talking to people could fit a role in sales or retail

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

*Information and guidance related to career progression:* information/guidance e.g. college, school or community-based careers services, Jobcentres, Learndirect, libraries, careers and jobs sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialists websites such as Connexions, careers Wales, careers Scotland, careers Ireland, Sector Skills Councils and a range of BBC links to *Blast*, *Go Get it*, *One Life – Your World: Work and Future*

*Plan the next stage in their career progression:* setting short-term goals; the role of self in career planning e.g. mindset, personal behaviours 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

## Essential guidance for tutors

### Delivery

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

It would be helpful to make explicit to learners the skills associated with career progression, 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 outcome 2 and learning outcome 3. Tutors/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.

Individual 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 the learner's 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/line managers could also arrange access to resources that promote a positive approach to learning and development.

### Assessment

To meet 1.1, the learner needs to give two ways in which career progression can benefit individuals.

For 1.2, the learner needs to briefly describe how work and study help career progression. These criteria may be evidenced through group discussions recorded by the tutor or line manager for verification purposes

For 2.1, the learner needs to include information about their personal skills, qualities and experience relevant to career progression. This need to include skills they have developed through their previous work or learning. This may be evidenced by the learner completing a simple self-assessment pro forma. Alternative methods of evidencing can be used, for example posters, charts or presentations.

For 2.2, the learner needs to use the information from 2.1 to consider two areas of work or study that may be suitable for them. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor/line manager for verification purposes.

For 3.1, the learner needs to be able to identify at least three sources of information about job roles, study opportunities or career paths in a sector relevant to the choices made in 2.2. A range of resources may be provided for the learner, but the learner must be able to identify the sources of information independently.

For 3.2, they need to match the skills and qualifications needed for two possible career or course options to their own skills, qualities and experience.

For 3.3, 3.4 and 3.5, the learner needs to set at least three 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. The learner will 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. The learner 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/supervisor.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job,	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 7: Interview Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 11: Career Progression	Unit 38: Using a CV and Covering Letter to Apply for a Job	Unit 10: Career Progression
Unit 31: Produce a CV		

### **Essential resources**

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

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/EducationAndLearning](http://www.direct.gov.uk/en/EducationAndLearning)

[www.monster.co.uk](http://www.monster.co.uk)



# Unit 12: Developing Personal Skills for Leadership

**Unit code:** J/503/2838

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

## Unit aim

This unit looks at how learners can develop their leadership skills. The unit covers the main features of leadership, how to lead, make decisions, and give instruction and feedback.

## Unit introduction

The development of leadership skills is often an important or desirable aspect of employability. Whether using these skills formally as a manager or supervisor, or informally, to lead a small group of people or to relay instructions to others, learners will benefit from being able to understand and develop these skills.

This unit introduces the learner to the concept of leadership and its main features. Additionally, learners will gain a basic understanding of how to make decisions and give instructions to others as part of a leadership role. The ability to give and receive constructive feedback is another important aspect of leadership and is also introduced 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 the main features of leadership	1.1 Identify different types of leadership 1.2 Outline main features of leadership
2 Know how to make decisions	2.1 Identify a decision that needs to be made about a task or situation 2.2 Outline steps needed to make the decision
3 Know how to give instructions to members of a group	3.1 Identify instructions needed by members of a group to carry out an aspect of their tasks or activities 3.2 Give instructions to group members

Learning outcomes	Assessment criteria
4 Know how to give and receive feedback about a task or activity	4.1 Give examples of when feedback was given about a task or activity to another group member  4.2 Give examples of when feedback was received about a task or activity from another group member

## Unit content

### 1 Know about the main features of leadership

*Types of leadership:* leaders in the widest context e.g. prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others e.g. head of school/college, tutor, line manager/supervisor, community leaders; informal leadership e.g. sports team captains, prefects/monitors, leaders of project teams, leaders of social groups

*Main features of leadership:* responsibility for others e.g. making sure other people carry out their tasks or meet goals; giving instructions e.g. allocating work to others, telling people what they need to do; giving and receiving feedback e.g. telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions e.g. deciding on what the others need to do and how they should do it

### 2 Know how to make decisions

*Types of decisions to be made:* e.g. making a decision in order to solve a problem, deciding on the best way of doing a task or activity, deciding which team member will do which activity

*Steps needed to make a decision:* e.g. consider talents, skills and interests of team members and match them to requirements of the assignment before allocating tasks to individual team members, consider all appropriate solutions before deciding on the best way to solve a problem

### 3 Know how to give instructions to members of a group

*Types of instructions:* e.g. allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed

*Giving instructions to others:* ensuring instructions are clear and correct; giving instructions via most appropriate method of communication e.g. written, verbal, a presentation; giving instructions in an appropriate way e.g. at correct time and in a polite manner

### 4 Know how to give and receive feedback about a task or activity

*Types of feedback:* formal e.g. written reports, appraisal; informal e.g. verbal feedback to individuals, feedback to a team on performance of task

## Essential guidance for tutors

### Delivery

Learners may find it helpful to be introduced to what leadership means through a wide context — anyone from politicians and well known figures from business or industry to sports captains. This could be done in a group discussion in which the tutor asks learners to identify different types of leader. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. Learners would benefit from opportunities to discuss what they think a leader does (for example what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

Learners may need support in preparing to demonstrate some of the most basic and obvious features of leadership. These features are probably best demonstrated within an informal or small group setting. Tutors may wish to give the group a simple, structured activity to carry out, 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.

In understanding how to make decisions, learners need to demonstrate that they can make decisions about straightforward issues, for example deciding which team member should do which piece of work, or how long to spend on any given activity. Tutors might need to support the learner in identifying a decision to be made and then agree with them how it will be made — the step or steps they need to take in order to make the decision, for example thinking about the skills or talents of a team member would help the learner to decide which task should be allocated to that team member. Learners could be encouraged to make at least one independent suggestion about the step or steps needed to arrive at the decision and be able to describe the step or steps.

In giving instructions to group members, learners could be encouraged to show that they can deal with relaying basic and non-complex information to others in an appropriate way. In this sense, the learner would be demonstrating communication skills and also appropriate behaviour and attitude skills. Learners may well need support in identifying what needs to be done and how to structure this into appropriate instructions to the team. The instructions could be given either verbally or via some other means, for example by email or flipchart, but would need to be clear and understandable to the recipient or recipients.

In giving and receiving feedback about a task or activity, as with giving instructions, learners need opportunities to demonstrate appropriate behaviour in dealing with other members of the group. They would benefit from being able to practise giving straightforward feedback to others in an appropriate way using inoffensive language. They would also benefit from the opportunity to receive feedback from others by showing that they are listening to what others have to say.

## Assessment

Evidence for 1.1 and 1.2 should come from a group discussion or group activity which shows the individual contribution of the learner, or from an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to identify at least two different types of leadership and at least two main features of leadership.

In achieving 2.1 and 2.2, the tutor/line manager could support the learner in identifying a decision (and how to make the decision) via individual discussion between the learner and the tutor/line manager or in a group discussion. Evidence for 2.1 and 2.2 may take the form of a taped discussion, video evidence etc or copies of written documents (flowcharts, lists etc) in which the learner identifies a straightforward decision that needs to be made and the step or steps they will take in arriving at an appropriate decision. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for 3.1 and 3.2 can either come from an observation of the learner by the tutor, line manager or other designated person or from written evidence. With support from the tutor, line manager or other appropriate person, the learner needs to identify the necessary instructions and give the instructions to the group. The instructions are likely to relate to a simple task or activity. The instructions need not be detailed, but they must be clear and accurate. The observation can take the form of a witness statement, observation notes or a video of the learner giving instructions to the group with supporting notes. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for 4.1 and 4.2 could come from either an individual discussion between the learner and the tutor/line manager or in written format. Evidence may take the form of a taped discussion, video evidence etc or copies of written statements by the learner with examples of them giving and receiving feedback related to a task or activity. It may also be supported by written notes from the learner or the tutor/line manager. The learner should be able to give at least one example of giving feedback to others and at least one example of when they received feedback (the learner may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Level 1	Level 2
Unit 13: Practising Leadership Skills with Others	Unit 11: Developing Personal Skills for Leadership
	Unit 12: Practising Leadership Skills with Others

### **Essential resources**

Learners should have access to appropriate sources of information about leadership such as books, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to give instructions to others.

### **Suggested resources**

#### **Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf](http://www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf)

[www.tellmehowto.net](http://www.tellmehowto.net)

# Unit 13: Practising Leadership Skills with Others

**Unit code:** L/503/2839

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

## Unit aim

The aim of this unit is to give learners the opportunity to practise and assess leadership skills in group tasks.

## Unit introduction

Leadership skills need to be developed when working alongside others and evaluated in the light of interaction with others. In this unit, learners will be able to practise their leadership skills with other members of a group and understand what sort of skills they are demonstrating. They will also understand how to contribute to a group's tasks and activities in a leadership role and consider the effectiveness of the leadership skills they have practised.

## 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 which leadership skills to use with others	1.1 Identify leadership skills to use with others 1.2 Identify situations that require leadership skills
2 Be able to demonstrate leadership skills in a group	2.1 Identify instances when leadership skills have been demonstrated 2.2 Use an appropriate leadership skill
3 Be able to review own practice of leadership skills	3.1 Outline why use of a leadership skill was a success 3.2 Identify one aspect of leadership that did not go well 3.3 Explain why use of a leadership skill was not so successful

## Unit content

### 1 Know which leadership skills to use with others

*Leadership skills:* leadership skills that involve interaction with others e.g. relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback

### 2 Be able to demonstrate leadership skills in a group

*Leadership skills:* giving instructions e.g. allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, setting deadlines for tasks to be completed; making decisions e.g. making a decision to solve a problem, deciding on the best way of doing something, deciding which team member will do which activity; giving and receiving feedback e.g. written reports, appraisals, verbal feedback to individuals, feedback to a team on performance of a task

### 3 Be able to review own practice of leadership skills

*Carrying out a review:* different ways of evaluating leadership e.g. formal evaluation such as assessment forms, checklists or informal evaluation e.g. discussion with tutor/line manager; effectiveness of leadership e.g. whether or not group or team achieved its goals, appropriateness of decisions made by the leader, feedback received from group or team members about the leader, whether group understood the purpose of the activity and what needed to be done to achieve the purpose; identifying what went well and what did not go well e.g. clear instructions were given to the group but time taken to give the instructions was too long

## Essential guidance for tutors

### Delivery

Learners should make use of appropriate video, websites, documentaries and magazines to find the relevant information for this unit. Valuable information can also come from line managers or tutors and visiting experts.

In achieving learning outcome 1, learners could be encouraged to 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 headteacher, the principal, their tutors). They could also be encouraged to discuss leaders in their local community or those they know socially. They should be able to describe how they can practise the skills needed for leadership within a group situation. This could be talking about responsibilities a leader has towards a group of people, how leaders should carry out their jobs, how they consult others in making decisions, how leaders give guidance or instructions to others and that leaders should be able to give and receive feedback from others. Learners may also suggest other attributes and qualities of leadership that can be practised in group settings and which they may want to discuss.

For learning outcome 2, learners need the opportunity to explain that they have demonstrated basic leadership skills within an informal or small group context, which the tutor or line manager could also observe if appropriate. Learners could be encouraged to think about appropriate local opportunities to practise and demonstrate leadership skills with others, for example volunteering to lead part of a class assignment or showing a newcomer how to carry out a straightforward task in the workplace. Participating in voluntary work or being involved in positive alternatives to paid work, such as sports, training courses or the Duke of Edinburgh's Awards, may also provide learners with opportunities to practise leadership skills with others.

In achieving learning outcome 3, tutors and learners could discuss their performance either in a one-to-one or a small group situation.

### Assessment Guidance

Evidence for 1.1 and 1.2 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or presentation. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to discuss at least two different leadership skills they could practise with others and at least two situations where they could use their leadership skills.

Evidence for 2.1 and 2.2 could come from an observation of the learner using their leadership skills, or an individual discussion between the learner and the tutor/line manager. Evidence may take the form of a taped discussion, video evidence, presentation or copies of written statements from the learner in which they give examples of when they showed leadership skills. It may also be supported by written notes from the learner or the tutor/line manager. The learner must give at least one example of how they have demonstrated their leadership skills.

The discussion may be supported by observation notes from the tutor/line manager of the learner taking part in a group activity.

An example for 2.2 could be making a decision about who should do a particular task, in which case the learner needs to demonstrate that they can make a decision about a non-complex task based on appropriate information, for example the skill or talents of the people available to do the task. Tutors should support learners to identify who would suit a particular task and how to communicate this to the relevant person or persons. The decision could be given either verbally or for example via email, diagram or flipchart but it must be clear and understandable to the recipient or recipients.

Evidence for 3.1, 3.2 and 3.3 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner needs to identify one aspect of their leadership performance that went well and one that did not go so well (for example giving clear instructions to the group or, for example, not giving clear feedback to a member of the group).

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Level 1	Level 2
Unit 12: Developing Personal Skills For Leadership	Unit 11: Developing Personal Skills for Leadership
	Unit 12: Practising Leadership Skills with Others

**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 that allows them to show leadership skills.

**Suggested resources**

**Websites**

- [www.career-advice.monster.com](http://www.career-advice.monster.com)
- [www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)
- [www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yis-all.pdf](http://www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yis-all.pdf)
- [www.tellmehowto.net](http://www.tellmehowto.net)

# Unit 14: Learning with Colleagues and Other Learners

<b>Unit code:</b>	<b>F/503/2840</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

This unit looks at how the learner can learn effectively with their peers and other learners. Learners will be made aware of where learning can take place, how to record their progress in learning and that there are many different ways to learn.

## Unit introduction

It is important that learners understand how to learn in an effective manner with others who are working or learning at the same level. This may be as part of a defined team working towards common objectives or in a group working on the same piece of work, or it may be working across teams of people at a similar level within an organisation. In this unit, learners will be introduced to ways in which they can work alongside their peers in a learning context. They will learn about the value of discussing their learning and aiming for learning goals. They will also come to the important understanding that people have different learning styles and, therefore, learn in different ways.

## 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 of situations where learning can take place	1.1 Outline learning situations with co-workers 1.2 Outline learning situations with other learners
2 Be able to interact with colleagues or other learners in a learning situation	2.1 Give opinions-about an aspect of own learning 2.2 Respond appropriately to others' opinions and feelings about an aspect of learning 2.3 Give and receive feedback about own learning

Learning outcomes	Assessment criteria
3 Know that people have preferred individual learning styles	3.1 Identify own preferred method of learning 3.2 Outline how this compares to how other people prefer to learn
4 Be able to record progress in learning	4.1 State own learning goal 4.2 Identify the progress made towards own identified learning goal 4.3 Outline what went well and what did not go so well in own learning 4.4 Create a new learning plan to achieve the next learning goal

## Unit content

### 1 Know of situations where learning can take place

*Learning situations with others:* informal e.g. small group discussions, school or college classes, team building or development activities, day-to-day working with a team of people at the same level; formal learning situations e.g. training courses, induction days

*Learning situations with co-workers:* finding answers and solutions to tasks or problems through talking and working with co-workers e.g. solving a problem by using ideas from several people, rather than just own ideas

### 2 Be able to interact with colleagues or other learners in a learning situation

*Express opinions or feelings about an aspect of their learning:* e.g. likes and dislikes, how useful the presentation was

*Respond appropriately to others' opinions and feelings about an aspect of learning:* e.g. letting people have their say, not interrupting, not responding rudely, being polite and tactful

*Give and receive feedback about their learning:* feedback to other learners on how useful learning was, what could be improved; receiving feedback from others about contributions and opinions, attitudes and behaviours, whether something was successful

### 3 Know that people have preferred individual learning styles

*Methods of learning:* observing others at work, asking questions, listening to instructions or information, finding out information or doing research, attending courses, classes or training, taking a qualification, doing a practical task

### 4 Be able to record progress in learning

*Setting person learning goals:* identifying a personal goal that they can work towards or that is relevant to their area of work or study

*Recording progress:* recording progress (ie what has been learned) informally or formally; identifying learning goals and recording progress by using a learning plan, as part of an appraisal and development process

## Essential guidance for tutors

### Delivery

Group or individual discussions would provide opportunities for learners to discuss a situation in which they will learn with people who are working or learning at the same level as them. Examples could include situations where they learn alongside colleagues or classmates, or with people who have the same level of experience as them – for example people they come into contact with during training courses or on induction sessions. These would be people who the learner comes into contact with, although this may not necessarily be on a day-to-day basis.

