# Pearson
## BTEC

Pearson BTEC
**Level 1 Subsidiary Award, Award, Extended Award and Certificate in**
# Workskills

**L1**

# Specification

*First registration from August 2021*

**Issue 2**

# Pearson BTEC Level 1 Subsidiary Award, Award, Extended Award and Certificate in Workskills

## Specification

BTEC Specialist qualification

First registration August 2021

Issue 2

**About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

**Summary of changes to Pearson BTEC Level 1 Subsidiary Award, Award, Extended Award and Certificate in Workskills specification Issue 2**

| Summary of changes made between previous issue and this issue | Page number |
|---|---|
| Added guidance for Welsh centres on qualification size and GCSE performance point equivalency | 3–5 |
| Wording updated concerning malpractice throughout Section 11 | 240–241 |

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

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

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# 1 Introducing the qualifications

## What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

## Qualification purposes

The Pearson BTEC Workskills suite at Entry, Level 1, and Level 2 has been designed to reflect, develop and support the employability of learners. Each level and size have been designed to enable centres to create a flexible programme that develops a learner's skills and replicates their intended outcome/destination. The qualification has an open structure that enables the development of discrete skills, such as applying for job vacancies, developing interview techniques and working within teams and allows for a programme of study to be created that combines skills and units to give a realistic learning experience that emulates the 21st century workplace.

The Pearson BTEC Level 1 Award/ Certificate in Workskills are for learners who need to develop their skills and knowledge of the workplace to enhance their employability and add value to potential employers.

The Pearson BTEC Level 1 in Workskills enables learners to:

- develop skills valued by employers and are in demand in the workplace
- develop knowledge related to employability and the workplace
- embrace the 21$^{st}$ century workplace and build a career plan
- achieve a nationally recognised Level 1 qualification that prepares them for employment
- develop own personal growth and engagement in learning

The Pearson BTEC Level 1 Subsidiary Award in Workskills enables learners to select an appropriate unit to address their personal skill or knowledge gap It is suitable for learners both entering or re-entering the job market and should be delivered as a short course.

The Pearson BTEC Level 1 Award in Workskills is suitable for learners to access 2 areas of learning, e.g. job applications and interview techniques. It should be delivered as a personalised focused part-time or complimentary learning programme to address specific knowledge or skills gaps.

The Pearson BTEC Level 1 Extended Award in Workskills is suitable for learners to develop an understanding of the workplace and how to access a range of employability skills and knowledge. This size will suit full-time programmes and compliment other areas such and personal growth and wellbeing and vocational learning. The choice of units will depend on the individual needs, skill levels and desired progression outcomes.

The Pearson BTEC Level 1 Certificate in Workskills is suitable for learners to develop an understanding of the workplace and how to access a range of employability skills and knowledge. This size will suit full-time programmes and compliment other areas such and personal growth and wellbeing and vocational learning. The choice of units will depend on the individual needs, skill levels and desired progression outcomes.

## Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.

# 2 Qualification summary and key information

| Qualification title | Pearson BTEC Level 1 Subsidiary Award in Workskills |
|---|---|
| Qualification Number (QN) | 603/7624/7 |
| Regulation start date | 01/08/2021 |
| Operational start date | 01/08/2021 |
| Approved age ranges | 14–16 |
| | 16–18 |
| | 18+ |
| | 19+ |
| Total qualification time (TQT) | 35 |
| Guided learning hours (GLH) | 35 |
| Assessment | Internal assessment |
| Grading information | The qualification and units are graded Pass/Fail |
| Additional Information (Wales) | This qualification size is suitable only for 0.25 GCSE equivalent performance points in Wales. |

| Qualification title | Pearson BTEC Level 1 Award in Workskills |
|---|---|
| Qualification Number (QN) | 603/7625/9 |
| Regulation start date | 01/08/2021 |
| Operational start date | 01/08/2021 |
| Approved age ranges | 14–16 |
| | 16–18 |
| | 18+ |
| | 19+ |
| Total qualification time (TQT) | 70 |
| Guided learning hours (GLH) | 70 |
| Assessment | Internal assessment. |
| Grading information | The qualification and units are graded Pass/Fail. |
| Additional Information (Wales) | This qualification size is suitable only for 0.5 GCSE equivalent performance points in Wales. |

| Qualification title | Pearson BTEC Level 1 Extended Award in Workskills |
|---|---|
| Qualification Number (QN) | 603/7626/0 |
| Regulation start date | 01/08/2021 |
| Operational start date | 01/08/2021 |
| Approved age ranges | 14–16 |
| | 16–18 |
| | 18+ |
| | 19+ |
| Total qualification time (TQT) | 105 |
| Guided learning hours (GLH) | 105 |
| Assessment | Internal assessment |
| Grading information | The qualification and units are graded Pass/Fail |
| Additional Information (Wales) | This qualification size is suitable only for 0.5 GCSE equivalent performance points in Wales. |

| Qualification title | Pearson BTEC Level 1 Certificate in Workskills |
|---|---|
| Qualification Number (QN) | 603/7627/2 |
| Regulation start date | 01/08/2021 |
| Operational start date | 01/08/2021 |
| Approved age ranges | 14–16 |
| | 16–18 |
| | 18+ |
| | 19+ |
| Total qualification time (TQT) | 210 |
| Guided learning hours (GLH) | 210 |
| Assessment | Internal assessment |
| Grading information | The qualification and units are graded Pass/Fail |
| Additional Information (Wales) | This qualification size is suitable only for 1 GCSE equivalent performance points in Wales. |

## Further Guidance

For a size that meets performance points equivalent to 1 GCSE in Wales, please see the BTEC Level 1 Certificate in Workskills (603/7627/2) in this specification, or the Level 1 Foundation Certificate in Workskills (for Wales) (C00/5166/1) in our specification for Wales.

If you have any queries on how qualifications contribute towards performance measures, including GCSE/A level equivalency values, performance points or discount codes in Wales, please contact ims@gov.wales

# 3 Qualification structures

## Pearson BTEC Level 1 Subsidiary Award in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

| Unit number | Units<br><br>Learners must take one of the following optional units | Level | Guided learning hours |
|---|---|---|---|
| 1 | Considering Your Own Work-related Skills and Behaviours | L1 | 35 |
| 2 | Selecting and Applying for a Job | L1 | 35 |
| 3 | Recognising Types of Employment Contract | L1 | 35 |
| 4 | Prepare and Participate in an Interview | L1 | 35 |
| 5 | Understanding Equality and Diversity in the Workplace | L1 | 35 |
| 6 | Knowing Workplace Rights and Responsibilities | L1 | 35 |
| 7 | Planning for Career Entry | L1 | 35 |
| 8 | Developing Work-related Literacy Skills | L1 | 35 |
| 9 | Developing Work-related Numeracy Skills | L1 | 35 |
| 10 | Exploring the Use of the Internet and Digital Products and Services in the Workplace | L1 | 35 |
| 11 | Using IT to Store and Present Information at Work | L1 | 35 |
| 12 | Supporting Health and Safety at Work | L1 | 35 |
| 13 | Contributing to Teamworking in the Workplace | L1 | 35 |
| 14 | Meeting Customer Needs | L1 | 35 |
| 15 | Responding to Work-related Problems | L1 | 35 |
| 16 | Participating in a Work Experience Placement | L1 | 35 |
| 17 | Supporting Environmental Awareness in the Workplace | L1 | 35 |
| 18 | Running an Enterprise Activity | L1 | 35 |

# Pearson BTEC Level 1 Award in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

| Unit number | Units<br><br>**Learners must take two units from below the choice of units must have a clear purpose and outcome matched to the learners needs** | Level | Guided learning hours |
|---|---|---|---|
| 1 | Considering Your Own Work-related Skills and Behaviours | L1 | 35 |
| 2 | Selecting and Applying for a Job | L1 | 35 |
| 3 | Recognising Types of Employment Contract | L1 | 35 |
| 4 | Prepare and Participate in an Interview | L1 | 35 |
| 5 | Understanding Equality and Diversity in the Workplace | L1 | 35 |
| 6 | Knowing Workplace Rights and Responsibilities | L1 | 35 |
| 7 | Planning for Career Entry | L1 | 35 |
| 8 | Developing Work-related Literacy Skills | L1 | 35 |
| 9 | Developing Work-related Numeracy Skills | L1 | 35 |
| 10 | Exploring the Use of the Internet and Digital Products and Services in the Workplace | L1 | 35 |
| 11 | Using IT to Store and Present Information at Work | L1 | 35 |
| 12 | Supporting Health and Safety at Work | L1 | 35 |
| 13 | Contributing to Teamworking in the Workplace | L1 | 35 |
| 14 | Meeting Customer Needs | L1 | 35 |
| 15 | Responding to Work-related Problems | L1 | 35 |
| 16 | Participating in a Work Experience Placement | L1 | 35 |
| 17 | Supporting Environmental Awareness in the Workplace | L1 | 35 |
| 18 | Running an Enterprise Activity | L1 | 35 |

## Pearson BTEC Level 1 Extended Award in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

| Unit number | Units<br><br>**Learners must take three of the following optional units** | Level | Guided learning hours |
|---|---|---|---|
| 1 | Considering Your Own Work-related Skills and Behaviours | L1 | 35 |
| 2 | Selecting and Applying for a Job | L1 | 35 |
| 3 | Recognising Types of Employment Contract | L1 | 35 |
| 4 | Prepare and Participate in an Interview | L1 | 35 |
| 5 | Understanding Equality and Diversity in the Workplace | L1 | 35 |
| 6 | Knowing Workplace Rights and Responsibilities | L1 | 35 |
| 7 | Planning for Career Entry | L1 | 35 |
| 8 | Developing Work-related Literacy Skills | L1 | 35 |
| 9 | Developing Work-related Numeracy Skills | L1 | 35 |
| 10 | Exploring the Use of the Internet and Digital Products and Services in the Workplace | L1 | 35 |
| 11 | Using IT to Store and Present Information at Work | L1 | 35 |
| 12 | Supporting Health and Safety at Work | L1 | 35 |
| 13 | Contributing to Teamworking in the Workplace | L1 | 35 |
| 14 | Meeting Customer Needs | L1 | 35 |
| 15 | Responding to Work-related Problems | L1 | 35 |
| 16 | Participating in a Work Experience Placement | L1 | 35 |
| 17 | Supporting Environmental Awareness in the Workplace | L1 | 35 |
| 18 | Running an Enterprise Activity | L1 | 35 |

## Pearson BTEC Level 1 Certificate in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

| Unit number | Units<br><br>Learners must take six of the following optional units | Level | Guided learning hours |
|---|---|---|---|
| 1 | Considering Your Own Work-related Skills and Behaviours | L1 | 35 |
| 2 | Selecting and Applying for a Job | L1 | 35 |
| 3 | Recognising Types of Employment Contract | L1 | 35 |
| 4 | Prepare and Participate in an Interview | L1 | 35 |
| 5 | Understanding Equality and Diversity in the Workplace | L1 | 35 |
| 6 | Knowing Workplace Rights and Responsibilities | L1 | 35 |
| 7 | Planning for Career Entry | L1 | 35 |
| 8 | Developing Work-related Literacy Skills | L1 | 35 |
| 9 | Developing Work-related Numeracy Skills | L1 | 35 |
| 10 | Exploring the Use of the Internet and Digital Products and Services in the Workplace | L1 | 35 |
| 11 | Using IT to Store and Present Information at Work | L1 | 35 |
| 12 | Supporting Health and Safety at Work | L1 | 35 |
| 13 | Contributing to Teamworking in the Workplace | L1 | 35 |
| 14 | Meeting Customer Needs | L1 | 35 |
| 15 | Responding to Work-related Problems | L1 | 35 |
| 16 | Participating in a Work Experience Placement | L1 | 35 |
| 17 | Supporting Environmental Awareness in the Workplace | L1 | 35 |
| 18 | Running an Enterprise Activity | L1 | 35 |

# 4 Assessment requirements

The table below gives a summary of the assessment methods used in the qualifications.

| Units | Assessment method |
|---|---|
| All units | Internal assessment (centre-devised assessments). |

## Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy,* available on our website, qualifications.pearson.com.

## Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally assessed unit, learners must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient, reliable and valid evidence for each criterion
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment.
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

# Assessment of units

To pass each unit, learners must independently complete assignment(s) that show that the learning outcomes and assessment criteria for the unit have been met.

Format of assignments:

- all learning outcomes and assessment criteria must be covered

- assignments can include both practical and written tasks

- assignments are independently completed as a distinct activity after the required teaching has taken place

- the brief is issued to learners with a defined start date, a completion date and clear requirements for the evidence they are required to produce

- all or parts of units can be combined into a single assignment.

Each unit contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must clearly reference the unit that is being assessed and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learners' work. Learners must provide evidence of their achievement – achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

# 5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

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

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

## Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

## Centre resource requirements

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

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualifications
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)

# 6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualifications.

Centres must deliver the qualifications in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

## Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

# 7 Recognising prior learning and achievement

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

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

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

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

# 8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance and quality assurance requirements – NVQs/SVQs and competence-based qualifications*.

# 9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

# Unit 1: Considering Your Own Work-Related Skills and Behaviours

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 37

## Unit in brief

The aim of this unit is for learners to understand what makes them tick and learn to develop their skills and enhance their personal behaviours to improve their employability prospects. This could include self-employment.

## Unit introduction

Being able to reflect on your personal behaviours, skills, strengths and weaknesses will help you to set realistic employment goals for the future.

In this unit you will consider your personal behaviours and skills and learn to manage your strengths and weaknesses, so that you can make effective plans and improve your employability prospects.

You will devise strategies to improve on your weaknesses and overcome any barriers that may have been holding you back.