Examples of appropriate situations for learning outcome 2 could include a training course, teambuilding activity or development session in which the learner's peers are also present. In expressing their opinions or feelings about their learning, learners could be encouraged to consider their likes and dislikes and how they feel about different learning situations. They could ask themselves questions such as 'Am I finding it difficult or easy to participate in the activity?' or 'Is this an easy or difficult skill to learn?'

In supporting learners to achieve learning outcome 3, tutors could encourage them to think about the way in which they learn – how do they learn best and what do they feel helps them to learn? For example, do they enjoy observing others and learning from experience or do they need a more formal structure like a training course? Do they learn best from written information or by talking to others?

Tutors could also make use of a group situation with learners discussing their individual preferred way of learning and comparing this with the others in the group. Learners could also go on to discuss the advantages and disadvantages of each learning method. Learners should understand the value of different ways of learning and that one learning method is not necessarily better than another. The emphasis is on finding out what suits the needs of individual learners.

Tutors would find it helpful to encourage learners to think about how they could record progress in their learning. Learners should be able to agree an identified learning goal with tutors/line managers which can be achieved in a learning situation with peers, such as colleagues or other learners, and discuss their progress towards this learning goal through a peer learning situation.

### Assessment

Evidence for 1.1 and 1.2 could come from a group discussion that shows the individual learner's contribution, or an individual discussion with the tutor/line manager. 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. The learner must be able to describe a situation in which they can learn with co-workers or other learners/students.

Evidence for 2.1 - 2.3 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner needs to present the information appropriately and respond to others' views in an appropriate manner. The evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other co-workers or learners, along with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example, copies of emails, memos or letters), with a supporting commentary from the tutor/line manager if appropriate.

The learner needs to be able to respond appropriately to others' opinions and feelings, for example being polite and tactful, even if they don't agree with the opinion or feeling that was expressed. Learners should also be able to give feedback about their learning in an appropriate way. They could, for example, fill in feedback forms at a training course and provide helpful information about how to improve the course and what they found useful or not. The learner should be able to receive feedback (general or specific) from other learners or co-workers about a shared learning activity, for example whether or not the learning activity was a success, whether or not the learner made a positive contribution to the group, and whether or not the learner demonstrated to others that they understood and learned something.

Evidence for 3.1 and 3.2 could come from a group discussion which shows the individual learner's contribution, or an individual discussion with the tutor/line manager. 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. The learner needs to recognise their preferred method of learning and describe how this compares to those of others.

Evidence for 4.1, 4.2, 4.3 and 4.4 could come from a one-to-one discussion between the tutor/line manager and the learner, or from a small group discussion in which the learner describes the progress they have made towards an identified goal. The learner should create a new learning plan to achieve the next learning goal. The tutor should give appropriate advice and guidance but the learner should create their own plan.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 20: Preparing for Work Placement	Unit 18: Learning from More Experienced People	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 19: Building Working Relationships with Colleagues	Unit 17: Learning from More Experienced People
	Unit 28: Preparing for Work Placement	Unit 18: Building Working Relationships with Colleagues
	Unit 29: Learning from Work Placement	Unit 26: Preparing for Work Placement
		Unit 27: Learning from Work Placement

### **Essential resources**

Learners need access to situations where they learn alongside colleagues or other learners.

## **Suggested resources**

### **Websites**

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.mindtools.com](http://www.mindtools.com)

# Unit 15: Communicating Solutions to Others

**Unit code:** J/503/2841

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

## Unit aim

The unit allows learners to develop their skills in communicating solutions both orally and in writing. Learners will review the effectiveness of their communication.

## Unit introduction

Being able to solve problems and share your solutions with others is a valuable skill for employability, for learning and for life in general. There are many ways in which solutions to problems may be communicated which involve different types of presentation skills.

In this unit, learners will identify information needed to communicate a solution and will be introduced to the ways in which they can communicate the solution to a problem that they have solved. Learners will find out how to respond appropriately to the views of other people regarding what has been communicated. Learners will also consider how effectively they 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 Know how to solve problems	1.1 Identify an appropriate problem that can be solved 1.2 Identify a way in which to solve the problem
2 Know how to communicate the solution appropriately to others	2.1 Identify appropriate communication methods to present the solution to others 2.2 Identify appropriate information to communicate the solution
3 Be able to communicate the solution appropriately to others	3.1 Present the solution to others in an appropriate way 3.2 Respond appropriately to others' views

<b>Learning outcomes</b>	<b>Assessment criteria</b>
4 Be able to review own performance	4.1 Identify one aspect that went well and one that did not go so well 4.2 Suggest a solution for the aspect that did not go so well

## Unit content

### 1 Know how to solve problems

*Identify a problem to solve:* different types of problems, e.g. differences of opinion, poor instructions, lack of knowledge, changes in situation or environment, need for new services/processes/products, need to improve or change current situation, desire to test or check new ideas

*Ways to solve a problem:* find out all information required; use all sources of help; consider all possible solutions; evaluate different approaches, e.g. advantages and disadvantages of possible solutions; choose course of action; amend action if necessary; review effectiveness of strategy

### 2 Know how to communicate the solution appropriately to others

*Methods of communication:* verbal, e.g. a formal or informal meeting with other people; written, e.g. an email, project, memo, letter

*Information needed:* what the problem was, who was involved, the chosen strategy for solving the problem, whether the problem was solved, how the strategy was used

### 3 Be able to communicate the solution appropriately to others

*Methods of presentation:* verbal presentation either formally, e.g. as part of a meeting or informally, e.g. in a discussion group, written presentation e.g. by email, flowchart, diagrams, letters, charts, posters

*Responding to others views:* answering questions appropriately, listening politely to what others have to say, making suggestions

### 4 Be able to review own performance

*Carrying out a review:* discussion with tutor/line manager either formally or informally; identifying what went well and what did not go well e.g. learner included all relevant information in presenting the solution, but found it difficult to answer questions from others about the problem that had been solved

## Essential guidance for tutors

### Delivery

In relation to learning outcome 1, tutors/line managers might find it useful to give learners the opportunity to take part in group or teamwork in which the contribution of each member of the group can be assessed. The tutor/line manager may wish to support the group in identifying a problem, and it is suggested that learners focus on problems which are related to a work or learning context.

In achieving learning outcome 1, learners should be supported in looking at a range of strategies to use in finding relevant information about what caused the problem and how to solve it. This could include prompts of where to find appropriate information to solve a problem requiring some background research, ideas on who to contact for support or guidance either within or outside of the organisation (for example the finance department for a problem about invoices, a tutor for a problem relating to a class project), or prompts regarding ways in which learners might tackle the problem, for example weighing up advantages and disadvantages of one approach versus another.

Opportunities for developing and practising the communication skills needed for learning outcome 3 can be given, 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. The learner could also choose other communication methods, for example if the other people the learner needs to contact are not immediately available, the learner could choose to draft an email or a memo which describes the problem and solution. These written documents need not be long or complex in nature.

For learning outcome 4, tutors/line managers and learners would probably find it most appropriate to discuss their performance in either a one-to-one or small group situation.

Depending on the context used within the unit, tutors/line managers may wish to access a range of information in delivering this unit. For example, this unit could be used as part of a cross-curricular project in a school or college setting, or could be used within the workplace to encourage learners to develop problem-solving and communication skills. There could also be links to national schemes such as Young Engineers, BA CREST awards, mathematics challenges, STEMNET, the Youth Challenge and Youth Achievement Awards Scheme or apprenticeship awards.

Learners should use appropriate texts, websites and magazines. Valuable information can also come from line managers or tutors and visiting experts.

### Assessment

Evidence for 1.1 and 1.2 could come from a group discussion which shows the individual learner's contribution, or an individual discussion with the tutor/line manager. 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. The learner must identify at least one problem which they can solve. The problem should be straightforward and the learner needs to suggest at least one way in which they could solve it.

Evidence for 2.1 and 2.2 could come from a group discussion which shows the individual learner's contribution, or an individual discussion with the tutor/line manager. 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. The learner must describe the communication method or methods appropriate to the situation and identify appropriate information to be included in the presentation.

Evidence for 3.1 and 3.2 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must show that they understand how they should interact; either in written or oral communication with others, 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.

The observation can take the form of 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 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 4.1 and 4.2 could come from a one-to-one discussion between the tutor/line manager and the learner in which the learner needs to identify one aspect of their performance they felt pleased with (for example being able to identify a solution no one else had thought of) and one that did not go so well (for example interrupting another member of the group). For the one that did not go well, the learner needs to be able to explain how they would handle the situation should it occur again.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 17: Solving Work-related Problems	Unit 24: Solving Work-related Problems	Unit 14: Communicating Solutions to Others
Unit 19: Speaking Confidently at Work		Unit 23: Solving Work-related Problems
Unit 29: Communication Skills for Work		

### Essential resources

Learners need access to appropriate sources of information on communicating solutions to problems.

### Suggested resources

#### Websites

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.tellmehowto.net](http://www.tellmehowto.net)

[www.wikihow.com](http://www.wikihow.com)

[www.worketiquette.co.uk](http://www.worketiquette.co.uk)



# Unit 16: Positive Attitudes and Behaviours at Work

<b>Unit code:</b>	<b>L/503/2842</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

This unit looks at the importance of positive attitudes and behaviours at work. Learners will demonstrate positive behaviour in line with organisational policy, consider the effects of positive behaviour and attitudes in the workplace, and review their own behaviour and attitude.

## Unit introduction

In any workplace, it is important to have a positive attitude and behave in an appropriate manner. Employers and employees expect certain types of conduct to be demonstrated within the workplace, making constructive attitudes and behaviours essential employability skills.

This unit focuses on the importance of positive attitudes and behaviours and their impact on the workplace. Learners need to show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to carry out some analysis of their strengths and weaknesses by conducting a review of their 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Understand the importance of positive attitudes and behaviours at work	1.1 Explain why it is important to follow an organisation's rules and procedures 1.2 Describe the benefits of positive attitudes and behaviours for self 1.3 Describe the benefits of positive attitudes and behaviours at work
2 Be able to demonstrate a range of positive attitudes and behaviours in the workplace	2.1 Interact appropriately with colleagues and customers 2.2 Follow organisational procedures governing attitudes and behaviours at work

Learning outcomes	Assessment criteria
3 Be able to assess own attitudes and behaviours in the workplace	3.1 Identify own positive attitudes and behaviours 3.2 Describe how own attitudes and behaviours could be improved.

## Unit content

### 1 Understand the importance of positive attitudes and behaviours at work

*Importance of following organisation's rules and procedures:* e.g. avoids breaking the law, complying with health and safety requirements, avoids confusion in carrying out tasks

*Benefits of positive attitudes and behaviours to the employee and their organisation:* e.g. enhances how others view you, pay or reward could be linked to personal appraisal and performance, helps keep yourself and colleagues healthy and safe, increased productivity for organisation, pleasant working atmosphere

### 2 Be able to demonstrate a range of positive attitudes and behaviours in the workplace

*Interacting appropriately with colleagues:* communicating with a range of familiar people e.g. members of team, line manager, supervisor, people from other departments; interacting appropriately with other colleagues e.g. carrying out task accurately and cheerfully, listening politely to opinion given by a team member

*Interacting appropriately with customers:* communicating with a range of customers in non-complex and familiar situations e.g. dealing with routine enquiries from customers, taking messages

*Following organisational procedures from the learner's workplace or from school/college:* appropriate methods for timekeeping e.g. timesheets, clocking in/out, appropriate use of IT e.g. passwords, use of the internet and email, appropriate behaviour and general conduct e.g. dress code, attitudes towards colleagues

### 3 Be able to assess own attitudes and behaviours in the workplace

*Evaluation of own conduct:* identifying aspects of own performance that went well e.g. passed on all phone messages clearly to manager; identifying aspects of own performance that did not go so well e.g. forgot to fill in timesheet for the day

## Essential guidance for tutors

### Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment, or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as of 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 the learner and their line manager/tutor or another appropriate person familiar to the learner. Tutors or line managers might wish to support the group or individual learner by facilitating a discussion to help learners think about the importance of following an organisation's rules and procedures. Tutors or line managers could begin by explaining that every organisation has rules and procedures governing the behaviours of its employees. The group/individual could be given copies of organisational procedures and asked to discuss an aspect of them, (for example, expectations on dress, behaviour towards colleagues) and explain why these are important (for example why it is important that employees treat each other with respect, why it is important not to be aggressive or abusive to other employees). They could also consider the consequences of not following procedures such as health and safety (for example if they or someone else did not work with due care and attention, this could compromise their own safety and that of others), or the impact on themselves of disciplinary or other measures.

Tutors or line managers could then explore the benefits of having a positive attitude by asking learners to think about how exhibiting positive attitudes and behaviours can benefit themselves and their organisation. Learners could create posters or leaflets to record their ideas.

Learning outcome 2 could be demonstrated in a variety of ways. In a work situation, learners 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 provided with (or agree with their tutor) a scenario for the workplace which enables them to demonstrate the required positive attitudes and behaviours.

For learning outcome 2, learners in the workplace could be observed interacting with members of their team, their line manager, supervisor or familiar people from other departments (for example, their contact in finance or HR). These may not be regular contacts but will be known to the learner. If this is a simulated exercise, learners may be observed interacting with a range of people — some familiar and some less familiar to them.

Tutors/line managers could use the organisational procedures from the learner's own workplace, college or other place of training, provided the procedures address matters of attitude and behaviour.

Learning outcome 3 could be achieved through a one-to-one discussion between the tutor or line manager and the learner.

## Assessment

For 1.1, the learner must give at least two reasons why it is important to follow organisational procedures. For 1.2, the learner must describe the benefit of at least one positive attitude and one positive behaviour for an individual. For 1.3, the learner must describe the benefit of at least one positive attitude and one positive behaviour for their organisation.

Evidence to support this could be records of group or individual discussion. These could either be written by the tutor or line manager, written by the learner with sign-off from the tutor/line manager, or via video or audio recording.

For 2.1 and 2.2, the learner needs to demonstrate that they can interact appropriately with colleagues and customers and follow organisational procedures. Tutors and others may support them in this. Interactions should form part of the learner's day-to-day activities, which need not be complex or demanding. The positive attitudes and behaviours demonstrated by the learner could include examples such as passing on a telephone message to a colleague, turning up to a team meeting on time, answering a routine query from a customer, recording information about a customer complaint, using organisational systems to record annual or sick leave, knowing about organisational rules on the use of IT (for example, use of the internet and email), understanding general organisational procedures for conduct and behaviour (for example, dress code) or knowing who to contact if they are unable to get to work or need advice on a work-related matter. While the learner may seek clarification from others regarding organisational procedures, they must know how to access the relevant sources of information and use them independently.

The demonstration needs to be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner after the demonstration, about their performance. This observation could be a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary from the tutor or line manager.

For 3.1 and 3.2, the learner must carry out an evaluation of their performance in which they describe what went well and what that did not go well in demonstrating the positive conduct referred to in 2.1 and 2.2. They might discuss this with their tutor or other observers; it is appropriate for any of these people to offer constructive criticism and for the learner to include this feedback in their review of performance, if they wish to do so. Their self-evaluation must, however, represent their own views on their performance and should be recorded independently.

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.

Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager and the learner in advance.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 20: Investigating Rights and Responsibilities at Work
Unit 9: Self-management Skills	Unit 19: Building Working Relationships with Colleagues	Unit 15: Effectiveness at Work
Unit 30: Developing Personal Presentation Skills for the Workplace	Unit 9: Self-management Skills	Unit 16: Working in a Team
	Unit 37: Personal Presentation for the Workplace	Unit 19: Building Working Relationships with Colleagues
		Unit 8: Self-management Skills

**Essential resources**

Learners need access to copies of organisational procedures for different types of organisation 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 workplace procedures).

Learners need access to relevant training or developmental courses relating to good conduct (for example, assertiveness, communication skills).

Learners need access to copies of any appraisal systems which recognise good conduct/performance.