You will produce an employability prompt sheet that will improve your approach to job-seeking in your chosen sector and your potential effectiveness in the workplace.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Understand the importance of skills and behaviours in a range of job roles<br><br>**B** Audit own work-related skills and behaviours | • A summary of skills and behaviours matched with job roles presented in an appropriate format of choice<br><br>• An audit of own work-based skills and behaviours, recorded in an appropriate format |

## Key teaching and learning areas

**Key teaching areas include:**

| Knowledge | Skills |
|---|---|
| • Know what skills and behaviours are<br><br>• Appreciate different skills and behaviours needed in different job roles<br><br>• Know the possible positive impact of having the required skills and behaviours<br><br>• Compare own skills and behaviours with those required for an identified job role<br><br>• Know who can support the development of own skills and behaviours | • Identifying job-related skills and behaviours<br><br>• Seek input from others to support skill and behaviour audit<br><br>• Reflect on personal strengths and areas for development |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Understand that different skills and behaviours may be necessary for different job roles

- Use reflection and self-evaluation skills to conduct an audit of own skills and behaviours

- Seek input from others (peers, family, teachers, tutors) to support completion of their self-audit

- Reflect on own strengths and areas for development in relation to the skills and behaviours needed for an identified job role

## Knowledge

### Know what skills and behaviours are

- Identify skills (things you have learned) and give examples, e.g. art, cooking, music, sport, technology, communication, teamwork, organisation

- Identify personal behaviours, e.g. flexible, honest, reliable, positive, patient, friendly, confident, approachable, enthusiastic

- Consider the ways in which behaviours and skills can be developed over time

### Appreciate different skills and behaviours needed in different job roles

- Discuss situations when different skills and behaviours are useful in the workplace

- Compare and contrast the required skills and behaviours across a range of different types of job role

### Know the possible positive impact of having the required skills and behaviours

- Explore the possible positive impact of having and portraying identified skills and behaviours in a range of different job roles

### Compare own skills and behaviours with those required for an identified job role

- Identify sectors where own skills and behaviours could be applied

### Know who can support the development of own skills and behaviours

- Identify people and/or roles that can support the development of personal work-based skills and behaviours

**Skills**

**Identifying job-related skills and behaviours**

- Audit personal skills and behaviours:

  - selecting appropriate skills and behaviours to focus on, linked to identified job roles

  - selecting an appropriate method of recording results

**Seek input from others to support skill and behaviour audit**

- Seeking the opinions of others as appropriate (e.g. teachers, tutors and others) and using these within the audit process

**Reflect on personal strengths and areas for development**

- Reflect on personal strengths and areas for development in relation to an identified job role

## Assessment Criteria

**Learning aim A: Understand the importance of skills and behaviours in a range of job roles**

Evidence must include:

Descriptions of a range of different skills and behaviours that the learner deems necessary for the successful undertaking of different types of job role. Evidence must also show that the learner can justify their choices, suggesting why each identified skill and behaviour might be necessary or advantageous in the same job roles.

**A.P1** Describe skills and behaviours that may be necessary for a range of different types of job role

**A.P2** Suggest why each identified skill and behaviour might be necessary in a range of different job roles

**Guidance for assessors**

**For A.P1** Learners must identify and describe skills and behaviours that may be necessary or advantageous for different types of job role

**For A.P2** Learners must suggest reasons why each identified skill and behaviour may be necessary or advantageous for different types of job role

**Learning aim B: Audit own work-related skills and behaviours**

Evidence must include:

A skills and behaviours audit which draws on personal opinion, as well as those of other people as appropriate. The results of this audit must be used to identify where their strengths lie, as well as areas in need of development, in relation to the skill and behaviour requirements of an identified job role.

**B.P3** Audit own skills and behaviours to identify strengths and areas for development relevant to an identified job role

**Guidance for assessors**

**For B.P3** Learners will undertake an audit that focuses on their personal skills and behaviours. They may seek input from teachers or tutors and others to support their audit findings. Learners will identify their personal strengths and areas in need of development in terms of the skills and behaviours needed for an identified job role.

# Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit – Understand skills and personal behaviours**

Tutor explanation of the purpose of the unit, how self-assessment will work and the need to reflect and be able to plan. Learners should be encouraged to gather appropriate evidence throughout the unit, which could be in a logbook or electronic format. This can include downloads or printouts, completed checklists or worksheets, and any other information they research.

In groups learners discuss what they think skills (can be learned) and personal behaviours (the way you act or react) are and produce a list of examples, on a flipchart or by sticking Post-its onto prepared charts. The group could then discuss how you could learn to develop or modify them and how challenging or easy this could be.

In pairs, learners could consider each other's skills and behaviours and share their thoughts through feedback and peer assessment activities. Learners could ask family and friends for input on their self-assessment before the next session.

**Suggested time:** about 2 hours

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**Activities: Identify skills and behaviours, interests and experience**

The tutor will provide lists of key words or phrases that describe skills and behaviours, which learners sort and decide which apply to them. They do this as an individual activity to 'sum yourself up in 5 words'. Peer questioning could be used to find out why these words have been chosen. Alternatively, learners can describe each other and discuss how far their own perceptions of people differ from others'.

The tutor will present some case studies of descriptions of famous people in the news for the learners to try to identify based on their skills and personal behaviours. They could discuss as a group how skills can link people and the impact of different behaviours on individual success.

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Learners will work in small groups to create an 'all about us' mind map which identifies their skills, behaviours, interests and experience. Learners should be encouraged to discuss their similarities and differences and to share their experiences.

Learners give a presentation 'My hero'. Each learner spends some time doing some internet research or personal reflection to give a brief talk about someone they particularly admire and respect. This might be a celebrity sportsperson or historical figure, a colleague, friend or family member. They outline the skills and behaviours this person exhibits and what similarities in skills and behaviours they have to their hero.

**Suggested time:** about 3 hours

**Activities: Assess own skills, qualities, interests and experience**

Learners complete a quiz or online self-assessment activity to identify their own skills and behaviours objectively, keeping a record of the results.

Learners could then work in pairs or small groups to share and discuss their results and identify similarities and differences between peers. Learners highlight the skills and behaviours described as well as any suggestions given for employment. They would need to include both positive and negative feedback and consider whether they agree with it.

Learners then independently compare their results from assessments with feedback from others previously collected to highlight any key similarities and obvious differences in the outcomes. Learners could also then reflect on whether their results align closer to their 'my hero' and rate themselves on their closeness.

Tutor to give learners a 'hobbies and interests bingo card'. Learners will then talk to others in the group to try and find one person that has an interest or is involved in each of the activities/themes on the bingo card.

Learners to share/suggest any hobbies or interests that have not been included to create a group list. Learners could then go through the list collectively to say how each example is beneficial for employment and work. Tutor to ask learners to expand where necessary and share examples of why a hobby or interest might be important for work.

Learners complete a grid to state: what I enjoy, what I have achieved, what I like about myself, what other people like in me. Learners should be encouraged to carry out individual research to help with their grid.

As a peer activity they then have a one-to-one discussion with another learner to share the information and feedback to the rest of the group about their partner. The group decide how each person's interests and experience might be useful in the workplace.

**Suggested time:** about 4 hours

**Activities: Assess own strengths and weaknesses**

Tutors lead a group discussion on what is meant by strengths and weaknesses. Learners could think back to the presentations and case studies. Were the people good role models? Why (not)? What were their strengths? Do/did they have weaknesses? If so, what were they?

Learners consider their own strengths and weaknesses by choosing an activity in which they recently participated and note what went well and what did not. This can be a leisure, education, or work activity of any duration. Each learner gives ideas about how they would change their approach or behaviour in future. Tutors use the 'WWG/EBI' (What Went Well/Even Better If) approach.

Individual learners revisit their self-assessment results to identify which skills and behaviours are strengths and recognise any weaknesses.

Tutors introduce the 'tank (or wine glass) half full/half empty' analogy (the tank is like self-confidence and if it is full, you can go a long way). Learners could then discuss the difficulties in being confident all the time and how to manage nerves and worries when you don't feel confident.

Learners could then share weaknesses anonymously in a box, with each person selecting one at random and the group suggesting ways to address the issue. Learners could make personal notes during the activity to support their assessment.

The tutor shows video/YouTube clips of difficult or embarrassing situations and learners could make suggestions for improving on the weaknesses demonstrated. Case studies to be used or learners role play scenarios given by the tutor. Most of these should relate to workplace situations.