**Suggested resources**

**Websites**

- [www.career-advice.monster.com](http://www.career-advice.monster.com)
- [www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)
- [www.worketiquette.co.uk](http://www.worketiquette.co.uk)
- [www.worksmart.org.uk/career](http://www.worksmart.org.uk/career)

# Unit 17: Working in a Team

<b>Unit code:</b>	<b>R/503/2843</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Guided learning hours:</b>	<b>30</b>

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## Unit aim

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

## Unit introduction

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

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

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

## 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 that effective teamwork requires team members to behave in certain ways	1.1 Outline positive behaviours necessary for teamwork
2 Know how to contribute to a team task	2.1 Outline own strengths, skills and experiences that might be relevant to team task 2.2 Identify team skills needed to complete team task 2.3 Outline how own strengths and skills could match the needs of the team task

Learning outcomes	Assessment criteria
<p>3 Know the roles and responsibilities of team members (including their own) in relation to a given task</p>	<p>3.1 Identify what the task is about and what the team is working to achieve</p> <p>3.2 Identify own role and responsibilities and those of others in the team</p> <p>3.3 Outline how own role contributes to the work of the team as a whole</p>
<p>4 Be able to work positively as a member of a team</p>	<p>4.1 Give examples of listening to the ideas and suggestions of others</p> <p>4.2 Give ideas and suggestions as to how the team might complete their task</p> <p>4.3 Give examples of offering help or support to other team members</p> <p>4.4 Give examples of accepting the help or advice of others</p> <p>4.5 Complete the aspects of the allocated task, in line with the brief</p>
<p>5 Be able to review own performance as a member of a team</p>	<p>5.1 Identify which positive teamworking behaviours were demonstrated by self in undertaking the task</p> <p>5.2 Identify own teamworking skills that could be improved</p>

## Unit content

### 1 Know that effective teamwork requires team members to behave in certain ways

*Behaviours for effective teamwork:* encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others

### 2 Know how to contribute to a team task

*Strengths, skills and experiences:* organising skills; practical skills e.g. computer literate, photography skills; previous experiences e.g. experience of planning an event; communication skills e.g. multi-lingual, skilled writer; interpersonal skills e.g. good listener, confident, punctual, reliable, patient

*Aspects of a task they could do well, based on identified strengths, skills and experience:* e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project

### 3 Know the roles and responsibilities of team members (including their own) in relation to a given task

*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 'thoughtshower' 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 member of a team**

*Positive teamworking behaviours demonstrated:* listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task

*Identify teamworking skills that could be improved:* 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

## Essential guidance for tutors

### Delivery

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

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or 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 teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

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

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

For learning outcome 3, learners could work with team members for the group task to develop a mind map or 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 teamworking skills could be explored through tutorials, small group discussions or discussions with a line manager or supervisor.

## Assessment

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

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

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

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

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 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. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

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

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 16: Working in a Team
Unit 13: Working in a Team		Unit 15: Effectiveness at Work
Unit 29: Communication Skills for Work		Unit 18: Building Working Relationships with Colleagues

## Essential resources

Learners must participate in a teamworking task.

## **Suggested resources**

### **Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.projectsmart.co.uk/team-building.html](http://www.projectsmart.co.uk/team-building.html)

[www.worksmart.org.uk/career](http://www.worksmart.org.uk/career)



# Unit 18: Learning from More Experienced People

<b>Unit code:</b>	<b>Y/503/2844</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

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## Unit aim

This unit encourages learners to gain knowledge and understanding from a variety of experienced people both within and outside the workplace. Learners will reflect on their learning and consider how to apply their new knowledge and skills.

## Unit introduction

Being able to learn from senior or more experienced people is an important part of success in a place of work or study. In the world of work, many organisations encourage practices such as work shadowing and cross-company initiatives in which employees are expected to interact with, and learn from, more knowledgeable people. This unit introduces learners to ways in which they can learn, in a workplace or learning environment, from those who are more experienced in a particular field of work or study. Learners will learn about the different types of experienced people they could encounter. They will also consider the skills demonstrated by more experienced people and how they could use these skills in their own learning or work 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 how to identify more experienced people	1.1 Identify people with more experience they could come into contact within the workplace or place of learning 1.2 Identify people with more experience they could come into contact with outside the workplace or place of learning

Learning outcomes	Assessment criteria
2 Be able to learn from people with more experience	2.1 Identify 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 Identify 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 more experienced people

*Range of people:* line managers, supervisors, managers, team leaders, team members with more experience, heads of department, clients or customers, visiting experts or consultants, tutors, teachers

### 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, memos, 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:* e.g. positive behaviours 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 will 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 behaviours and interpersonal skills to be used when dealing with customers in the learner's workplace or with other learners in a place of learning

## Essential guidance for tutors

### 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.

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 1.1 - 2.3 could come from a group discussion which shows the individual learner's contribution, or from an individual discussion with the tutor/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/line manager.

For 1.1 and 1.2, the learner must be able to identify at least two types of people they will interact with within the workplace and at least two people outside the workplace, who are experienced in the field of work or study.

For 2.1, 2.2 and 2.3, the learner needs to indicate what is helpful or unhelpful about the ways in which they could learn from these people and to select an appropriate method to use in an interaction with an experienced person. The learner should then undertake the interaction.

Evidence for 3.1 and 3.2 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 BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 19: Building Working Relationships with Colleagues	Unit 17: Learning from More Experienced People
	Unit 28: Preparing for Work Placement	Unit 18: Building Working Relationships with Colleagues
	Unit 29: Learning from Work Placement	Unit 26: Preparing for Work Placement
		Unit 27: Learning from Work Placement

### **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](http://www.lifecoachexpert.co.uk)

[www.mindtools.com](http://www.mindtools.com)



# Unit 19: Building Working Relationships with Colleagues

<b>Unit code:</b>	<b>D/503/2845</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

This unit introduces learners to the skills needed to interact in a positive and constructive manner with a range of colleagues in the workplace. The emphasis of the unit is on the practical skills required for successful communication with colleagues.

## Unit introduction

Any employee or potential employee should understand why people skills are important to them in their career and also to the organisations in which they may work. Much depends on the ability of individuals to cooperate and get on with one another in the workplace and the causes of discontent at work are often attributed to 'people problems'.

Learners will find out about different types of colleagues, how to communicate appropriately with colleagues and the importance of carrying out their own tasks or responsibilities in line with the expectations of their peers.

## 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 it is important to get on well with colleagues	1.1 Identify different types of colleagues an employee needs to interact with at work 1.2 Outline why an employee needs to get on well with each type of colleague
2 Be able to work with employers and/or managers	2.1 Complete a task as instructed by employers and/or managers 2.2 Use appropriate language and tone when communicating with employers and/or managers

Learning outcomes	Assessment criteria
<p>3 Be able to work with peers in the workplace</p>	<p>3.1 Use appropriate language and tone when communicating with peers</p> <p>3.2 Contribute ideas and opinions in a way that peers find acceptable</p> <p>3.3 Carry out their own role or task in line with the agreed or designated expectations of their peers</p> <p>3.4 Seek and accept help, guidance and feedback from peers when appropriate</p>

## Unit content

### 1 Know why it is important to get on well with colleagues

*Different types of colleagues:* colleagues from other parts of the organisation, other departments or other offices e.g. head office, local and regional offices; colleagues in different sorts of jobs or roles e.g. managers, employers, owners, supervisors, line managers, peers, senior staff, external staff, part-time and full-time employees

*Importance of getting on with other people:* benefits of constructive working relationships e.g. personal satisfaction and enjoyment of work environment, learning skills from others through positive working relationship, pleasant atmosphere in workplace; effects of poor working relationship on self and on others e.g. hinders teamwork, creates unpleasant atmosphere in workplace, lowers standards of customer service, damages health or wellbeing due to stress caused

### 2 Be able to work with employers and/or managers

*Complete tasks according to instructions:* showing you have listened to and understood instructions e.g. asking questions if something is unclear, confirming when you expect to complete the task; knowing where to get help or support if needed e.g. from tutor, line manager, team member, training guide, instruction document; carrying out task on time and according to given brief e.g. posting meeting agenda five working days before the meeting, as requested by supervisor

*Use appropriate language and tone with employers and/or managers:* some types of language and tone are inappropriate, either by way of workplace code of conduct or social standards e.g. obscene language, sexist remarks, sarcasm, shouting at people; positive consequences of communicating appropriately e.g. shows good manners, creates good impression of the individual's communication skills; negative consequences of using inappropriate language e.g. a sarcastic remark could offend employer or manager

### 3 Be able to work with peers in the workplace

*Use appropriate language and tone with peers:* some types of language and tone are inappropriate, either by way of workplace code of conduct or social standards e.g. obscene language, sexist remarks, sarcasm, shouting at people; positive consequences of communicating appropriately e.g. building mutual respect, helping to create a positive atmosphere in the workplace, improve team work; negative consequences of communicating inappropriately e.g. using sexist language could lead to warnings from line manager, allegations of harassment

*Contributing ideas and opinions:* express own ideas or suggestions to others without being aggressive, rude or disrespectful; accepting right of others to question or disagree with your ideas or suggestions

*Carry out task/role according to agreed expectations:* know expectations of peers based on agreed tasks, behaviours or course of action e.g. peers expect you to take your turn in clearing fax tray as agreed at the team meeting; being reliable and dependable in your interaction with peers e.g. carrying out task within the deadline given, offering to put something right if you make a mistake

*Seek and accept advice, help, feedback from peers:* knowing appropriate ways to request advice, help or feedback e.g. ask for advice politely, explain why you would like feedback, state exactly what help you would like; being able to accept advice, help or feedback e.g. show you have thought about the advice, help or feedback by listening, asking questions, thanking a peer for their advice, help or feedback, being respectful when you don't agree with some of the advice, help or feedback given

## Essential guidance for tutors

### Delivery

Evidence for this unit could be gathered through a part-time job, work experience or simulated activity. Learners should be encouraged to reflect on the full range of people who they might encounter in the workplace (excluding customers or clients). If learners have no current access to the workplace but have previously been employed, they might find it useful to draw on this experience wherever appropriate. Group activities, where some members of the group have workplace experience, will support those learners who have none.

For learning outcome 1, learners might find it useful to discuss different examples of peers and managers and/or employers as a starting point, but should also be challenged to think more widely, as appropriate to the context (for example external colleagues; contractors such as cleaning or catering staff, colleagues from other office locations and departments), considering basic hierarchies where these exist.

Before demonstrating the behaviours required for learning outcomes 2 and 3, learners would benefit from spending some time identifying what these behaviours might be. This could be done through group discussion, presentations, interviews or film clips of workplace situations.

### Assessment

For 1.1, the learner needs to identify at least two examples of different types of colleagues with whom they might need to interact positively in the workplace.

In achieving 1.2, the learner needs to outline why it is important to have a good relationship both with managers/employers and their peers. The learner must be able to state why it is important for them, the other people they work with and for the organisation as a whole, that they as individuals get on well with others. The learner is likely to refer to the benefits of positive interaction but they may also refer to the consequences of negative behaviours as they can also contribute to the evidence for 1.2.

For 2.1–3.4, the learner must demonstrate, either in the workplace or through simulation that they are able to get on with, and behave appropriately towards, employers/managers and with peers. Witness statements, checklists or video evidence would all be useful ways to record these behaviours.

For 2.1, the learner must show an ability to act on a manager or employer's instructions by carrying out a straightforward task according to a given brief.

For 2.2 and 3.1, the learner needs to show that they understand that respect and courtesy should be extended to all colleagues in the workplace. The learner will demonstrate an ability to communicate appropriately with both their peers and those in more senior positions, using appropriate language level and tone. At least one example of effective communication with peers and one example of effective communication with an employer/senior colleague is required.

For 3.2, the learner must demonstrate at least one example of their ability to communicate ideas, thoughts, suggestions or opinions in a way that is not offensive to others. The learner should also show they understand the concept of tolerance by accepting the right of peers to disagree with their ideas.

In achieving 3.3, the learner must provide evidence that they can perform at least one role or task in line with the expectations or suggestions that have been agreed with a peer or peers, for example showing a peer how to use a new piece of office equipment, being responsible for taking up a collection for a colleague's leaving gift, not encroaching on the desk space of another colleague.

For 3.4, the learner must be able to demonstrate, or refer to, at least one example of when they sought advice, guidance or assistance from peers, or when it would have been appropriate to seek advice, guidance or assistance from peers.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 18: Building Working Relationships with Colleagues
Unit 13: Working in a Team	Unit 17: Working in a Team	Unit 15: Effectiveness at Work
Unit 29: Communication Skills for Work	Unit 20: Building Working Relationships with Customers	Unit 19: Building Working Relationships with Customers
		Unit 16: Working in a Team

**Essential resources**

Learners must participate in activities that involve colleagues, whether in a real workplace or simulated environment.

**Suggested resources**

**Websites**

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.worketiquette.co.uk/ColleagueRelationshipsCategory](http://www.worketiquette.co.uk/ColleagueRelationshipsCategory)

[www.worksmart.org.uk/career](http://www.worksmart.org.uk/career)

# Unit 20: Building Working Relationships with Customers

<b>Unit code:</b>	<b>H/503/2846</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

The aim of this unit is to raise the learner's awareness that how they present themselves and deal with customers and clients can have a direct effect on the company or organisation. Learners consider and apply organisation protocol for dealing with customers.

## Unit introduction

Being able to deal appropriately with customers or clients is a skill that significantly enhances an individual's prospects for employability or progression in the workplace. This unit introduces learners to the vital concept of treating customers or clients properly: why it is important and how it can be achieved.

Learners will consider basic organisational rules for customer relations, how to follow organisational procedures in this regard and when to refer customers elsewhere for assistance. The unit will also ensure that learners understand that their interactions have a direct effect on the way in which customers or clients view the organisation as a whole.

## 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 that the way of presenting self makes an impression on a customer or client	1.1 Identify positive ways of presenting self to customers or clients, including appearance, manner and language 1.2 Outline effects of presenting self positively on a customer or client 1.3 Outline effects of presenting self negatively on a customer or client

Learning outcomes	Assessment criteria
2 Know that organisations normally have protocols for dealing with customers or clients	2.1 Outline the basic rules in an organisation for dealing with customers or clients
3 Be able to interact positively with customers or clients in line with given protocols	3.1 Follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests 3.2 Demonstrate polite behaviour towards customers 3.3 Identify situations when it is necessary to refer the customer to another colleague or department

## Unit content

### 1 Know that the way of presenting self makes an impression on a customer or client

*Positive self-presentation:* appearance e.g. good personal hygiene, clean, suitable clothing; manner e.g. appropriate, positive body language, tone of voice, facial expressions; language e.g. polite, friendly, language level not too informal or formal

*Consequences of positive self-presentation:* helps customers form favourable view of the individual and organisation they represent; customers' positive views have effect on business/patronage e.g. more likely to make use of the company's goods/services again, likely to recommend the organisation's product/service to others

*Consequences of negative self-presentation:* might cause customers to form unfavourable view of the individual and organisation they represent; customers' negative views have effect on business/patronage e.g. less likely to make use of the company's goods/services again, might make complaints against organisation, put off other customers by telling them about their negative experience

### 2 Know that organisations normally have protocols for dealing with customers or clients

*Protocols for dealing with customers/clients:* different protocol methods e.g. written, verbal; different parts of protocol e.g. introducing yourself to customers, answering customer queries, dealing with complaints and returns/refunds, rights of the customer; knowing where to get help or support in applying the protocols or clarifying protocols that are not clear

### 3 Be able to interact positively with customers or clients in line with given protocols

*Responding to questions and requests:* responding to customer's request/question/enquiry in appropriate manner and in line with organisation's relevant protocols e.g. answering customer's question accurately and within designated timeframe, carrying out customer request in a pleasant manner

*Polite behaviour:* following given protocols in interacting with customers e.g. greeting customer in a friendly manner, paying attention to customer's enquiry/request/question, allowing customer to speak without interruption, thanking customer for their enquiry

*Referring customers elsewhere:* recognising why/when it is necessary to refer customer's enquiry/request to someone else e.g. due to lack of authority to deal with a specific request, lack of knowledge in area which the customer is enquiring about, organisational protocols state that client/customer should be referred to another colleague or department

## Essential guidance for tutors

### Delivery

Evidence for this unit could be gathered through a part-time job, work experience or simulated activity. Guest speakers, learners interviewing someone from a customer service role, case studies and film or video clips could all aid learner understanding and enhance the delivery of the unit. If learners have no current access to the workplace but have previously been employed, they might find it useful to draw on this experience wherever appropriate. Group activities, where some members of the group have workplace experience, will support those learners who have none.

Learning outcome 1 and learning outcome 3 could be delivered in a variety of ways. 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 provided with (or agree with their tutor) a scenario for the workplace which enables them to demonstrate customer service skills.

Tutors/line managers may wish to spend time with learners in preparation for the demonstration or observation, for example carrying out a simulated activity in which the tutor, line manager, supervisor or other observer provides help or support to the learner. They may also wish to discuss and agree the behaviours or activities which the learner will demonstrate in advance of the demonstration or observation.

In delivering learning outcome 2, it would be helpful to give learners the protocol of a particular organisation as an example. Alternatively, where they have access to the workplace, the learner could request a copy of that organisation's protocol. Some smaller organisations might not have a written protocol. In this case, it would be sensible to use a written protocol from another organisation rather than the verbal description a learner might be offered in the workplace.

### Assessment

For 1.1, the learner must show understanding of a positive manner, positive appearance and use of appropriate language. They need to evidence at least one example of each positive attribute through role-work, discussion with others or by actually demonstrating each of these positive attributes in a workplace setting. It would be appropriate for the learner to describe or demonstrate these behaviours in a specific context, but the learner should be aware that what is appropriate in one context is not necessarily appropriate in another (for example working at a go-kart track versus working in a library).

For 1.2 and 1.3, at least two examples of the effects of negative self-presentation and two examples of the effects of positive self-presentation are required. In their descriptions, the learner must identify the effects of self-presentation on the customer's view of the employee and of the organisation as a whole (for example, a rude employee makes the customer think that the employee does not care about their request and that the organisation does not value or respect its customers).

For 2.1, the learner needs to extract, from the written protocol of an organisation, the key 'rules' for dealing with customers. Tutors/line managers should provide either a protocol from the learner's own workplace or from another appropriate workplace.

For 3.1–3.3, either in the workplace or through simulation, the learner must demonstrate basic levels of customer service in line with the protocol they have considered in 2.1. Witness statements, checklists or video evidence would be useful ways to record this activity. The learner must behave in a way that is consistent with the protocol throughout the activity, but they do not need to provide evidence of every aspect identified in 2.1.

For 3.1, the learner must provide accurate answers to straightforward customer questions about goods or services, for example, 'Do you sell stamps?' or meet straightforward customer requests about goods or services, for example, 'Could you please show me where the photocopier is?' Two examples of meeting a customer request or question are required.

For 3.2, the learner need to demonstrate at least two instances of appropriate and polite communication with a customer such as showing that they are listening attentively to the customer; using appropriate body language and facial expressions, using appropriate, polite language; greeting the customer appropriately; being friendly in attitude and manner.

For 3.3, the learner must identify at least two instances when they are unable to deal with a customer request or question and should recognise that they therefore need to refer the customer to someone else in the organisation (for example another colleague or a different department). It would be appropriate for the learner to identify these instances in a specific context. Where the learner has access to the workplace, they could identify the instances for referral within the context and protocol of that organisation. Alternatively, a simulated workplace situation using an appropriate written protocol could be used.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues

### **Essential resources**

Learners need access to examples of customer service protocols and need to participate in customer service activity, whether in a real workplace or simulated environment.

### **Suggested resources**

#### **Websites**

[www.keepcustomers.com](http://www.keepcustomers.com)

[www.worketiquette.co.uk/VerbalCommunicationcategory](http://www.worketiquette.co.uk/VerbalCommunicationcategory)

[www.worketiquette.co.uk/WorkEtiquetteBasicsCategory](http://www.worketiquette.co.uk/WorkEtiquetteBasicsCategory)



# Unit 21: Investigating Rights and Responsibilities at Work

<b>Unit code:</b>	<b>K/503/2847</b>
<b>QCF Level:</b>	<b>1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

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

## Unit introduction

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

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

## Learning outcomes 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 Describe the factors that may affect the rights of individuals at work 2.2 Describe how to respect the rights of individuals at work 2.3 Identify laws that can protect the rights of employees at work

Learning outcomes	Assessment criteria
<p>3 Know the responsibilities of employers in a place of work</p>	<p>3.1 Identify employer responsibilities at work, in regard to:</p> <ul style="list-style-type: none"> <li>- fulfilling a contract</li> <li>- health and safety</li> <li>- equal opportunities and prevention of discrimination</li> </ul>

## Unit content

### 1 Know employee 'rights' and 'responsibilities' in a place of work

*Rights:* basic human rights e.g. right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work e.g. healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions

*Responsibilities:* responsibility to protect, improve and not infringe others rights; work responsibilities e.g. contractual obligations, health and safety requirements; appropriate training and development

### 2 Know how the rights of individuals are supported in a place of work

*Factors affecting rights of individuals:* positive images; perceptions e.g. stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights

*How to respect others:* appropriate behaviour e.g. use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action

*Laws:* laws relating to employee rights e.g. health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act, 1998)

### 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

## Essential guidance for tutors

### Delivery

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

Learners should be briefly introduced to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others, for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks can be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value.

Learners could then consider how this might affect their work. Learners could also be encouraged to discuss how television or radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work. For example, women are often seen taking a domestic role at home and a much smaller percentage of women have high-paid jobs.

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

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

### Assessment

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

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

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

For 2.3, learners must identify three different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law.

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

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 22: Managing Your Health at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 28: Preparing for Work Placement	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 30: Safe Learning in the Workplace	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace	Unit 36: Health and Safety at Work	
Unit 28: Introduction to Health and Safety at Work		

### Essential resources

There are no special resources needed for this unit.

### Suggested resources

#### Websites

[www.acas.org.uk](http://www.acas.org.uk)

[www.adviceguide.org.uk](http://www.adviceguide.org.uk)

[www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights](http://www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights)

[www.tuc.org.uk](http://www.tuc.org.uk)

[www.worksmart.org.uk](http://www.worksmart.org.uk)



# Unit 22: Managing Your Health at Work

**Unit code:** M/503/2848

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

## Unit aim

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

## Unit introduction

Where you work may have an influence on your health. For example, there is a risk of repetitive strain injury if a worker spends much of the working day using a keyboard and mouse, while those working with the public may be at risk of physical or verbal abuse.

This unit helps the learner to understand the different health requirements of a chosen area of work. It also considers how good personal health can be maintained in a chosen area of work by reducing health risks in the workplace.

## 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 risks to health for a chosen area of work	1.1 Describe risks to employee health for a chosen area of work
2 Understand how to maintain good health in a chosen area of work	2.1 Explain measures to safeguard health for a chosen area of work 2.2 Identify sources of information on safeguarding own health

## Unit content

### 1 Know the risks to health for a chosen area of work

*Areas of work:* different areas e.g. office-based, service industry, outdoor, retail, public services, sport and leisure sector, hospitality and catering

*Health risks:* physical and verbal abuse, bullying, use of specialist equipment e.g. transporting chemicals, back injury, manual handling, minor injuries e.g. slips, falls, trips, burns, spread of infection, stress

### 2 Understand how to maintain good health in a chosen area of work

*Reducing health risks:* appropriate equipment e.g. supportive chair, keyboard rests; appropriate clothing e.g. personal protective equipment (PPE); training and knowledge of procedures and rules e.g. food safety rules; vaccination of staff e.g. annual flu vaccination

*Sources of information:* policies and procedures, supervisor or manager, government agencies, local authority, trade union, local community sources of advice etc

## Essential guidance for tutors

### Delivery

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

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

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

Small groupwork could focus on specific vocational areas and information gathered on potential health risks and ways in which to reduce those risks. Learners' research could also involve finding out about sources of information on health issues. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials. Learners could compile their information into a 'checklist' style document which could be designed as a reference for other learners.

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

### Assessment

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

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

For 2.1, learners must explain ways to manage risks associated with their chosen area of work. For 2.2 they must identify sources of information about health issues at work. Learners could produce a leaflet or poster to evidence both of these.

Alternatively, they could participate in a discussion which highlights health risks in their chosen vocational area, with the tutor recording the required descriptions and explanations provided by learners.

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 28: Preparing for Work Placement	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 30: Safe Learning in the Workplace	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace	Unit 36: Health and Safety at Work	
Unit 28: Introduction to Health and Safety at Work		

### Essential resources

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

### Suggested resources

#### Websites

[www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork](http://www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork)

[www.workhealthwellbeing.gov.uk](http://www.workhealthwellbeing.gov.uk)

[www.worksmart.org.uk/health](http://www.worksmart.org.uk/health)

# Unit 23: Setting and Meeting Targets at Work

<b>Unit code:</b>	<b>T/503/2849</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

This unit aims to provide learners with understanding of the importance of setting and meeting personal targets at work and for them to develop skills to set and review personal targets in line with organisational procedures.

## Unit introduction

An understanding of personal targets within the workplace is a skill sought by many employers. The aim of this unit is to help learners understand the importance of setting and meeting targets at work. The unit looks at the benefits of individual and teamwork-related targets. Learners will learn how they can set and record appropriate personal targets in line with organisational procedures. They will also undertake a review of progress achieved against those targets and identify next steps for meeting personal targets.

## 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 setting and meeting targets in the workplace	1.1 Explain the benefits of individual and team targets in the workplace 1.2 Describe how individual targets link to team targets
2 Be able to set personal targets in line with organisational procedures	2.1 Identify potential personal targets 2.2 Describe how to record personal targets in line with organisational procedures 2.3 Record and agree personal targets with an appropriate person
3 Be able to review personal targets in line with organisational procedures	3.1 Carry out a review of progress against personal targets in line with organisational procedures 3.2 Outline next steps towards meeting personal targets

## Unit content

### 1 Understand the importance of setting and meeting targets in the workplace

*Benefits of individual and team targets:* benefits of individual targets e.g. sense of individual contribution and satisfaction, recognises individuals who reach targets, motivates individuals to take initiative and responsibility, encourages independent work; benefits of team targets e.g. help people achieve things that are difficult to achieve individually or without help of others, create a sense of morale and team spirit in a group, motivate people to work effectively together and develop interpersonal skills such as communication, tolerance

*Links between individual and team targets:* individual targets e.g. motivating, are reviewed to measure performance, the individual takes responsibility for their own performance, the individual target is part of a team target e.g. the individual should resolve five customer complaints daily in order to contribute to the team target; aspects of team targets e.g. to motivate a group of people, reviewed to measure performance of the team as a whole, usually draws on the individual targets of all the team members, team takes collective responsibility for performance

### 2 Be able to set personal targets in line with organisational procedures

*Identifying appropriate personal targets:* should be in line with the team/organisation's targets and procedures; should not be of benefit to self only, but should also benefit the team, other colleagues or the wider organisation

*Recording personal targets:* getting appropriate approval or agreement on the target/targets to be recorded; using appropriate organisational documentation and methods for recording personal targets e.g. using designated HR forms, appraisal forms, induction documents

### 3 Be able to review personal targets in line with organisational procedures

*Follow organisational procedures in reviewing targets:* use appropriate organisational procedures or methods e.g. performance reviews, informal discussions with a line manager, supervisor or tutor, target setting documents, self-assessment forms, feedback from other colleagues; obtain feedback and sign-off for the review from appropriate person e.g. line manager or supervisor

*Identify progress made:* use appropriate method or procedure to identify how much progress has been made e.g. complete self-assessment form, attend informal feedback discussion with line manager, compare outcomes of previous review with current outcomes; specify what progress has been made in relation to the target e.g. technical skills needed to reach the target have been acquired, attitudes or behaviours in relation to the target have improved, quality of work done has improved, 80 percent of all deadlines have been met

*Next steps:* identifying and reviewing any aspect of the targets still to be achieved; activities appropriate to achieving targets

## Essential guidance for tutors

### Delivery

The emphasis in this unit is on the setting and reviewing of personal and team targets in line with workplace practices or procedures.

Learners should be given practical examples and activities that illustrate how to identify targets, review targets and relate individual targets to the target of a wider team. A wide range of resources can be drawn on, for example interviews with human resources staff or line managers, role-plays, group discussions, presentations and case studies on target setting in real-life organisations, websites.

If the learner is in the workplace, tutors may find it helpful to deliver learning outcome 1 through the use of examples of target setting in the workplace, for example the learner's own team targets and the learner's own personal (individual) targets. (This could be the team in which the learner currently works or a team in which they might work in the future.) Alternatively, a simulated team scenario or a group's learning and development targets could be used.

In delivering learning outcome 2, a wide range of examples of workplace-related targets may be considered. These include targets in personal learning, training or a qualification that are likely to benefit learners in both a workplace and non-workplace setting.

Where a learner is not using formal documents specifically provided by their workplace, it would be helpful to consider a variety of types of organisational documentation relating to target setting, recording of targets and review of targets, for example written forms, PowerPoint presentations, graphs, flow-charts and diagrams. The use of discussion (for example appraisals and performance reviews) in linking personal targets to team or wider targets could also be raised. Video, presentations or role-work could be used to illustrate the discussion aspect.

### Assessment

For 1.1, the learner must describe at least two benefits of team targets and two benefits of individual targets in the workplace. The learner should also demonstrate an understanding of how target setting cascades from organisation to individual.

For 1.2, the learner needs to describe two ways that the targets of the team (real-life or simulated) and targets of the individual within it are linked. For example, the team target will be reviewed to assess the performance of the team as a whole while the individual target will be reviewed to assess the performance of the individual, the individual's target relates to one aspect of customer service while the team target relates to more than one aspect of customer service.

The learner needs to identify independently at least two potential personal targets for 2.1, although they may discuss and agree them with their tutor or line manager before recording it formally. For learners in the workplace, the targets could relate directly to their specific workplace situation or to the workplace in general. Where learners are not in the workplace, they may wish to identify personal targets which relate to skills or goals that would be useful for the workplace (for example a qualification or learning programme). Personal learning targets could also be an appropriate choice for a learner in the workplace.

For 2.2, the learner must describe the basic organisational documents and procedures used in their organisation to set personal targets, for example personal development plans, personal or team objective forms, appraisal meetings with a line manager, annual organisational goals, self-assessment sheets. Where learners are in a simulated setting, they need to describe basic organisational documents and procedures used to set personal targets in another appropriate organisation (for example documents that record personal learning or development targets of individuals in a college, school or place of learning).

In relation to 2.3, the learner must agree their targets with an appropriate person in advance of recording them. The targets could be agreed with a tutor, line manager, supervisor or appropriate work colleague. It is not necessary for learners to record their targets using formal documentation unless it is appropriate and useful to do so (for example the learner is in the workplace and undertaking a review of their objectives using formal documentation provided by the employer). Alternative methods may be used to evidence the learner's targets, for example a presentation, chart, poster, written statement provided by the learner, with supporting notes from the tutor/line manager.

For 3.1, the learner must, after an appropriate period of time, carry out a review of their progress against the identified targets, either with their tutor, line manager or appropriate work colleague to identify at least one aspect which has been achieved so far. It is not essential for the learner to have completed all the steps necessary to achieve the targets but they need to be aware of progress being made towards them. The appropriate period of time can be agreed by the learner and the tutor, line manager (or other appropriate person) at the time of setting the targets. Where the learner is in the workplace, they should carry out this review of progress in a way which reflects the organisational procedures and requirements. This can either be through formal discussion in an appraisal or progress review or an informal discussion with their line manager, work colleague or tutor. If the review is carried out in a simulated setting, the learner need to carry this out in a way which reflects the organisational procedures of another appropriate organisation, for example their college, school or place of learning.

For 3.2, the learner must outline next steps or activities towards achieving their targets.

Evidence for 3.1 and 3.2 does not need to be recorded on formal workplace documentation unless it is appropriate and useful to do so. Appropriate alternative methods may be used, for example a presentation, chart, poster, written statement provided by the learner, with supporting notes from the tutor/line manager, evidence from tutorials or taped discussions verified by the tutor/line manager.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 22: Setting and Meeting Targets at Work
Unit 16: Setting and Meeting Targets at Work	Unit 11: Career Progression	Unit 9: Self-Assessment
Unit 11: Career Progression		Unit 10: Career Progression

### **Essential resources**

Learners need access to information about how to set and review personal targets and how to relate this to group targets.

### **Suggested resources**

#### **Websites**

[www.jobseekersadvice.com](http://www.jobseekersadvice.com)

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.projectsmart.co.uk/smart.html](http://www.projectsmart.co.uk/smart.html)



# Unit 24: Solving Work-related Problems

<b>Unit code:</b>	<b>K/503/2850</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

The aim of this unit is for learners to understand problems affecting individuals in the workplace and develop knowledge of how to solve a work-related problem.

## Unit introduction

A range of different issues and problems is likely to occur in the workplace. It is, therefore, important for learners to understand why problems may occur for individuals at work 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.