The learners suggest which weaknesses are personal and which are work-related. They could then draft a flowchart of remedies or ways to turn weaknesses into strengths.

The tutor to explain to learners how some strengths can also be seen as weaknesses and vice versa using examples, e.g. perfectionism is a strength because work will always be to an excellent quality, but it is a weakness because you may not meet deadlines or be able to work quickly. Learners to each select one personal strength and weakness and discuss how these could be seen as being both positive and challenging within the workplace.

**Suggested time:** about 4 hours

**Activities: Explore how skills, qualities, interests and experiences link to employability sectors**

Learners undertake a self-assessment or work-readiness audit, such as the National Career Service Skills Assessment or similar, and download their results to share with the tutor and/or careers adviser.

Learners share what they themselves are intending to do when their programme is over and what sort of employment they are considering or have had any experience of. This leads to a discussion on what is meant by sectors and a thought shower of potential job roles. These to be displayed on Post-its.

The tutor introduces video clips about different sectors or invite visiting speakers or arrange a Zoom/Teams meeting with a local employer, to demonstrate the key skills and behaviours that employers within sectors identified by the learners will be seeking. Learners ask questions about why the person feels they have been successful.

Learners start to research some of the sectors or jobs suggested in their audit. The tutor could suggest websites. Learners begin to focus on one area or sector that interests them and based on their results. Learners could interview friends, family or colleagues in their part-time job, work experience or placement.

Learners could attend a careers fair/virtual careers fair or interview with a careers adviser to gather more information about their chosen career or sector.

Learners could create a survey to ask potential employers and workers in local businesses to improve their awareness of skills and behaviours required for work. Learners could then visit local businesses to carry out their survey before collating the results and sharing their findings.

**Suggested time:** about 4 hours

**Activities: Identify work opportunities linked to self-assessment outcomes**

The tutor demonstrates some recruitment websites and explain how they can be used to search for opportunities and filter results. Tutor to display a series of jobs and ask learners to work in pairs to access recruitment websites and identify key information for each job.

Learners conduct research on some of the sectors or jobs they have considered, or which may have been indicated in their previous self-assessment to create a mind map of their chosen sectors or jobs which they can reflect on and add to throughout the activity.

Learners could visit local businesses or a job centre to find out more about possible employment opportunities and the skills and qualities they would need. A local employer could deliver a short talk on what they look for in new candidates and potential employees.

Learners can then complete a more detailed self-assessment linking their interests and experiences, skills and behaviours to their chosen employment sector (self-employment is considered as a sector).

Learners discuss which job sites or recruitment sources they would use and justify these choices.

Learners reflect on their research on employment sectors to create a long-term purposeful goal for employment or self-employment.

**Suggested time:** about 3 hours

**Activities: Identify barriers to employment and strategies to overcome them**

Learners identify any gaps in their skills or barriers to their progress in personal or work-life settings that their audit has shown. Learners to share with the group for discussion about what sort of support might be useful in overcoming individual barriers.

The barriers identified to be displayed and grouped into categories, such as personal life, routines, wellbeing, work-related. Learners could discuss skills and behaviours that may be helpful, and how different timescales might be needed to overcome these barriers.

Learners could also discuss their own worries and anxieties that could cause barriers to employment. Learners could talk about their own experiences and use peer-to-peer support and learning to encourage each other to find solutions to common worries and anxieties linked to employment.

They discuss where they might get help to find out more and get help or advice: e.g. tutor, careers adviser, training, mentor, line manager, supervisor and others and make a record of the support and advice that they might give. Learners will create a cheat sheet of go-to people for future reference.

Learners could then interview any of these people about their career path to find out more about strategies experienced people use to obtain and sustain employment and how they have overcome barriers and challenges in job-seeking activity and employment holistically.

Learners highlight ways that people could overcome challenges or barriers in employment; learners could work as a group or individually.

**Suggested time:** about 4 hours

**Activities: Employability prompt sheets - Preparing for assessment**

The tutor explains that this document is designed to help the learners in any job-seeking activity that they undertake. It is a summary of what they have learned and achieved throughout this unit with an element of action planning. The tutor could show learners a sample prompt sheet for reference and to help them generate ideas and suggestions.

Learners to work collectively as a group to identify key points of learning that they feel would be beneficial to include within their prompt sheet.

Learners will then gather the evidence from their quizzes, self-assessments, research and strategies and discuss this with their peers. Learners should then think about and gather final evidence linked to their career goals to support their prompt sheet.

The tutor provides some prompt sheet templates for the learners to discuss. Learners could also explore others online or by looking at different digital applications. Learners should then discuss presentation skills with the group or with the tutor to select the best format in which to present evidence for their personal prompt sheet.

Learners specify their long-term goal and outline the skills, behaviours, interests and experience they identified in their audit and that are required for the job to aid their reflection and future job-seeking activity.

For any weaknesses that they think need to be addressed or barriers they need to overcome they decide on the appropriate skills and actions needed to achieve them and set themselves goals and target deadlines. Learners could then share their prompt sheets with others.

Learners could then take part in an online interactive quiz to assess their knowledge and understanding of skills, personal behaviours, interests and experiences and how these link to job-seeking activity.

**Suggested time:** about 4 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to demonstrate how you will apply your skills, behaviours, interests and experience to potential job roles, and how you can improve skills and behaviours for employment.

You will need to research and select a minimum of two different job roles within a chosen sector and produce a profile for each role. Your profile should describe the skills and behaviours required for each job and suggest why these are necessary.

You will then need to select one of the job roles you have researched. Using the job role, you will need to audit your skills and behaviours using a simple skills audit and through talking to your peers, tutor, trainer or others.

You will finally need to identify areas of development and say how these are relevant to the job role.

## Retake

The learner could explore different job roles, or different sectors of employment.

# Unit 2: Selecting and Applying for a Job

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

The aim of this unit is for learners to consider how to find suitable job opportunities that match their skills and interests. Learners will also explore how to present themselves and their skills in different types of application documents.

## Unit introduction

Different employers in different job sectors will recruit people in a range of ways. In applying for full, part-time or voluntary jobs, apprenticeships or placements you will need to know how and where these employers advertise their vacancies. It is also important to understand the key information to include when applying for different job opportunities and how to present this information in the right way to help you to be considered for the next stage in the recruitment process.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Explore job vacancies<br><br>**B** Undertake a job application process | • A summary document showing the details of the process on how to explore the vacancies<br><br>• A completed job application form and covering letter |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Relevant skills and interests<br><br>• Know where job opportunities are advertised<br><br>• Identify key information needed for applications<br><br>• How to present self, experience and skills in application documents | • Identifying own skills, qualities and experience<br><br>• Searching and selecting a relevant job advertisement<br><br>• Presenting personal information<br><br>• Completing job application documentation |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Select suitable job opportunities

- Complete documents in support of a job opportunity

- Identify own skills, qualities and experience, e.g. self-reflection, self-analysis

- Handle information, e.g. selecting suitable job opportunities

- Present personal information, e.g. organising information effectively, creating a positive impression, targeting the job opportunity criteria

## Knowledge

### Relevant skills and interests

- Own interests, skills and abilities in relation to a job role

- Responding to job advertisement information

### Know where job opportunities are advertised

- Identifying where job opportunities can be found, e.g. different publications, job centres, internet, agencies, local sources

### Identify key information needed for applications

- Identify useful key information needed for applications, e.g. checking adverts, job descriptions, person specifications to determine skills and qualities required, researching organisation