This unit focuses on helping learners to select problem-solving strategies, drawing on their own experience and that of others and understanding how to apply a specific problem-solving strategy to a workplace problem.

## 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 problems which arise at work	2.1 Identify sources of help appropriate to a particular problem 2.2 Present information and/or advice for a workplace problem from sources of help

Learning outcomes	Assessment criteria
<p>3 Know how to find a solution to a workplace problem</p>	<p>3.1 Outline problem-solving strategies</p> <p>3.2 Suggest solutions to a workplace problem which draw on own previous experience and that of others</p> <p>3.3 Suggest solutions to a workplace problem which draw on information/advice gained from sources of help</p> <p>3.4 Select a problem-solving strategy to solve a workplace problem from possibilities identified</p> <p>3.5 Outline reasons for choosing a specific problem-solving strategy</p>
<p>4 Know how to apply a strategy to solve a workplace problem</p>	<p>4.1 Describe how the problem-solving strategy selected will be put into practice in relation to a particular problem/issue</p>

## Unit content

### 1 Understand problems that individuals may face at work

*Common problems:* insufficient resources; equipment breakdown/failure; not understanding instructions; new equipment introduced to the workplace; disagreement or difficulty with colleagues

*Reasons why problems arise at work:* because of 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 problems which arise at work

*Sources of help:* e.g. colleagues, managers, supervisors, workplace procedure manuals, training manuals, posters, leaflets, instruction manuals, human resources manager, complaints policy, union representative

### 3 Know how to find a solution to a workplace problem

*Problem-solving strategies:* find out all information required; use all sources of help; consider all possible solutions; consider options of different approaches e.g. advantages and disadvantages of possible solutions

*Solutions:* e.g. read a manual for an IT-related problem, have a discussion with a manager regarding a disagreement with a colleague, consult with human resources manager over difficulties with contract, check own notes or colleague's notes regarding a similar problem solved in the past

### 4 Know how to apply a strategy to solve a workplace problem

*Applying the strategy:* make informed decision after gathering all relevant information; choose course of action; amend action if necessary; review effectiveness of strategy

## Essential guidance for tutors

### Delivery

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

The tutor/line manager could start delivery of this unit with learning outcome 1, by discussing a range of different problems or issues that arise at work. Learners can refer to their own experiences which will make the content of the unit relevant to them. Learners could be encouraged to ask friends and colleagues about issues or problems that have arisen at work. Learners may be given a case study that discusses work-related problems and could answer questions on a worksheet related to the case study.

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. Learners could work in pairs to source information and report back to the rest of the group.

Learning outcome 3 may be delivered through scenarios which offer options for solutions to workplace problems, followed by a discussion about the reasons for the solutions chosen. Learners could come up with a range of possible solutions through discussion with their peers, compiling useful information from a range of sources, and talking their ideas through with a tutor.

Guest speakers may be able to describe real workplace problems to learners. This would help learners to understand how to apply appropriate problem-solving strategies. A range of real workplace problems could be given to learners as case studies in order for them to analyse the appropriate strategies to use. Learners could come up with a range of possible solutions through discussion with their peers, compiling useful information from a range of sources and talking their ideas through with a tutor/line manager.

### Assessment

For 1.1, the learner needs to describe three problems that may arise for individuals in the workplace.

For 1.2, the learner need to describe three causes of problems or issues that arise at work. This may be a generic response or related to the problems described in 1.1.

A particular workplace problem or issue need to be identified for 2.1 and three appropriate sources of help must be suggested by the learner.

For 2.2, the learner needs to identify (from the three sources given in 2.1) information that is useful to solving the problem.

For 3.1, the learner needs to outline strategies for solving problems.

For 3.2, the learner must give two appropriate solutions to the particular problem identified in 2.1, using information supplied by other people, for example human resources staff.

For 3.3, the learner must suggest two appropriate solutions to the particular problem using other sources (which are not 'people based'), for example the company's website or a training manual.

For 3.4, the learner needs to identify the most appropriate solution to solving their problem from the two solutions given in 3.2 and the two solutions given in 3.3.

For 3.5, the learner is required to give two reasons why they have chosen the problem-solving strategy given in 3.4. The reasons could be straightforward and brief but must be clearly linked to the particular problem-solving strategy given in 3.4.

For 4.1, the learner must describe the steps they need to take when putting the particular problem-solving strategy into practice. The focus of the assessment is decision making about solutions, not the execution of the solution.

All the learning outcomes for this unit could be presented in the form of a leaflet or poster. Alternative methods of evidencing, such as video evidence or a discussion with the tutor accompanied by a tutor statement, can be used.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 17: Solving Work-related Problems	Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
		Unit 23: Solving Work-related Problems

### **Essential resources**

Learners need access to appropriate sources of information about workplace problems and how to solve them.

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm)

[www.jobseekersadvice.com](http://www.jobseekersadvice.com)

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

[www.monster.co.uk](http://www.monster.co.uk)

[www.worksmart.org.uk](http://www.worksmart.org.uk)



# Unit 25: Taking Notes at Meetings

**Unit code:** M/503/2851

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

## Unit aim

The aim of this unit is to develop the skills needed by learners to take accurate notes at meetings. The skills developed are: listening carefully, recording key points and presenting the recorded information in an appropriate manner.

## Unit introduction

Being able to take accurate notes during a meeting at work or in a place of learning is a skilled task. This unit will introduce the learner to a range of ways of taking notes and lays foundation skills for learners who might wish to go on to taking meeting notes at a later stage in their careers. The focus of this unit is to help learners gain the skills to listen carefully at meetings, record the key points raised, and present these accurately in a suitable format using either paper-based documentation or on screen.

## 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 taking notes at meetings	1.1 Outline reasons why it is important to take notes at meetings
2 Know different ways of recording notes during meetings	2.1 Outline different methods used to take notes at meetings
3 Be able to write up notes of a meeting	3.1 Produce notes which accurately capture the main points raised at the meeting 3.2 Produce notes which are accurate in terms of grammar, spelling and punctuation 3.3 Produce notes which present the information clearly and appropriately

## Unit content

### 1 Know the importance of taking notes at meetings

*Why it is important to take notes at meetings:* for reasons of accuracy, clarity and accountability e.g. recording key points, agreements, action points and responsibilities arising out of the meeting for future reference, knowing who was present and who said what, recording dates of future meetings

### 2 Know different ways of recording notes during meetings

*Ways to record notes:* e.g. outline, sentence, mapping, charting, electronic; use of symbols for abbreviations; abbreviate words e.g. approximate becomes approx

### 3 Be able to write up notes of a meeting

*Presentation of notes:* logical sequence; appropriate language, structure and format for different audiences and purpose; clarity of meaning

*Grammar, spelling, punctuation:* correct and consistent use of tense; accurate spelling; simple sentence construction; use of common conjunctions e.g. and, but; accurate punctuation e.g. capital letters, full stops, question marks

## Essential guidance for tutors

### Delivery

Learners should be given the opportunity to discuss why it is important to take notes at meetings and the ways in which meeting notes are used. This could be achieved through group discussion or through a question-and-answer session with a person experienced in attending meetings.

The tutor/line manager could introduce a range of methods for taking notes at meetings, for example bullet points, mind maps, use of Dictaphone, use of abbreviations, on paper and onscreen. Furthermore, learners could be encouraged to apply what they might have learned about note taking for classes to note taking in meetings.

Tutors could provide an opportunity for learners to record notes of a variety of workplace meetings or meetings in a place of learning (actual or simulated), both formal and informal, involving familiar and unfamiliar people. Learners should, however, have a reasonable understanding of the issues being discussed. The meetings would be fairly brief, not involve a large number of people and should deal with relatively straightforward matters. Video or DVDs of real-life meetings, or relevant films or popular television programmes, could also be used to help learners develop the skill of understanding the purpose of a meeting and follow a line of discussion.

Learners should be encouraged to separate out the key points raised in the meeting from the detail and from any discursive discussion taking place. The learner should be able to record notes of these in a form which they (rather than anyone else) can make sense of at the point at which they are turning them into notes for sharing with others.

Notes should be an accurate record of the meeting, presented in a way that can be clearly understood by those for whom the notes are intended. It might be helpful to present learners with examples of notes from different types of meetings and encourage them to discuss the type of audiences the meeting notes are aimed at. It may be appropriate for a learner to follow a set format for the presentation of the notes but they are not expected to produce formal minutes at this level.

The level of accuracy should be consistent with the functional skills for English at level 1.

### Assessment

For 1.1, the learner must outline at least two different reasons why it is important to take notes at meetings.

For 2.1, the learner needs to provide a brief outline of two different methods of taking notes. They must name the method and provide information on how to take notes using this method. A detailed description is not required.

For 3.1, 3.2 and 3.3, the learner must produce notes which accurately capture the main points of a meeting. The information must be clearly presented and coherent but does not need to be presented as formal minutes. The notes should also be presented in a logical sequence. The language, format and structure of the information provided by the learner must be appropriate for the purpose and audience. Correct grammar, punctuation and spelling must be used. It is expected that the meeting would last less than an hour, and that the purpose and conduct of the meeting would be specific and readily understandable to the learner, for example a meeting to draw up a timeline and tasks list for a team project or a meeting to discuss possible venues for the annual staff party.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Entry Level	Level 1	Level 2
Unit 18: Presenting Accurate Documents	Unit 26: Summarising Documents	Unit 24: Summarising Documents
	Unit 27: Contributing to Meetings	Unit 25: Contributing to Meetings

**Essential resources**

There are no special resources needed for this unit.

**Suggested resources**

**Websites**

[www.bbc.co.uk/skillswise/words/writing](http://www.bbc.co.uk/skillswise/words/writing)

[www.meetingwizard.org](http://www.meetingwizard.org)

# Unit 26: Summarising Documents

<b>Unit code:</b>	<b>T/503/2852</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

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## Unit aim

The aim of this unit is to give learners the skills and knowledge to summarise documents. Learners will identify the audience, purpose and key points and use this information to create a summary.

## Unit introduction

The focus of this unit is to enable learners to gain the skills needed to summarise a range of different documents in a way that is appropriate to the audience and purpose for which the document is being written. Irrespective of the job role a learner moves into, this unit will give learners the skills and knowledge they need to be able to gather information from a range of documents such as reports, client records and work requisitions. The unit could help learners to summarise their study notes.

## 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 that summaries are written for a particular audience and purpose	1.1 Identify the audience and purpose for summaries
2 Be able to distinguish between the key points and supporting material in straightforward documents	2.1 Identify key points from a straightforward document
3 Be able to summarise the key points of straightforward documents	3.1 Produce a summary which contains the key points of the original document 3.2 Proofread and edit the summary for accuracy

## Unit content

**1 Know that summaries are written for a particular audience and purpose**

*Audience:* e.g. line manager, employee, customer, child, young person

*Purpose:* e.g. instruction or teaching document, report, media article

**2 Be able to distinguish between the key points and supporting material in straightforward documents**

*Key points:* strategies e.g. bold, capitals, bullet points, italics; extract points by e.g. highlight, underline notes, mind map

**3 Be able to summarise the key points of straightforward documents**

*Summaries:* by points, presentation styles

*Proofread and edit:* spelling and grammar check; check content for accuracy

## Essential guidance for tutors

### Delivery

Learners should be given a range of different types of document to summarise, in line with the sort of text that they are likely to encounter in the workplace. Where possible, these should be actual documents from a workplace to which the learner has access. Where the learner has no access to the workplace, the documents should be related to a workplace of interest or relevance to them. The summarising activity should relate to the sort of tasks that an employee is likely to encounter in the workplace, such as summarising a newspaper article for a marketing team or a set of health and safety instructions for a new member of staff.

Since learners will be required to identify the key points by separating them out from the detail, they would benefit from the opportunity to practise this skill through appropriate exercises.

Tutors could support learners in being aware of the audience and purpose for the summary. However, learners do not need to make significant adaptations to the text on the basis of this awareness beyond ensuring that they pick up the key points that the audience would need to know. Examples of different text may be given to the learner to help them identify the purpose and target audience for the text.

It would be helpful to give learners examples of summaries that they can check for proofreading and editing. The degree of accuracy of the proofreading and editing should be consistent with the English functional skills standards at level 1.

### Assessment Guidance

The unit can be assessed through the use of one assessment task which allows the learner to demonstrate competence for each criterion. Alternatively, individual tasks can be used.

For 1.1, the learner should be given two different summaries. They need to then be able to identify the audience and purpose for each summary.

For 2.1, the learner must be able to identify the key points from a document by separating them from the surrounding detail. They do not need to have a full understanding of the entire document in order to identify the key points. The learner could either write their response for this criterion, produce word-processed notes or discuss their response with the tutor. Evidence of their response to the tutor must be available for internal and external verification purposes.

For 3.1, the learner must produce a summary of the key points of the original document. The original document should be straightforward and should not be lengthy. For 3.2, the learner must also be able to show that they have proofread their summary and edited it for accuracy.

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 18: Presenting Accurate Documents	Unit 25: Taking Notes at Meetings	Unit 24: Summarising Documents
	Unit 27: Contributing to Meetings	Unit 25: Contributing to Meetings

### **Essential resources**

Learners need documents to summarise.

### **Suggested resources**

#### **Websites**

[www.bbc.co.uk/skillswise/words/writing](http://www.bbc.co.uk/skillswise/words/writing)

[www.buzzin.net](http://www.buzzin.net)

# Unit 27: Contributing to Meetings

<b>Unit code:</b>	<b>A/503/2853</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

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## Unit aim

The aim of this unit is to give learners the skills, knowledge and confidence to take an active part in meetings. The unit covers the terminology used in formal meetings and the preparation required to run a meeting effectively.

## Unit introduction

All employees are expected to be able to make an effective contribution at meetings at some stage in their working career. These meetings may be on a one-to-one basis with their line manager or larger group meeting. To make a positive contribution to these meetings, the learner needs to gain listening skills, good communication skills and the confidence to add their opinion or knowledge to a discussion.

The focus of this unit is to equip learners with the skills to make effective contributions to meetings in the workplace. It will help them understand how they can prepare for meetings in order to help them make the most of the opportunity to make comments, raise issues or ask questions.

## 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 format of a meeting	1.1 Outline main types of meetings 1.2 Define main terms used at formal meetings 1.3 Identify the main parts of an agenda 1.4 Outline the activities carried out after the meeting

Learning outcomes	Assessment criteria
<p>2 Know how to prepare for meetings</p>	<p>2.1 Identify the main issues or topics to be covered at a meeting</p> <p>2.2 List questions that may be asked at a meeting, based on the agenda and papers provided</p> <p>2.3 Identify potential problems that might arise in preparing for the meeting</p> <p>2.4 Identify potential problems that might arise during the meeting</p>
<p>3 Be able to contribute effectively at meetings</p>	<p>3.1 Make an effective contribution at the meeting</p>

## Unit content

### 1 Know the format of a meeting

*Meeting format:* preparation before meeting e.g. arranging venue, format of agenda, invitation, purpose of meeting, papers for meeting; format of meeting e.g. role of chairperson, use of agenda; work undertaken after meeting e.g. preparation and checking of minutes, distribution of minutes, setting date and venue for next meeting

*Formal or informal:* formal meetings planned in advance; informal meetings not usually planned, take place in informal surrounding such as staff canteen

### 2 Know how to prepare for meetings

*Preparations:* personal e.g. accuracy of date and venue in diary, timekeeping; purpose of meeting; papers for meeting; personal notes

*Potential problems:* e.g. people turning up late or not turning up at all, delegates being unprepared for the meeting, copies of agenda and notes not reaching delegates by email or post, problems with meeting venue or meeting room equipment, someone dominating or obstructing discussion, agenda too large, conflict between meeting attendees, irrelevant discussion or questions raised

### 3 Be able to contribute effectively at meetings

*Contribution:* listening skills; making personal notes; asking relevant questions; strategies to follow the line of discussion

## Essential guidance for tutors

### Delivery

Learners could begin this unit by discussing different types of meetings that they have attended. For example, one-to-one tutorials, performance review meetings with a line manager, informal meetings with friends, larger meetings with colleagues or peers such as student council meetings, class tutorials. Having identified different types of meeting, learners could then consider their purpose and how effective they were in meeting the needs of those who attended. Protocols for meetings should also be considered, for example sending apologies if unable to attend.