- Information that a job application might ask for

### How to present self, experience and skills in application documents

- How to complete basic application documents, e.g. presenting relevant information

- How to present self, experience and skills in application documentation, e.g. covering letters

- Different formats that can be used to apply for job vacancies, e.g. application forms, letters, CV, phone calls, emails/letters to express interest

**Skills**

**Identifying own skills, interests and experience**

- Review and assess own skills, interests and experience

- Identify links between own skills, interests and experience and that of job roles

- Identify areas for improvement and development

**Searching and selecting a relevant job advertisement**

- Selecting and using appropriate job search platforms to refine job search activities and identify relevant job advertisements

- Reflecting on personal requirements in line with job searching and job vacancies

- Interpret the information contained within job adverts

**Presenting personal information**

- Gather relevant personal information required for job application documentation

**Completing job application documentation**

- Plan and draft required documentation and seek feedback from others

- Review documentation for accuracy and professionalism

- Produce final copies of job application documentation

## Assessment Criteria

| Learning aim A: Explore job vacancies |
| --- |
| Evidence must include: |
| An outline of the various places job vacancies may be advertised, a description of information that a job advertisement or application pack may provide, including its relevance to prospective candidates, and a description of the information that may be required when completing a job application. |
| **A.P1** Outline places where job vacancies can be found |
| **A.P2** Describe the importance of the information that may be provided by a job advertisement and/or application pack |
| **A.P3** Describe information that may be required when applying for a job |
| **Guidance for assessors** |
| **For A.P1** Learners must list different places where they might find job vacancies advertised, e.g. job websites, organisation or business websites, job centre, council jobs boards |
| **For A.P2** Learners will describe each of the various bits of information that may be provided by those advertising a job, and how each piece of information may be relevant to those who might apply for the role. These might include a brief job description, desirable and essential candidate criteria, salary range, working hours, place of work |
| **For A.P3** Learners will describe the various information that they may be required to provide when applying for a job, e.g. completed application form, covering letter, supporting evidence, personal information |
| **Learning aim B: Undertake a job application process** |
| Evidence must include: |
| The learner showing that they can select an appropriate job role to apply for, and then complete a job application form and covering letter for their chosen job. |
| **B.P4** Explore and select an appropriate job role to apply for |
| **B.P5** Complete a job application form and covering letter to meet the requirements of a selected job |

| Guidance for assessors |
| --- |
| **For B.P4** Learners must select from a provided range of options, or from real-life job advertisements, a job to apply for. The job should meet their requirements in terms of area of interest, salary bracket, matching their skills and experience. Learners should be able to confirm how their selection is appropriate to them |
| **For B.P5** Learners will complete an application form and a brief covering letter in order to apply for their selected job role. The documents they produce must clearly detail why the learner is interested in the role and how their skills and experience match the requirements of the job opportunity |

## Delivery guidance

**Activity: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected learning outcomes, expectations of learners and assessment methods.

Learners can then match terminology from an application form with the right explanation of what that word or phrase means to develop understanding.

At the start of the unit, learners to be given CV templates and other relevant documents and record information on their own CVs as they progress through the activities. Share with tutor in an appropriate online format, so that the tutor can check as they are going through the unit.

Learners should be encouraged to check their forms for accuracy and ask their tutor to check. They can then talk about the importance of accurate information when applying for a job or placement. Share with tutor in an appropriate online format,
so that the tutor can check as they are going through the unit.

**Suggested time:** about 3 hours

**Activities: Matching skills and interests**

In small groups, learners can have the opportunity to talk about their skills, interests and hobbies and will share these with others and recognise similarities and differences.

Learners can then make a list of interests and put them into order of priority, e.g. what they enjoy doing most and what they are not so keen on. Learners should share their thoughts with others in the group and discuss their justifications and thoughts accordingly.

Learners will then do the same with their skills, ranking these into the order of strength in their own opinion. Learners will again share their thoughts within group discussion. Learners to consider the question of why one skill is deemed more of a strength than another.

Tutors provide learners with a list of skills for different jobs on cards. In small groups, learners could pick ones they believe are true of them: good communication skills, IT skills, creative, gaming/programming skills, etc. Learners could also recognise here the skills that they believe they need to improve and discuss their reasoning with others.

Learners will then use the activities to produce a visual representation of their skills, interests and hobbies, and provide additional detail as to which they consider particular strengths and which require some further development.

The learners should then be provided with a range of different job roles to see which ones would interest them most based solely on their own ideas, likes and dislikes. Learners will then select two roles that they would apply for and highlight what skills and interests might be necessary or are required in those roles.

Learners could then identify common skills that are required across different job roles in different sectors. The tutor could then introduce the concept of the top set of required skills within employment.

Guest speakers from different work sectors could also be invited to talk about their jobs and the skills that they need to be able to do it successfully, with learners preparing questions to ask to gain a wider understanding.

Learners could finally take part in a group skills audit; ranking each other from strongest to weakest for different skills based on group discussions.

**Suggested time:** 4 hours

**Activities: Where Jobs are advertised**

Learners word shower, in small groups, where jobs, apprenticeships and placements are advertised. Tutor can prompt if needed: newspapers, local notice boards, shop fronts, job centres, online, school/college notice board, word of mouth, careers adviser.

Tutor-led activities based around employment/apprenticeships/placements/ voluntary work and how these are advertised. Tutor provides examples and opportunities for learners to look at where these are advertised for their chosen employment sector.

Learners to visit the local job centre and/or recruitment companies to explore different job advertisements. Learners could talk to job centre staff or recruitment advisers about different advertisements, jobs and opportunities in the area.

Learners could also explore the local area to identify job adverts in shop windows or in local community spaces.

Learners have time to access different sources that advertise job vacancies. This may include an internet search, social media, local library, shop noticeboards, etc. Learners should be encouraged to gather evidence and then sort the evidence into different work sectors to display within the classroom.

**Suggested time:** about 3 hours

**Activities: Information in job adverts**

Learners compile a checklist of key information in job adverts that informs a potential candidate what they need to know and what an employer is looking for. For example: specific skills/experience required, location, working hours, salary, benefits, how to apply, closing date, supporting documents giving further details, such as job descriptions.

Learners could then independently search for a range of job adverts for a range of different roles. Learners could then highlight key information within the job advertisement. Learners could share their highlighted sections and discuss why people might consider different information as important.

Tutor to recap on the different sources of job adverts. Learners to research one job title and compile a range of different job adverts for the same/similar job title. Learners will highlight similarities and differences and share their findings with the group. Tutor to explain the reasons why adverts may include different information and why there will be similarities.

The tutor could then provide learners with a range of different job adverts with varied levels of information. Learners could then review the adverts and rank them on the most appealing to the least appealing and explain their judgements and justifications.

Career advisers may be invited to speak, and learners prepare questions to ask relevant to searching for jobs and key information that employers are looking for.

Tutor to provide learners with job adverts which have been adapted to omit some key information. Learners to work in small groups to research and complete the job adverts with the appropriate information based on their research and understanding.

Learners could then create a sample job advertisement for a job of their choice which they will display in the classroom. Learners could then peer review each other's adverts and say what attracts them to apply and what puts them off.

Learners could then take part in an interactive quiz to find key information in job adverts and recognise missing information.

**Suggested time:** about 4 hours

**Activities: Application processes and application forms**

Tutor to provide learners with an overview of the application process for different jobs and explain that there are different types of application process.