Learners could then be introduced to the terminology and format of meetings. They should know and understand commonly used words such as: agenda, items, delegates, AOB, minutes, apologies. Where possible, learners should be given the opportunity to look at a range of different types of agenda. Learners could discuss the value of having an agenda and the possible difficulties associated with not having a meeting agenda. Learners could be encouraged to bring in examples of agendas that they have received, for example council meetings, voluntary groups they belong to, school meetings. If possible, speakers could be invited to talk to the group, for example someone who has experience of chairing meetings or a meeting secretary. Video or DVDs of meetings could be used for teaching purposes. These delivery tools would help the learner find out about the challenges of preparing and chairing meetings.

Being prepared for a meeting is critical and it is important that learners understand the relevance of this to achieve learning outcome 1. This unit focuses on the personal preparation of the individual learner rather than all the various preparations that might be required for a meeting. Learners should be able to 'read' the agenda (ie gain an understanding of the purpose of the meeting from the agenda items). They will also need to understand the importance of reading documents before the meeting. Different strategies can be used to highlight important points, questions that need to be asked for clarification and challenging issues that need to be addressed in the meeting. To help learners gain experience, they could be given simple exercises that allow them to highlight key issues and potential questions. The subject area should be familiar so that they find the task relatively straightforward.

Tutors/line managers could support learners in understanding what issues are likely to be raised and to identify whether a particular meeting is the right forum for raising that issue. Learners could go on to consider whether they have points to raise or questions to ask in relation to the agenda or planned content.

Tutors/line managers could encourage learners to think about some common problems that might arise in relation to preparing for and conducting meetings such as people turning up late, problems with venue or meeting-room equipment, someone dominating a discussion or raising irrelevant issues. Film or TV clips of meeting scenes could be used as a way of starting off a group discussion on potential meeting problems.

To contribute effectively at meetings as described in learning outcome 3, the learner must know about the subject area, be able to follow the 'thread' or line of the discussion and be sufficiently confident to ask questions. Learners need time to gain these skills. Learners should also be encouraged to develop their own strategies for following the 'thread' of the discussion during a meeting, for example by taking brief notes or highlighting sections on any meeting papers. The sophistication of the contributions they make at meetings should be consistent with the expectations of the English functional skills standards at level 1.

**Assessment**

Where possible, assessment should be as realistic as possible.

For 1.1, the learner will outline at least two different types of meeting, for example, formal and informal meetings. For 1.2, learners need to define the main terms used at meetings these could include, chair person, agenda, minutes, apologies.

For 1.3, learners need to identify the main parts of an agenda, this could involve creating an agenda for a meeting that is to be held in the class or in the work setting. Alternatively, a task could be designed that asks the learner to outline an agenda for a meeting on a familiar topic. The agenda must demonstrate that the learner understands the terminology used and the order of items for example apologies, agenda items, AOB, date and time of next meeting.

For 1.4, learners need to outline at least two tasks that would be carried out after a formal meeting.

For 2.1, the learner must be able to use an agenda to identify the key issues or topics to be discussed at the meeting.

For 2.2, the learner could be provided with documents for a meeting. They will then need to highlight or make notes on the key issues within the document and note possible questions that they may want to ask at a meeting. The content of the documents should be on a familiar subject.

For 2.3 and 2.4, the learner needs to identify at least two potential problems that might arise in preparing for the meeting and at least two potential problems during the meeting itself.

For 3.1, the learner is required to make an effective contribution at a meeting. This may be done either in the workplace or in a class setting. A witness statement could be provided as evidence and/or a checklist designed that could be signed by the tutor and/or line manager or supervisor. The learner needs to demonstrate at least one example of their ability to follow the main points of discussion, take turns in talking and listening, ask relevant questions, use appropriate language and demonstrate knowledge of the subjects being discussed.

**Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

Entry Level	Level 1	Level 2
Unit 18: Presenting Accurate Documents	Unit 25: Taking Notes at Meetings	Unit 25: Contributing to Meetings
Unit 19: Speaking Confidently at Work		
Unit 29: Communication Skills for Work		

**Essential resources**

No special resources are needed for this unit.

## **Suggested resources**

### **Websites**

[www.businessballs.com/meetings.htm](http://www.businessballs.com/meetings.htm)

[www.effectivemeetings.com/meetingplanning/agenda/agenda.asp](http://www.effectivemeetings.com/meetingplanning/agenda/agenda.asp)

[www.meetings.org/meeting4.htm](http://www.meetings.org/meeting4.htm)

# Unit 28: Preparing for Work Placement

<b>Unit code:</b>	<b>F/503/2854</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

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

## Unit introduction

Before a learner begins a work placement, it is important that they understand the function of the company or organisation in which they are going to work. The learner will also set goals that will enhance their work placement experience.

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

## 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 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 the learner 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

<b>Learning outcomes</b>	<b>Assessment criteria</b>
3 Be able to set goals to help the learner get the most out of the work placement	3.1 Set appropriate goals for the work placement

## 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. service provision, retail, construction, administrative, logistics; location; size e.g. small, large, branches throughout country, number of employees

### 2 Know what is expected of the learner during the work placement

*Work placement requirements:* hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities e.g. evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities

*Why requirements are necessary:* comply with health and safety rules, hygiene reasons, efficiency of working, promote good working relationships with colleagues and customers

*Expected tasks:* daily duties e.g. opening post, taking messages, checking emails, filing documents, checking equipment for health and safety purposes, setting up equipment, liaising with line manager, project work

*Attitudes and behaviours:* positive attitudes e.g. follow instructions, prepared to take on different or new tasks, dependable, confident but willing to learn, cooperative; behaviours e.g. polite, on time, reliable, thorough

*Why appropriate attitudes and behaviours are important:* e.g. creates positive impression of learner, helps learner get on with other people in the company or organisation, improves chances of successful and enjoyable work placement

*Taking appropriate steps in situations of emotional stress, difficulty or confusion:* using appropriate sources of support and guidance if an aspect of the work placement is causing emotional stress; asking questions if instructions are unclear or confusing; asking for help or guidance in carrying out a task if it is difficult or unclear

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

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

## Essential guidance for tutors

### Delivery

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

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

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

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

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed to do. It would be beneficial, therefore, for learners to be prepared to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to help learners think about appropriate ways to solve situations of stress, anxiety or confusion and how to ask others for help and guidance during the work placement. Alternatively, learners could watch a TV or film clip that depicts a stressful or difficult situation in the workplace and then hold a group discussion about what could be done to resolve the stress, difficulty or confusion in that scenario. This could help address learners' fears and concerns about handling any confusing or difficult situations they may encounter.

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

### **Assessment**

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

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

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

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

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

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

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

Criteria 3.1 must relate directly to the learner's work placement. They need to set at least two appropriate goals, one of which may be personal, for example get to work 10 minutes early every day, or work-related, for example learn how to use the photocopier confidently by the end of the second day. The goals should be presented in an appropriate format such as presentation, chart, poster, or written statement provided by the learner, with supporting notes from the tutor, evidence from tutorials or taped discussions verified by the tutor.

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 29: Learning from Work Placement	Unit 26: Preparing for Work Placement
Unit 21: Learning from Work Placement	Unit 30: Safe Learning in the Workplace	Unit 27: Learning from Work Placement
Unit 28: Introduction to Health and Safety at Work	Unit 36: Health and Safety at Work	
Unit 30: Developing Personal Presentation Skills for the Workplace	Unit 37: Personal Presentation for the Workplace	

### 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 resources

#### Websites

[www.projectsmart.co.uk/smart-goals.html](http://www.projectsmart.co.uk/smart-goals.html)

[www.work-experience.org](http://www.work-experience.org)

# Unit 29: Learning from Work Placement

<b>Unit code:</b>	<b>J/503/2855</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

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

## Unit introduction

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

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

## 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 has been learned from the work placement	1.1 Keep an accurate record 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 Identify tasks undertaken during the work placement that could be carried out differently or improved 2.2 Outline different ways to carry out tasks
3 Be able to use learning from work placement to set short-term goals	3.1 Set short-term goals which build on own learning from work placement

## Unit content

### 1 **Be able to reflect on what has been learned from the work placement**

*Evidence of tasks undertaken:* e.g. employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended; record of tasks undertaken kept in work diary or log book

*Record-keeping:* methods of recording information e.g. portfolio, CD ROM, video, handwritten, electronic, word-processed; oral and written presentation

*What was learned from work placement tasks:* skills e.g. self-management, communication, teamwork, business and customer awareness, problem solving, how to work accurately with numbers, IT skills, technical skills, use of equipment; product or service awareness

### 2 **Know how tasks could be undertaken differently or improved**

*What could be carried out differently:* e.g. complete task more thoroughly or quickly, involve another colleague in assisting or overseeing, use different equipment or method, ask for help when needed, clarify instructions, ask questions, investigate all options before acting

### 3 **Be able to use learning from work placement to set short-term goals**

*Short-term goals building on learning from tasks:* e.g. skills and knowledge development (e.g. further study, investigate specific career options or work areas), apply for full-time employment, seek voluntary work in a particular area; developing interpersonal skills e.g. soft skills

## Essential guidance for tutors

### Delivery

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

The learner will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence to demonstrate competence for each assessment criterion. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken — perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated. The learner must adhere to the company policy on confidentiality and intellectual property.

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

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

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

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

### Assessment Guidance

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

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

Alternatively, learners may gather evidence of work undertaken, including reports or references from employers and colleagues, video logs or witness statements. The evidence produced could include information about what the learner was asked to do, what the timescale was for completion, if they met the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 1.2, learners need to choose two tasks from 1.1 and describe what they learned as a result of completing the task. The learner can draw on the insight gained through the review meeting with the tutor on return from work placement but they need to choose independently the two tasks and decide what was learned from them. The learner could make reference to what they learned about themselves in terms of personal skills and attributes or to what they learned about the practical aspects of the task. This could include acquiring a new skill or learning new terminology.

For 2.1 and 2.2, learners may require some support from the tutor in considering what they could have done differently in carrying out a specific task from the work placement. However, the learner must be able to choose independently two different tasks from the evidence gathered in 1.1 and outline how they would do the task differently if asked to do it again.

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

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work
Unit 21: Learning from Work Placement		Unit 27: Learning from Work Placement

### **Essential resources**

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

### **Suggested resources**

#### **Websites**

[www.direct.gov.uk/en/EducationAndLearning](http://www.direct.gov.uk/en/EducationAndLearning)

[www.work-experience.org](http://www.work-experience.org)

# Unit 30: Safe Learning in the Workplace

<b>Unit code:</b>	<b>L/503/2856</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

The aim of this unit is to give learners the knowledge and skills to learn safely in the workplace. Learners are made aware of their responsibilities towards safety for themselves and for others and how to deal with low risk hazards.

## Unit introduction

This unit is for learners who are preparing to undertake work experience and provides knowledge and understanding of risks and hazards in the workplace. The unit will develop learners, understanding of their own responsibilities and the appropriate actions to take in order to minimise the risk of harm to self or others in the workplace.

Learners will find out about procedures for dealing with hazards and risks in the workplace and the role of health and safety officers.

## 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 identify risks and hazards in the workplace	1.1 Identify examples of risk in the workplace environment 1.2 Identify examples of hazard in the workplace environment
2 Know how to reduce risk of harm to self or others	2.1 Identify aspects of different workplace environments which could cause harm to self or others 2.2 Outline how aspects of personal behaviour can reduce risk of harm

Learning outcomes	Assessment criteria
<p>3 Know how to deal with hazards and risks within the workplace environment</p>	<p>3.1 Identify the person responsible for health and safety in the workplace environment</p> <p>3.2 Outline the duties of the person responsible for health and safety in the workplace environment</p> <p>3.3 Outline reporting procedures for hazards and risks in the workplace</p> <p>3.4 State the procedures for dealing with low-risk hazards in accordance with instructions</p>

## Unit content

### 1 Be able to identify risks and hazards in the workplace

*Definition of terms:* hazard; risk (according to the Health and Safety Executive)

*Different examples of hazards and risks:* general hazards and risks relating to e.g. electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; hazards and risks relating to specific workplaces e.g. working at height, working with animals, working with computers, confined spaces, machinery and equipment, hand tools and sharp objects, personal protective equipment and clothing, pressure equipment, vehicles and transport

### 2 Know how to reduce risk of harm to self or others

*Aspects of personal behaviour can reduce risk of harm:* importance of personal awareness e.g. awareness of policies, procedures, legal obligations and safe working practice relating to controlling risks to health and safety means individual knows how to work correctly with hazardous substances, awareness of presence of risk in workplace environment means individual is prepared and vigilant, awareness of own limitations and when/where to get help means appropriate people can be informed of risk or hazard, recognising signage means individual knows route to follow in fire evacuation; importance of personal conduct in following workplace instructions, guidelines and procedures means reduction of risks in key areas such as housekeeping e.g. keeping walkways and workspaces clear, emergencies e.g. participating attentively in fire drills, personal hygiene e.g. washing hands in workplace, accidents e.g. not carrying uncovered hot drinks around the office

*Aspects of different workplace environments which could cause harm to self or others:* different workplace environments e.g. personal safety, stress, substance misuse in the workplace, work related violence, bullying and harassment, lone working, mobile working and length of working time

### 3 Know how to deal with hazards and risks within the workplace environment

*Duties of the person responsible for health and safety in the workplace:* receive information about reported health and safety incidents or concerns, investigate and act on health and safety concerns reported by staff, log records of reported health and safety issues or incidents, give advice and training to staff regarding safe working practices and procedures, carry out health and safety inspections in the workplace, monitor health and safety policies and procedures for the workplace, attend health and safety meetings

*Procedures for reporting hazards:* know the appropriate way to report a risk or hazard promptly and who the risks should be reported to e.g. poor housekeeping which poses a potential fire hazard should be reported as soon as possible and in person to the fire warden for the relevant floor and logged in the appropriate logbook

*Procedures for dealing with low-risk hazards in accordance with instructions:* know the appropriate action for dealing with low-risk hazards e.g. a spillage of non-toxic substance should not be left unattended until a member of cleaning team arrives to clear it up

## Essential guidance for tutors

### 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 presentation and groupwork.

'*The Essentials of Health and Safety At Work*', published by The Health & Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

Learners may be able to visit different workplace environments to observe health and safety practices and could create a checklist, leaflet, poster or presentation to include information about health and safety in the workplace for other learners to follow. Learners could also speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Video and case studies may be useful in helping learners understand the importance of health and safety in the workplace. In groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the rest of the group.

Simulation activities could be used for some procedures, for example a fire drill.

### Assessment

The criteria for this unit can be combined into one assignment task as a health and safety portfolio. This could take the form of a loose leaf folder.

To meet 1.1 and 1.2, the learner needs to define both a risk and a hazard (according to the Health and Safety Executive definitions). The learner needs to identify two examples of hazards and two examples of risks in two different workplaces.

For 2.1, the learner is required to identify at least two different aspects of the workplace that could cause harm, accidents, incidents or injuries.

For 2.2, the learner is required to outline ways in which their own behaviour could minimise risk of harm to self or others in the workplace, giving at least two examples.

For 2.1, the learner must show a basic understanding of how the two different aspects of the workplace they have identified could cause harm, accidents, incidents or injuries.

For the two examples required in 2.2, the learner may refer to one, or more than one, type of workplace environment. In achieving 2.2, the learner must show a basic understanding of the link between personal behaviour and the effect on the risk of harm to self or others.

Criteria 2.1 and 2.2 could be combined in a chart or other appropriate means of evidence.

For 3.1 and 3.2, the learner is to identify and outline the duties of the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible and their duties differ, the learner need only refer to the duties of one person. At least two different aspects of the health and safety officer's duties must be described.

To meet 3.3, learners need to describe how to report hazards in a workplace environment (either real or simulated). For 3.4, the learner is required to give two specific examples of procedures for dealing with low-risk hazards according to the given instructions for a workplace (either real or simulated).

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace		
Unit 28: Introduction to Health and Safety at Work		

### Essential resources

*The Essentials of Health and Safety At Work*, published by The Health and Safety Executive (2006)

### Suggested resources

#### Websites

[www.hse.gov.uk](http://www.hse.gov.uk)



# Unit 31: Planning an Enterprise Activity

<b>Unit code:</b>	<b>R/503/2857</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

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## Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will generate ideas for products or services, and consider the roles and skills required, and the likely costs as well as the promotional materials needed.

## Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the 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 select a suitable enterprise activity	1.1 Identify strengths of ideas generated for an enterprise activity 1.2 Identify weaknesses of ideas generated for an enterprise activity
2 Know appropriate roles and skills required for the enterprise activity	2.1 Identify roles required for the enterprise activity 2.2 Identify the practical and personal skills required for the enterprise activity
3 Know the costs involved in producing and selling a product or service	3.1 Identify the cost of items and processes related to producing and selling the product or service 3.2 Identify the final pricing of the product or service using basic calculations

<b>Learning outcomes</b>	<b>Assessment criteria</b>
4 Be able to use an appropriate promotional technique	4.1 Use an appropriate method to promote a product or service

## Unit content

### 1 Know how to select a suitable enterprise activity

*Strengths and weaknesses of enterprise activity ideas:* availability and cost of resources e.g. human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition

### 2 Know appropriate roles and skills required for the enterprise activity

*Roles required:* e.g. planner, salesperson, manufacturer, administrator, financial controller

*Practical and personal skills required:* planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills

### 3 Know the costs involved in producing and selling a product or service

*Production costs:* ingredients, components, equipment, facilities, skills, time

*Selling costs:* advertising, printing of leaflets or flyers, facilities e.g. hire of stall at charity event or local market

*Pricing of the product or service:* realistic pricing; covering costs and making a profit

### 4 Be able to use an appropriate promotional technique

*Promotional materials and methods:* selection of relevant media for promotion e.g. poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies e.g. special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive e.g. information about location, availability, contact information, features of product or service

## Essential guidance for tutors

### 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 greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 32: Running an Enterprise Activity* and *Unit 33: Producing a Product*.

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

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as *Dragons' Den*.

Learners could investigate costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.

## Assessment

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

For 1.1, the learner should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. To achieve 1.1, the learner needs to identify at least one strength and one weakness in two different enterprise ideas.

To achieve 2.1 – 2.2, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify practical and personal skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs to identify a range of costs, and processes related to producing and selling, their product or service. This could be presented as a brief poster or a written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how they will work out their final sale price for their product or service. This could be included as part of the poster or the presentation produced for 3.1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

## Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 33: Producing a Product	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

## Essential resources

There are no special resources needed for this unit.

## **Suggested resources**

### **Websites**

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseinschools.org.uk/enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

[www.makeyourmark.org.uk](http://www.makeyourmark.org.uk)

[www.speakeasydragons.com](http://www.speakeasydragons.com)

[www.stridingout.co.uk](http://www.stridingout.co.uk)

[www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation](http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation)

# Unit 32: Running an Enterprise Activity

<b>Unit code:</b>	<b>Y/503/2858</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, products, marketing and setting prices in relation to costs.

## Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required. Learners will also develop an understanding of how to increase the chances of success in 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

<b>Learning outcomes</b>	<b>Assessment criteria</b>
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, 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

### 2 Be able to complete an enterprise activity

*Selling a product using practical and personal skills:* suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated

### 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 in terms of number of sales and profit made/not made; reasons for success or failure e.g. quality of the product, venue, cost, weather, advertising

## Essential guidance for tutors

### 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 greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 31: Planning an Enterprise Activity* and *Unit 33: Producing a Product*.

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 competency in 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.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

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.

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.

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.

The learner's 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 also take the form of a one-off, small group activity or an individual enterprise activity.

Learners could seek guidance from record-sheet templates that suggest the key financial information that need 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.

## Assessment Guidance

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

For 1.1, 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.

For 2.1 to 2.4, 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, as well as a tutor witness statement.

For 3.1, 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. For 3.2, 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 BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 33: Producing a Product	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

## Essential resources

There are no special resources needed for this unit.

## Suggested resources

### Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseuk.org/](http://www.enterpriseuk.org/)

[www.stridingout.co.uk](http://www.stridingout.co.uk)



# Unit 33: Producing a Product

**Unit code:** D/503/2859

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

## Unit aim

In this unit learners are given the knowledge and skills to safely produce a product or item. Learners will consider the skills required to make the product, and the necessary precautions to ensure safety. They will assess the finished item.

## Unit introduction

Being involved in a production activity can help learners develop a range of basic entrepreneurial skills.

In this unit, learners 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. They will also consider whether the quality of the finished item is in line with original expectations.

## 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 Produce a plan to make a product or item 1.2 Identify the materials and equipment required 1.3 Identify any relevant safety points
2 Understand the skills required to make the product or item	2.1 Outline the skills required to make the product or item 2.2 Identify any new skills that might be required
3 Be able to produce the product or item safely	3.1 Produce a product or item using relevant skills, materials and equipment 3.2 Take appropriate measures to produce the product or item safely

Learning outcomes	Assessment criteria
<p>4 Be able to assess how well the product or item was made</p>	<p>4.1 State what parts of the finished product or item met with expectations</p> <p>4.2 State what parts of the finished product or item did not meet the original expectations</p> <p>4.3 Outline what changes would be made if the product or item were to be produced again</p>

## Unit content

### 1 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

### 2 Understand the skills required to make the product or item

*Skills required to make the product or item:* technical, personal or practical skills required to make the product; identify any skills gaps

### 3 Be able to produce the product or item safely

*Producing the product or item:* using appropriate materials and equipment

*Steps to safely produce 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

### 4 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

## Essential guidance for tutors

### Delivery

This unit has been designed to be as practical as possible. Groupwork and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

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. While producing their product or item, learners 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 that might require the use of workshop facilities.

It would be helpful if learners could visit a production line 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 concerns of staff using machinery can also be highlighted.

Groupwork can be used to generate discussion about 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.

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. Peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product.

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 *Unit 31: Planning an Enterprise Activity* and *Unit 32: Running an Enterprise Activity*.

## Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Methods such as photographs and video and audio recordings could add to the range of evidence suggested.

For 1.1, 1.2 and 1.3, the learner must produce a straightforward plan for how the product or item will be produced, listing any materials and equipment needed, as well as the safety points to be aware of. Tutors or line managers could provide examples of planning templates but the learner must be able to independently select the best way to present their plan and decide the information required in the plan. Alternatively, a brief poster or PowerPoint presentation witnessed by the tutor could be used.

For 2.1, a question-and-answer session could be used as evidence for the learner to describe the skills required to make the product or item. Alternatively, the learner could include an outline of the required skills as part of the plan submitted for 1.1. 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 to be acquired in order to make the product or item. Criteria 3.1 and 3.2 should be combined so that the learner demonstrates that they have taken appropriate safety measures while making the product or item, or an aspect of the product or item safely. This evidence will be observed by the tutor or designated person. The evidence need to be recorded.

For 4.1 and 4.2, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must show that they are able to make an independent judgement about the quality of the item or product they have produced and whether it has met their original expectations. A statement about the quality of the final product or item could be written by the learner.

For 4.3, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must be able to show that they can outline changes that they would make to improve the item or product.

Alternatively for 4.1, 4.2 and 4.3, the tutor could record a discussion in which the learner comments on the quality of the finished item or product, and proposed changes. A question-and-answer session with a witness statement may be used to review 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 for 1.1, 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 BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

### **Essential resources**

Learners need access to an area suitable for the practical activities to be 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 gear and equipment will be required and the location of first-aid supplies and support will need to be known.

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

### **Suggested resources**

#### **Websites**

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseuk.org/](http://www.enterpriseuk.org/)

[www.stridingout.co.uk](http://www.stridingout.co.uk)

# Unit 34: Literacy for the Workplace

<b>Unit code:</b>	<b>L/504/4084</b>
<b>QCF level:</b>	<b>1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

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## Unit aim

This unit helps learners to read, write structured text using workplace-related language and check their work for sense and accuracy. The unit enables learners to communicate effectively using listening, speaking and conversation skills for the workplace.

## Unit introduction

To operate confidently, effectively and independently in life and at work, everyone needs the essential skills of reading, writing, speaking and listening. People of all ages need literacy skills to be able to participate and progress in education, training and employment.

This unit begins to build learners' confidence in helping them to understand short, straightforward work-related text. They will learn how to write text using the correct language and how to check their writing for accuracy. Learners will be able to communicate effectively using listening, speaking and conversation skills for the workplace. This will prepare them 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
1 Be able to read and understand a range of work-related text	1.1 Give key messages from a range of work-related policies 1.2 Follow written health and safety procedures to demonstrate understanding

Learning outcomes	Assessment criteria
<p>2 Be able to write structured work-related texts to share information</p>	<p>2.1 Write texts for work-related contexts that:</p> <ul style="list-style-type: none"> <li>- have a logical sequence</li> <li>- are meaningful for the situation</li> <li>- use simple and compound sentences</li> <li>- use correct punctuation</li> <li>- use correct spelling</li> </ul> <p>2.2 Check work for</p> <ul style="list-style-type: none"> <li>- sense</li> <li>- accuracy</li> </ul>
<p>3 Be able to communicate various work-related topics effectively</p>	<p>3.1 Demonstrate contribution to discussions on specific work-related topics by:</p> <ul style="list-style-type: none"> <li>- responding to questions</li> <li>- asking questions</li> <li>- presenting own ideas</li> <li>- giving constructive feedback</li> </ul> <p>3.2 Participate in work-related telephone conversations to:</p> <ul style="list-style-type: none"> <li>- show understanding of the message</li> <li>- respond appropriately to the caller</li> </ul>

## Unit content

### 1 Be able to read and understand a range of work-related text

*Key messages:* e.g. put across in direct way so that the main points are easily identifiable; sentence structures are simple, familiar with the vocabulary

*Summarise:* e.g. present the key points logically and accurately

*Follow written instruction:* e.g. avoid wearing jewellery or loose clothing if operating machinery; ensure proper training is received; report injuries or illness; wearing PPE

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

*Logical sequence:* e.g. start, middle, conclusion

*Basic grammatical structures:* e.g. appropriate verb tense, subject-verb agreement

*Simple sentences:* e.g. basic sentences with a subject a verb and a completed thought

*Compound sentences:* e.g. a sentence made up of two independent clauses connected by one of the following – for, and, nor, but, or, yet, so, when, as

*Punctuation:* e.g. capital letters, full stops, question marks, commas in lists, exclamation marks

*Spelling:* e.g. common words, look up unfamiliar words in a dictionary; use a spellchecker intelligently, proofreading

*Accuracy:* e.g. look for grammatical mistakes, ensure the sentence structure is correct, check for spelling mistakes, check details in the text for accuracy

*Sense:* e.g. 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:* e.g. 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, what, when, how; closed questions giving one-word answers

*Own ideas on specific topics:* e.g. consider own initial thoughts, find information out about the topic, research the views of others, develop coherent ideas about the topic

*Present ideas:* e.g. 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:* e.g. 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:* e.g. verbal acknowledgement, asking questions, 'echoing' to display active listening

## Essential guidance for tutors

### Delivery

Learners should be given access to a range of work-related texts, for example policies, brochures, letters, lists, instructions, memos, emails, website information. 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, for example names, places, objects. Learners then highlight a paragraph containing information about an event or person.

The tutor can give learners a health and safety policy that they can demonstrate in their learning or working environment. Learners can then choose a specific part of the policy to demonstrate.

Learners can be given basic language and grammar crib sheets and examples of accurate, well-written text from the workplace, for example advertising copy, brochures, employee guidance, online material, formal letters. The tutor should then work with learners to highlight why these texts are useful and identify the language devices they adopt. For example, chronology, logical sequencing, paragraphing, correct and work-specific vocabulary, tone and style.

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, capital letters, the use of connectives. This will help learners to identify the style and tone of the texts and to note differences or similarities in workplace writing.

An active way to discuss the purpose of punctuation could be for the tutor to read a text out loud and ask learners to examine how moving and altering the punctuation can affect how sentences read. Reading out loud without using punctuation can effectively illustrate how much punctuation changes the meaning of a sentence. The tutor can move exclamation marks; commas etc to demonstrate how this changes meaning and affects how the sentence is read. This will help learners to recognise punctuation, understand its use and to see that punctuation is inherent in all aspects of 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. A helpful way to explain the use of compound sentences and clauses could be to use a series of short examples of sentences such as 'Mike sat down. The dog stood up. It started to rain.' Learners make the sentences compound by adding 'and, but, when' etc. 'Mike sat down as the dog stood up *and* it started to rain.' This shows learners that capital letters and full stops need to change to make the sentence work.

Learners could look at examples of letters of application, written in simple sentences, for example 'I am writing to apply for the job advertised. I have lots of skills to offer. I have worked in similar places before. The job sounds very interesting'. The tutor could then give learners connectives to help improve the writing, for example 'I am writing to apply for the job advertised *because* I have lots of skills to offer *and* I have worked in similar places before, *also* the job sounds very interesting'.

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, asking 10 simple questions to which each learner knows the answer. For example, 'How old are you?', 'Where do you live?' The tutor could then ask questions to which learners may not know the answers, for example, 'Is an employee entitled to a tea break?'. The tutor then explains how the learner can respond, for example instead of saying 'I don't know', learners can be given other suggested responses such as 'I will need to do some research on that topic, so can I get back to you?', 'I think I need to ask my manager about that one'. or 'That's an interesting question but I may need to investigate it further'.

To prepare for a discussion on workplace issues, learners can carry out research, using the internet or other information tools, 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, a retail outlet or other small business, with examples of typical workplace discussions such as interviews, reporting progress of a project or exercise, planning meetings, listening to managers describing a job role, advertisements or film descriptions of the workplace. 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.

Learners can be given a 'do's and don'ts' list for discussion. The list should contain hints such as not interrupting until a point has been made, not raising your voice, allowing others to put their point of view and asking closed questions for a quick answer, for example 'How many people work in the department?' as opposed to 'Do you think there are enough people working in the department?'.

The tutor could video learners taking part in a group discussion and use the recording to point out body language errors, for example fidgeting, squirming in the seat, being distracted when someone is talking, chewing gum, twirling hair, looking at their fingernails, scratching. This exercise is also useful as a way to spot the quieter learner and devise strategies where they can be included in the discussion, for example the use of allocated questions, times for talking, electing a chair for the meeting.

The tutor can help the discussion along by giving learners prescribed questions on the topic to be presented; this will help them to focus on the task. Examples of questions are 'How many people work in the department?' 'Who has seniority?', 'How long is the working day?', 'What training do you need to do this job?', 'What skills do employees need for this role?', 'What aspects of the role do you think could be difficult, challenging or enjoyable and why?' Learners should respond to these challenging questions using a crib sheet that gives standard responses to difficult questions. This will help them to be more confident in speaking to the tutor and to others in the group.

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?', 'I'm calling on behalf of...', 'Mr Smith, I understand that you called today...', 'Hello, I called earlier today and left a message...', 'I would like to speak to...'. 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 assessment criterion 1.1, learners should develop skills in reading and then summarise at least two pieces of work-related written information. They should be of varying length and involve different types of written text. The summary can be verbal or written. If the summary is verbal, evidence must be available for internal and external verification purposes.

For 1.2, learners should be given more than one different type of health and safety procedure and then asked to show their understanding of it through demonstration.

For 2.1, learners should write at least two different work-related texts. The centre should suggest a potential reader, for example employers, work colleagues, customers. The texts can be in a range of different formats, for example email print out, A4 leaflet, letter of application, booklet. A given word limit will indicate the size of text required. Learners can use IT to write their text but must authenticate their work as their own.

For 2.2, it is important that learners get into the habit of checking their completed work for accuracy and sense. Learners should show evidence that they have checked their work by highlighting any corrections they have made.

For 3.1, learners should demonstrate their active participation in at least two work-related discussions involving more than one person, by using active listening, speaking and questioning skills. Learners 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.

For 3.2, learners should have a telephone conversation with their tutor or assessor. They should demonstrate their listening and understanding skills during the conversation.

### Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

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

Entry Level	Level 2
Unit 19: Speaking Confidently at Work	Unit 14: Communicating Solutions to Others

### Essential resources

Learners need access to IT and to a range of resources derived from the workplace, for example brochures, articles, spellcheckers and dictionaries. 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](http://www.excellencegateway.org.uk)

[www.sabes.org/curriculum](http://www.sabes.org/curriculum)

[www.teachit.co.uk](http://www.teachit.co.uk)



# Unit 35: Numeracy for the Workplace

<b>Unit code:</b>	<b>T/504/4077</b>
<b>QCF Level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>1</b>
<b>Guided learning hours:</b>	<b>10</b>

## Unit aim

The aim of this unit is to encourage learners to build their confidence when solving work-related problems using two and three digit numbers. Learners will also be able to measure and weigh accurately using different methods of measurement. Finally, learners will be able to gather and use information to explain work-related data.