Learners to work in small groups to identify different ways that businesses and organisations may ask an individual to apply for a job role. Learners could be prompted by the tutor to discuss the following examples: paper-based application, digital application, telephone, screening, application day.

Each of the different processes could then be displayed on a flipchart around the room and learners can rotate to share their ideas on what the process might include and what their worries/fears are in such processes. Learners to feedback in discussion.

Learners could then revisit each of the processes and add on what skills the process might display to the employer, e.g. telephone applications demonstrate communication skills, politeness and professionalism, digital applications demonstrate IT skills.

Learners should then be provided with a blank application form to review and attempt to complete. Learners could share their completed application with others for peer-to-peer feedback and discuss their thoughts with others and the tutor for clarity of strength and areas of improvement.

Guest speaker from a recruitment organisation or from the job centre could then discuss key tips and tricks when completing application forms. Learners should be encouraged to ask questions to gain more information.

Finally, learners could design their own questions and sections for an application form and swap this with peers to complete someone else's application form before discussing the challenges and providing peer-to-peer feedback.

**Suggested time:** about 4 hours

**Activities: Creating application documents**

In small groups, learners produce a list of 'application documents' that they will share with the wider group in discussion. Tutor to explain the types of application documents that they may need to produce, providing examples.

Tutor-devised activity with information that should, and information that should not, go into a letter of application either online or paper-based, or a CV.

Learners could then work in small groups to mind map all the different documentation and information that they would need to gather and review prior to making an application. Learners could then create a checklist as a prompt for future reference.

Tutor to provide learners with a range of different example CVs for them to review. Learners should work in groups to identify key similarities and differences found in different CVs before agreeing on a template and structure that they like. Learners should be supported by the tutor to recognise the key sections, personal profile, skills profile, work history, educational history, hobbies and interests.

Learners should then work as a whole group to discuss and agree a standardised template for their CV.

Learners could then research different covering letter templates and agree in small groups what the best options and templates are before sharing their thoughts with the wider group.

Learners should then work as a whole group to discuss and agree a standardised template for their covering letters.

Learners to review a range of different application packs (each containing a CV, covering letter and application form) and identify the strengths and weaknesses of these. Learners to work in pairs to consider whether they would continue an application based on the letter presented. Tutor to ask each pair on their decision and reasons why.

**Suggested time:** about 5 hours

**Activity: Completing an application pack**

Learners to select a job advertised within their sector of choice. Learners independently complete a sample application form, covering letter and CV for the job. Learners undertake peer assessment of completed job application documents and provide feedback.

Tutor to lead discussion with learners on the importance of checking and seeking feedback from others on job application documentation. Learners to provide thoughts through discussion.

Learners to reflect individually on feedback and create a personal cheat sheet for job applications which include key points for their own development and reference (keep applications neat, use a computer for letters, check spelling, etc.).

**Suggested time:** about 5 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to demonstrate that you can research, select and apply for suitable job opportunities that match your skills, needs and experiences.

You will need to carry out research into three different places jobs are advertised and produce a document of your choice to outline each of these sources.

Using your research, you need to produce a fact sheet that describes the information provided by job advertisements or application packs and describes the information that applications require you to provide.

You will then need to search for an appropriate job role within a sector of your choice and complete a job application form and covering letter to demonstrate that you are able to meet the required professional standard.

## Retake

The learner could explore a different place to find job advertisements and complete an application form and covering letter for an alternative position.

# Unit 3: Recognising Types of Employment Contract

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

The aim of this unit is for learners to explore different ways employees can be contracted and consider the impact on individuals in the workplace.

## Unit introduction

There are many different types of employment contracts to reflect different employment statuses. It is important to understand these and to be aware of your entitlements as an employee and the level of employment protection each type of contract provides. It is also important to consider how different ways of working have an impact on your life outside of work and how they might help you achieve long-term and short-term career goals.

In this unit you will look at different employment statuses, explore the benefits and potential issues of each and consider the types of contractual options that you prefer.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Know different types of employment contract<br><br>**B** Explore the impact of different types of employment contract | • A written document, digital voice recording or other evidence that shows the learner can meet the assessment criteria<br><br>• Film or voice recording, written transcript or written notes of the role plays to evidence what was seen and heard |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Different contracts and working patterns<br><br>• Advantages and disadvantages of different work opportunities and contracts<br><br>• How work patterns can impact on mental and physical wellbeing | • Establishing information<br><br>• Information handling<br><br>• Using appropriate communication skills |

## Unit content

### Approach (how the learner should approach this unit)

**Learners will need to:**

- Understand that different sectors have different ways of working

- Recognise that people may have different employment needs to others, e.g. the need to work part time or have flexible working

- Recognise how working patterns can impact on wellbeing

- Use research to further inform understanding regarding employment contracts

- Communicate appropriately with others to share own opinions

### Knowledge

**Different contracts and working patterns**

- Identify different contracts, e.g. employee, worker, self-employed, zero hours, apprentice

- Understanding essential contractual terms for employees, e.g. salary, working hours, job title, annual leave

- Acknowledge working patterns, e.g. part time, full time, shift work, working from home

- Understand work opportunities and contracts, e.g. employee, worker, self-employed, zero hours, apprentice, gig economy, agency

- Why employers might choose specific types of contracts for their employees

**Advantages and disadvantages of different work opportunities and contracts**

- Advantages and disadvantages of different work opportunities and contracts, e.g. pay, benefits, job security

- Potential advantages and disadvantages of different types of employment contract for both employers and employees, e.g. financial, time, workload (e.g. to cover busy periods) finding staff willing to work, loyalty, training and experience. Work-life balance inability to plan time or finances (e.g. zero hours).

**How work patterns can impact on mental and physical wellbeing**

- Identifying how working patterns can impact on mental and physical health, e.g. stress, work overload, tension, fatigue

- Importance of work-life balance for mental and physical wellbeing

**Skills**

**Establishing information**

- Researching employment contracts across different sectors and job roles

- Gathering information of different types of employment and working patterns

**Information handling**

- Understand the ways of how to handle information, e.g. investigating different contracts and understanding how they apply to the workplace

- Reviewing information to form opinions and ideas based on evidence and findings

**Using appropriate communication skills**

- Recognise different communication skills and use appropriate ones, e.g. correct terminology, active listening

- Representing different ideas and agenda as part of a role-play scenario

- Share own opinions and be respectful of others' opinions and thoughts

- Ask and answer questions, e.g. open-ended questions, closed questions, leading questions

## Assessment Criteria

<table>
<tr><td colspan="1"><strong>Learning aim A: Know different types of employment contract</strong><br><br>Evidence must include:<br><br>A description of the different types of employment contract, along with an explanation as to why employers might use one or more of each of the identified types of employment contract.</td></tr>
<tr><td><strong>A.P1</strong> Describe types of employment contract</td></tr>
<tr><td><strong>A.P2</strong> Explain why an employer might use one or more types of employment contract</td></tr>
<tr><td><strong>Guidance for assessors</strong></td></tr>
<tr><td><strong>For A.P1</strong> Learners will describe different types of employment contract that a business or organisation might use, including examples from different employment sectors to support their answer</td></tr>
<tr><td><strong>For A.P2</strong> Using a range of businesses or organisations to ensure all identified types of business contract are included, learners will explain the reasons why an employer might choose to use one or more types of employment contract, giving examples to support their answer</td></tr>
<tr><td><strong>Learning aim B: Explore the impact of different types of employment contract</strong><br><br>Evidence must include:<br><br>An explanation of the potential positive and negative aspects of different types of employment contracts for employers and employees.</td></tr>
<tr><td><strong>B.P3</strong> Explain possible positive and negative aspects of different ways of working</td></tr>
<tr><td><strong>Guidance for assessors</strong></td></tr>
<tr><td><strong>For B.P3</strong> Learners should explain, including both 'what' and 'why', the potential positive and negative aspects of each identified type of employment contract, considering both the employer and the employee. This could be written or verbal as learners could participate in group discussions and debates</td></tr>
</table>

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners are asked if any of them do any paid or unpaid work and if they do how many hours of work they undertake, what hours of work they do, what days, times, do they like the patterns of working and the pay and conditions, do they receive any additional 'perks', such as free food if they work in a restaurant, pub, do they work in a family business or know someone who does, what impact has that on the family.