## Unit introduction

Everyone needs to be able to use numbers confidently in the work-place. We must be able to add, subtract and read information from different types of data. 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 learners the opportunity to practise these skills, gain confidence and then demonstrate their skills through practical work-related numerical problems.

This will prepare learners 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 and check the answer to problems in work-related situations	1.1 Choose suitable processes to solve work-related problems using two and three digit numbers 1.2 Solve given work-related problems using the most suitable process with two and three digit numbers 1.3 Estimate the answer to a problem before working it out

Learning outcomes	Assessment criteria
<p>2 Be able to use measurements to solve work-related problems</p>	<p>2.1 Use measurement to calculate:</p> <ul style="list-style-type: none"> <li>- the side lengths of a work-related object</li> <li>- the perimeter of a work-related object</li> <li>- the surface area of a work-related object</li> </ul> <p>2.2 Use scales to accurately weigh a number of work-related items</p>
<p>3 Be able to use gathered work-related data</p>	<p>3.1 Display accurate work-related data in using a range of charts</p> <p>3.2 Explain work-related information using gathered data</p> <p>3.3 Use information from gathered data to answer questions</p>

## Unit content

### 1 Be able to solve and check the answer to problems in work-related situations

*Work-related:* actual or scenarios of work-related problems relevant to the learner

*Choose suitable processes to solve problems:* e.g. find the total of more than one amount, total in a bank account after a deposit

*Use the most suitable process to solve problems:* e.g. addition, subtraction, multiplication or division

*Estimate answer before working it out:* e.g. find the total of more than one amount, total in a bank account after a deposit

### 2 Be able to use measurements to solve work-related problems

*Measure the length of a work-related object:* e.g. measure the length of the surface of a desk; measure the length of a floor; measure the length of a door

*Calculate the perimeter of a work-related object:* e.g. calculate the perimeter of a room; calculate the perimeter of a filing cabinet

*Calculate the surface area of work-related object:* e.g. calculate the surface area of a desk; calculate the surface area of a door; calculate the area of a floor

*Weigh items:* e.g. weigh a number of parcels

*Find total weight of a number of items:* e.g. find the total weight of a number of parcels

### 3 Be able to use gathered work-related data

*Display data:* e.g. in the form of a bar chart or a line chart

*Explain and use data to answer questions:* e.g. from data collected in a café, how many people are happy with the service offered, which month would most employees prefer to go on holiday, on which day are most complaints received

## Essential guidance for tutors

### Delivery

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 and area and hold a discussion to determine when perimeter should be used and when area should be used. Learners could be asked to give examples of the use of perimeter and the use of area. Finding area and perimeter should start from the approach of counting squares. Using example sheets with rectangles and squares drawn on a centimetre grid would be one way of introducing this topic. It will also help to reinforce the fact that area is counted in square units.

Examples should then progress to using objects drawn on plain paper and the introduction of the formula for the area of a work-related object. Once learners have gained confidence in finding perimeter and area, they should be given a number of different work-related items. They should then measure the width and length and progress to find the perimeter and/or area as appropriate. It would be useful for learners to find the perimeter and area of a number of rooms or outside spaces such as car parks or gardens.

Learners need to gain some practical experience of weighing work-related objects and measuring the length and width of objects. Weights should be given in kilograms or grams. Measurements should be given in metres or centimetres. Learners should be reminded to consider the appropriateness of their answer each time and try to make their own estimates of weight or measure before the accurate results are found. Learners could be given a number of work-related objects to weigh and asked to find the total weight of the objects. All learners could carry out this exercise for the same objects and then results and explain and compare any discrepancies. This could be extended to practise simple problem solving.

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, 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. Learners could also work in pairs with one person asking the other questions about the chart that they have drawn and then switching over.

## Assessment

All evidence must be provided in a work-related context.

For assessment criteria 1.1, 1.2 and 1.3, learners must provide at least two correct examples of solving problems that require no more than two processes:

- choose suitable processes to solve the problems, for example addition then subtraction
- calculate accurately using two and three digit numbers
- estimate the answer before the calculation to check the appropriateness

For 2.1 and 2.2, the measurements should be numbers with no more than two decimal places. Learners must provide at least two correctly-worked examples of:

- measuring the length of the sides of work-related objects
- working out the perimeter of work-related objects
- calculating the surface area of work-related objects
- weighing everyday work-related objects
- calculating the total weight of no more than three work-related items

For 3.1, 3.2 and 3.3, learners must provide at least two correctly worked examples of displaying each set of gathered data in a different, yet appropriate way.

Learners must also provide at least two correctly answered questions and answer at least two straightforward questions about each set of data.

## Links to other BTEC units, other BTEC qualifications and 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
Unit 3: Managing Your Own Money	Unit 4: Being Responsible for Other People's Money	Unit 3: Managing Your Own Money
Unit 4: Being Responsible for Other People's Money		

## Essential resources

Arithmetic examples using the individual operations of addition, subtraction, multiplication and division should be covered. Examples should also be given within context; these should cover as many different situations as possible.

Learners will need access to a number of items to weigh and scales. Example sheets giving the weights of a number of objects that need to be totalled would also be useful. When finding area and perimeter, example sheets with rectangles and squares drawn on centimetre-squared paper, as well blank paper, would be appropriate. Simple problems could also be presented as examples.

## Suggested resources

### Websites

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

[www.bbc.co.uk/skillswise/topic/areas-of-shapes/resources/l1](http://www.bbc.co.uk/skillswise/topic/areas-of-shapes/resources/l1)

[www.bbc.co.uk/skillswise/topic/collecting-data/resources/l1](http://www.bbc.co.uk/skillswise/topic/collecting-data/resources/l1)

[www.bbc.co.uk/skillswise/topic/perimeter/resources/l1](http://www.bbc.co.uk/skillswise/topic/perimeter/resources/l1)



# Unit 36: Health and Safety at Work

<b>Unit code:</b>	<b>F/505/6927</b>
<b>QCF level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

The aim of this unit is to enable learners to develop the knowledge and practical skills needed to demonstrate safe working practices in a workplace environment.

## Unit introduction

This unit will help learners to prepare for a work placement.

In this unit, learners will learn about the hazards and risks that may occur in a workplace environment. They 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 themselves and others.

Learning is focused on specific aspects of health and safety in the workplace, with a view to learners developing an understanding of the underpinning concepts of hazard, risk and emergency, and the appropriate actions that are used to deal with them.

Learners will demonstrate safe working practices.

## 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
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

Learning outcomes	Assessment criteria
<p>2 Know about risks and hazards in the workplace</p>	<p>2.1 Outline the difference between 'hazard' and 'risk'</p> <p>2.2 Identify health and safety hazards in the workplace</p> <p>2.3 Identify health and safety risks in the workplace</p> <p>2.4 Identify ways in which accidents can be avoided in the workplace</p> <p>2.5 Outline reporting and recording procedures for hazards and risks in the workplace</p>
<p>3 Know emergency procedures in the workplace</p>	<p>3.1 Identify types of emergency that can occur in the workplace</p> <p>3.2 Identify procedures for different types of emergency in the workplace</p>
<p>4 Be able to work safely in a workplace environment</p>	<p>4.1 Comply with organisational and legal requirements for health and safety in the workplace</p>

## 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; 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

*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

**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

## Essential guidance for tutors

### 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.

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.

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. 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. Simulation activities could be used for some procedures, for example a fire drill.

### Assessment

The criteria for this unit can be combined in 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

For 1.1, the learner needs to show a clear understanding of health and safety responsibilities and must outline four employer responsibilities and two employee responsibilities.

For 1.2, the learner needs to identify two different sources of workplace health and safety information.

For 1.3, the learner needs to outline one reason for the importance of reporting workplace accidents.

To meet 2.1, 2.2 and 2.3, 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 two examples of risks in two different workplaces.

For 2.4, the learner needs to identify two different ways in which accidents can be avoided in the workplace.

For 2.5, the learner needs to outline the reporting and recording procedures for hazards and risks in a specific workplace (either real or simulated).

For 3.1, the learner needs to identify three specific examples of emergencies which could occur in a workplace setting. For 3.2, learners need to identify the procedures that should be followed for two different workplace emergencies (either real or simulated).

For 4.1, 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 BTEC units, other BTEC qualifications and 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
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 10: Self-assessment	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
Unit 22: Safe Learning in the Workplace		
Unit 28: Introduction to Health and Safety at Work		

**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**

**Website**

[www.hse.gov.uk](http://www.hse.gov.uk)

# Unit 37: Personal Presentation for the Workplace

<b>Unit code:</b>	<b>J/505/6928</b>
<b>QCF level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

The aim of this unit is to enable learners to develop their knowledge of the requirements for personal presentation in the workplace and how they vary across different types of workplace. Learners will also develop the practical skills required to present themselves in line with workplace requirements.

## Unit introduction

This unit will help learners to prepare for a work placement.

Personal presentation for the workplace is important to provide a positive first impression of self and the organisation. Learners need to know the personal presentation requirements for different types of workplaces, including dress, personal hygiene, attitudes, behaviours and body language, and the effects on others when this is inappropriate.

Learners will investigate the personal presentation requirements for different types of workplace and how it can vary. They will develop the skills to present themselves appropriately 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 the requirements for personal presentation for the workplace	1.1 Outline why personal presentation is important for the workplace 1.2 Identify effects of 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 Outline why expected requirements for personal presentation vary across different types of workplace

Learning outcomes	Assessment criteria
<p>3 Be able to present self for the workplace</p>	<p>3.1 Adhere to dress codes in line with workplace requirements</p> <p>3.2 Follow workplace requirements for own hygiene and cleanliness</p> <p>3.3 Demonstrate attitudes and behaviours at work in line with organisational procedures</p>

## Unit content

### 1 Know the requirements for personal presentation for the workplace

*Importance for workplace:* present a good impression of self to others; representing company/products; to meet organisational/legal requirements

*Effects of inappropriate presentation:* creates a bad impression on colleagues and customers; distracting; damage to reputation of business; poor representation of company/products; unsafe; unhygienic; effects of appropriate personal presentation

*Personal presentation:* appropriate clothing for job role; personal hygiene; personal protective equipment (PPE); positive and negative attitudes and behaviours; positive and negative body language

### 2 Know how requirements for personal presentation vary across different types of workplace

*Requirements:* health and safety; organisational/legal; to do the job effectively

### 3 Be able 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

## 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. 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 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. 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.

### Assessment

For 1.1, learners need to give two reasons why personal presentation is important in the workplace. Evidence can be written or through one-to-one discussion with the tutor/line manager.

For 1.2 and 1.3, learners need to identify two effects of both appropriate and inappropriate personal presentation in the workplace. Learners can be assessed through a question and answer session.

For 2.1, learners must provide brief information about appropriate personal presentation requirements for three different workplaces. What is 'appropriate' will differ from one workplace to another, depending on the nature of the job.

For 2.2, learners must give two reasons why personal presentation requirements are different for two different types of workplace, examples can be given to support the response.

For 3.1, 3.2 and 3.3, 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. Regardless of the workplace setting, learners should have paid attention to the dress code for the workplace, and their personal hygiene and cleanliness. The positive attitudes and behaviours demonstrated by the learner could include passing on a telephone message to a colleague, turning up to a team meeting on time, answering a routine query from a customer, recording information about a customer complaint, using organisational systems to record annual or sick leave, knowing about organisational rules on the use of IT (for example use of the internet and email), understanding general organisational procedures for conduct and behaviour (for example dress code) or knowing who to contact if they are unable to get to work or need advice on a work-related matter. While the learner 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.

### **Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications**

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 12: Conduct At Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
Unit 30: Developing Personal Presentation Skills for the Workplace		

### **Essential resources**

There are no essential resources required for this unit.

### **Suggested resources**

#### **Websites**

[www.worketiquette.co.uk/](http://www.worketiquette.co.uk/)



# Unit 38: Using a CV and Covering Letter to Apply for a Job

<b>Unit code:</b>	<b>J/505/6931</b>
<b>QCF level:</b>	<b>Level 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>20</b>

## Unit aim

The aim of this unit is to enable learners to develop the knowledge and practical skills needed to be able to write an appropriate and accurate CV and covering letter for a job application.

## Unit introduction

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

In this unit, learners 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. Learners will examine the importance of references, including the sort of people who would be suitable and those who would not. Learners will have the opportunity to produce a CV and covering letter for a specific job application ensuring that they are appropriate and 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

Learning outcomes	Assessment criteria
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

*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

*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; use bullets to highlight any skills and experience of particular relevance to the job; include extra relevant information not covered in the CV

## Essential guidance for tutors

### 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 1.1, the learner needs to describe two different purposes of a CV when applying for a job

For 1.2, the learner must describe two different purposes of a covering letter when applying for a job.

Evidence for 1.1 and 1.2 can be written or through discussion with the tutor.

For 2.1 and 2.2, learners must identify relevant information that should be included in both a CV and covering letter. The learner may be guided in identifying relevant information through group discussions, discussions with a tutor or from given information, but must be able to extract it independently.

For 3.1, learners need to outline two reasons why references are important in a CV.

For 3.2, learners need to describe what makes a referee suitable for including in a CV.

For 4.1 and 4.2, the learner, at this level, may select a CV template into which they can put their personal information, and must show independence in being able to fill in the sections correctly. Information presented needs to be legible, concise, relevant, clearly understood by the employer and follow specific instructions given in the job application information. Where information is submitted electronically, learners need to use formatting and spell check functions.

For 4.3, the learner needs to produce a covering letter that includes the reason why they are applying and how they meet the criteria. They can use a template for a covering letter but must show independence in filling in the sections correctly.

**Links to other BTEC units, other BTEC qualifications and 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
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 11: Career Progression	Unit 11: Career Progression	Unit 10: Career Progression
Unit 31: produce a CV		

**Essential resources**

There are no essential resources required for this unit.

**Suggested resources**

**Websites**

[www.alec.co.uk](http://www.alec.co.uk)

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)



## Further information and useful publications

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

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.edexcel.com/btec/Pages/Contactus](http://www.edexcel.com/btec/Pages/Contactus)
- Pearson Work Based Learning and Colleges: [www.edexcel.com/about.wbl/Pages/Contact-us](http://www.edexcel.com/about.wbl/Pages/Contact-us)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [www.edexcel.com/btec/delivering-BTEC/quality/Pages](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

### Additional resources

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

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

[www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

# Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training).

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

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

The national programme of training we offer is on our website at: [www.edexcel.com/resources/Training](http://www.edexcel.com/resources/Training). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

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

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

To get in touch with our dedicated support teams please visit: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

# Annexe A

## The BTEC qualification framework for WorkSkills

Progression opportunities within the framework.

Level	Qualifications
3	<p>Pearson BTEC Level 3 Award and Certificate in WorkSkills (QCF)</p> <p>Pearson BTEC Level 3 Award, Extended Award and Certificate in WorkSkills for Effective Learning and Employment (QCF)</p>
2	<p>Pearson BTEC Level 2 Award in WorkSkills (QCF)</p> <p>Pearson BTEC Level 2 6-credit Award in WorkSkills (QCF)</p> <p>Pearson BTEC Level 2 9-credit Award in WorkSkills (QCF)</p> <p>Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in WorkSkills (QCF)</p> <p>Pearson BTEC Level 2 Award and Certificate in Employability Skills (QCF)</p> <p>Pearson BTEC Level 2 Certificate in Leadership Skills (QCF)</p> <p>Pearson BTEC Level 2 Award, Extended Award and Certificate in WorkSkills for Effective Learning and Employment (QCF)</p>
1	<p>Pearson BTEC Level 1 Award in WorkSkills (QCF)</p> <p>Pearson BTEC Level 1 6-credit Award in WorkSkills (QCF)</p> <p>Pearson BTEC Level 1 9-credit Award in WorkSkills (QCF)</p> <p>Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in WorkSkills (QCF)</p> <p>Pearson BTEC Level 1 Certificate in Leadership Skills (QCF)</p>
Entry	<p>Pearson BTEC Entry 3 Award in WorkSkills (QCF)</p> <p>Pearson BTEC Entry 3 6-credit Award in WorkSkills (QCF)</p> <p>Pearson BTEC Entry 3 9-credit Award in WorkSkills (QCF)</p> <p>Pearson BTEC Entry 3 Certificate in WorkSkills (QCF)</p>



**For more information on Edexcel and BTEC qualifications please visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

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