Learners could create a visual display of employee profiles and types of contracts based on the class discussion - this could be used in later sessions to discuss types of contracts.

**Suggested time:** about 4 hours

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**Activities: Introduction to contracts**

The tutor will explain a contract, including that it is a legally binding agreement between parties detailing rights, conditions, responsibilities and duties.

Tutor to lead discussion on what we would expect to find in a contract of employment and provide a simple example of a contract for learners to review. Learners could highlight the contract to display and recognise important information.

In pairs, learners will each take one piece of information needed in a contract and create a poster as to why this is important for the employee and the employer and display this within the classroom environment.

In pairs, learners will be asked to select a job role which is relevant to their own interests or aspirations and create an outline of a contract. Learners should then share their contracts with each other and feed back.

The tutor will explain that there are many different types of contracts in the workplace to reflect different ways of working and they have different benefits and drawbacks both for employers and employees.

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Guest speaker or visit to human resources (HR) practitioner to explore employment status and contracts and the benefits and drawbacks. Learners to be encouraged to prepare questions to ask to gain a wider understanding.

Tutor to provide learners with a contract separated into pieces. Learners to work in pairs to reconstruct the contract so that it is structured appropriately. Tutor to explain the structure of contracts and the usual layouts.

Learners to discuss the importance of reading contracts and understanding the content. Learners to identify the potential consequences of not reading and understanding a contract.

Learners to work in groups to identify the rights that they feel they have or will have as employees within the workplace. Learners could use the internet to research or could be provided with information from ACAS (Advisory, Conciliation and Arbitration Service) to help them identify key rights. Tutor to identify the key rights that employees have within the workplace.

Learners look at and discuss some additional benefits some jobs may have, such as health care, discounts, sales commission, equipment (vehicles, mobile phones, laptops). Learners search for online jobs and identify those which have additional benefits offered in their adverts. Tutor to ask learners to consider why employers might offer additional benefits.

Tutor to introduce learners to ACAS and explain its purpose in supporting employees and employers in dealing with employment issues, contract advice and mediating if there are disputes. Learners to access the ACAS website and make a list of the different things that ACAS offers to both employees and employers. Learners to share their findings.

Learners could finally take part in an interactive quiz to check understanding and knowledge. Learners could record their answers as notes for reference throughout the unit.

**Suggested time:** about 8 hours

**Activities: Employment status**

Learners to work in groups and identify a range of job roles that link to each of the following types of employment status: full time, part time, apprenticeships, fixed term, seasonal, zero hours, voluntary, self-employed. Learners to then discuss whether or not specific sectors and job roles are more likely to fall into one particular area, e.g. care sector tends to offer roles across all of the groups, but graphic design tends to be self-employed or fixed-term.

Learners will work in small groups and be provided with a basic case study on a large well-known organisation. Examples include Tesco, McDonalds, Radisson, and examples provided to learners should span their sectors of interest. Learners will work together to map out the different job roles that the organisation has and will then identify what employment status they may be given and consider their reasons for this. Learners to feed back in group discussion.

In pairs, learners will select a single employment status and create a document to display in the classroom that outlines the employment status and its basic rights. Learners should question other groups to learn more about each status.

Videos could be used to outline the differences between statuses and employment rights.

Guest speaker or visit to HR practitioner to explore employment status and contracts and the benefits and drawbacks.

Learners then research their chosen sector and create a mind map or thought shower of the different jobs in the sector and the employment contract that they are likely to have.

Tutor to provide learners with an overview of the meaning of self-employed and freelance within the concept of employment status.

Learners will then work in small groups to create an advantages and disadvantages flipchart to display in the classroom. Learners could then discuss their thoughts.

Learners should then think about their own motivations.

Quiz assessment on the different types of employment, benefits, contract and status to assess learning and understanding.

**Suggested time:** about 8 hours

**Activities: Work-life balance**

Learners are introduced to the concept of work-life balance, they are asked to look at the different types of contracts discussed and consider how they maintain a work-life balance for each and what may be some of the difficulties in achieving the balance, this includes anti-social hours, ability to work flexibly, working from home, working in isolation.

YouTube video clips could be used to highlight the importance of work-life balance and its impact on mental and physical wellbeing.

Group activity to discuss types of contracts and create mind maps for each type of contract showing advantages and disadvantages on work-life balance and on physical and mental health, e.g. full time might mean that there is less free time and greater focus on work, but freelance gives you as much free time as you need for balance but creates risk around payment and income. Groups to share feedback by presenting mind maps.

Learners could then discuss in small groups what order they would rank different contracts in terms of their ability to deliver a good work-life balance to employees. Tutor to use questioning to challenge judgements and encourage further discussion.

They have a talk from a guest speaker, for instance, a person who has changed their working pattern to suit their lifestyle and the impact that has had on them.

In pairs, learners compile a short questionnaire to research people's opinions and feelings about different patterns of work and work-life balance. Learners to carry out the questionnaire and present their findings to the group. Learners to reflect on outcomes and suggest the most appropriate pattern of work for good work-life balance.

Learners could finally create a flyer or leaflet about the benefits of working patterns and work-life balance to demonstrate understanding.

**Suggested time:** about 5 hours

**Activities: Choices**

Learners to work in pairs to research the patterns of work in their own sector and in specific job roles of interest. Learners should discuss each role and identify ways that they think the working pattern would impact on them.

Guest speakers to be invited in to discuss how they chose their jobs and made informed choices based on the information they were provided and the contractual agreements.

Learners are asked to think about different employment contracts that would suit their long and short-term goals, they complete a table detailing the minimum requirements they would want, the requirements that would be good to have and the extra benefits they would really like to aim for. Learners could then lead a short presentation on this to prepare them for their final assessment.

Tutor to recap on learning and encourage learners to discuss their thoughts and opinions in relation to employment and contracts.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to find out about different ways of contracting in the workplace and demonstrate your understanding of the positive and negative parts of different types of contracts.

You will need to create an information document which describes different types of contracts provided in different organisations and provide reasons why an employer might use each type of contract considering the advantages and disadvantages.

You will then need to research the benefits and negatives of different ways of working and consider how these can impact the employer and employee. You should prepare a range of notes and resources and then take part in a group debate to share your views.

## Retake

The learner could explore different types of contract and different organisations before producing a table highlighting positives and negatives of different ways of working.

## Unit 4: Prepare and Participate in an Interview

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

The aim of this unit is for learners to understand different types of interviews used in the recruitment process and develop skills to help them prepare for interviews.

## Unit introduction

When a vacancy is advertised organisations receive many applications and decisions need to be made to select the right candidates for a job role, work placement or apprenticeship. Understanding the interview process can help you to think about effective strategies you can use to succeed in obtaining the job role you want. You also need to be able to communicate effectively during an interview situation so the interviewer has a clear understanding of your skills and how they will be valuable to their organisation.

In this unit you will explore different types of interviews and consider effective ways to prepare for interviews. You will prepare for an interview and demonstrate your skills and experience in an interview situation.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Know how to prepare for an interview<br><br>**B** Take part in an interview | • A detailed plan or checklist showing preparation for a given interview situation<br><br>• An observation record confirming performance in an interview |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Importance of interviews for the organisation and candidate<br><br>• Different formats, styles and contents of interviews<br><br>• Information needed prior to an interview<br><br>• Steps to take before, during and after an interview<br><br>• Preparing for potential interview questions<br><br>• Interview techniques | • Research<br><br>• Planning and organisation<br><br>• Communication |

## Unit content

### Approach (how the learner should approach this unit)

**Learners will need to:**

- Plan, e.g. identify how to present information at an interview, questions to ask, how to respond to questions positively

- Research, e.g. gather information about the role/opportunity in order to answer questions effectively

- Communicate and use appropriate behaviours, e.g. present information verbally, engage with others, greeting, smile, eye contact, body language

- Appreciate the need for appropriate personal appearance, e.g. hygiene, suitable clothing for the interview situation

- Respond positively to the interview situation

- Consider how they might act in a future, given situation

### Knowledge

**Importance of interviews for the organisation and candidate**

- Importance of an interview for the candidate

- Importance of an interview for the organisation

- Interview planning

- Information needed prior to an interview, e.g. where it is, what to wear, planning the route, transport, timings, research the business

- Interview questions that may be asked

- How to research relevant information to inform answers to questions

- Questions to ask, e.g. information they want to know about the job, placement or course, promotional opportunities

**Different formats, styles and contents of interviews**

- Different formats and styles of interview, e.g. individual, group, panel, phone, video, multiple-round

- Styles of interview, e.g. behavioural – focusing on your behaviour in previous positions and actions, open-ended – focusing on allowing the interviewee to provide broad answers and communicate freely, situational – focusing on scenarios and real-life issues to general responses and discussion

- Potential contents of an interview, e.g. greeting, introduction, information check, interview questions, candidate questions, conclusion, follow up

**Information needed prior to an interview**

- How to interpret a job description and/or personal specification in preparation for interview

- Information needed prior to an interview e.g. where it is, how to get there, timings, what to wear

**Steps to take before, during and after an interview**

- Actions to carry out before the interview, e.g. planning the route, transport, timings, practice interviews with friends, research activities

- How to use action planning to identify responses to potential job role, specific questions or queries

- Actions to carry out after the interview to seek feedback and highlight areas for development

**Preparing for potential interview questions**

- Likely interview questions that may be asked

- How to research relevant information to inform answers to potential questions

- Researching sample responses and how to use previous experience to prepare for questions

- Possible questions to ask, e.g. information they want know about the job, placement or course

**Interview techniques**

- Researching and preparing for the interview: knowing the business, location, interview details, likely questions, etc.

- Interacting appropriately with the interviewers, e.g. listening, responding appropriately to questions, communicating clearly, maintaining eye contact, open body language

- How to manage nervousness, e.g. breathing techniques, practice sessions, confidence talks

## Skills

**Research**

- Research into the company, e.g. its location, size, successes, recent news, future plans, product range, values

- Research into the course/training programme, e.g. its location, the entry requirements, outcomes, accreditations, benefits

- Gathering information to help build confidence and knowledge before and during the interview

**Planning and organisation**

- Gathering information for the interview, e.g. location, time, pre-interview tasks

- Pre-interview planning, e.g. clothing, transport, route, resources

- Reviewing application documents to plan for potential questions and strengthen responses

**Communication**

- Communicating effectively and explaining own point of view

- Listening and responding

- Answering questions and presenting information accurately

## Assessment Criteria

**Learning aim A: Know how to prepare for an interview**

Evidence must include:

Reasons why an interview might take place and how the interview could be of benefit to both the candidate and the organisation, as well as the things that might happen at or be included in an interview. Evidence should also include a description of the things a candidate should think about in preparation for an interview, both logistically and to produce a competent interview performance.

**A.P1** Outline the importance of an interview for the organisation and candidate

**A.P2** Describe the key elements that you would need to consider in preparation for an interview

**Guidance for assessors**

**For A.P1** Learners should outline the importance of an interview as part of the selection process for a job, course or opportunity, considering different types of interviews across various sectors, what the interview might include in each scenario and how both the organisation and candidate might benefit from the interview process

**For A.P2** Learners should describe key elements that would be considered prior to attending an interview, including logistics, such as where, when, dress code, etc. Learners should also describe interview specific elements, such as likely questions, how they might research in order to answer questions effectively, questions the candidate might like to ask, behaviour during the interview

**Learning aim B: Take part in an interview**

Evidence must include:

Plans showing the information a learner might give in answer to interview questions, including research to find relevant information and/or reflection on own experiences, knowledge and ability in order to inform interview answers. Evidence of the learner's ability to answer interview questions may be in the form of a filmed or voice recorded exchange, a written transcript of the interview or written notes that evidence the answers given.

**B.P3** Plan answers to interview type questions, based on information given

**B.P4** Take part in an interview

| **Guidance for assessors** |
| --- |
| **For B.P3** Learners should plan how they might answer interview style questions. These may be pre-set questions, provided by the teacher/tutor and relevant to roles of interest to the learner. Learners should be able to carry out research to support their answers as appropriate, e.g. looking something up online, reflecting on a previous experience to illustrate an answer |
| **For B.P4** Learners must take part in a simulated or real interview, answering questions accurately, with an appropriate level of detail |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

| |
|---|
| **Activities: Introduction to unit** |
| Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods. |
| **Suggested time:** about 1 hour |
| **Activities: How to get on the shortlist** |
| The tutor discusses how employers use shortlists to reduce the number of candidates they will invite to interviews/assessments. |
| Learners discuss the importance of getting down to the shortlist, what strategies they can adopt and what might help them to stand out from others. The tutor can make links to other employability areas, such as applying for jobs and ensuring CVs and covering letters match requirements. |
| Learners could be given a list of potential applicants for a chosen job and be asked to shortlist them based on different criteria. Learners should work in small groups to shortlist and provide justification as to their decisions. |
| Learners reflect on the challenges of shortlisting and identify ways that they could screen or assess applicants to make shortlisting easier. Tutor to explain the process of shortlisting candidates and the methods employers use, such as screening calls, online assessments, informal chats and application requirements. |
| **Suggested time:** about 2 hours |
| **Activities: Introducing interviews** |
| The tutor introduces the topic by exploring different reasons for interviews. Learners are asked to share experiences of any type of interview they have had with the group and highlight the challenges and the positives of their experience. |
| Learners to work in pairs to produce a mind map of the different situations that may require interviews to be used. Examples include applying for a job or a course, legal interviews, mock interviews, interview for a licensee. |
| A guest speaker could meet with the learners to discuss the reasons that they run interviews and the purpose of the process. Alternatively, candidates who have experienced interviews could meet with the group and discuss their experiences. |

The group research the purpose of interviews and one group should present what the aims of the interviewer are likely to be and what the aims of the interviewee are likely to be. These can be summarised and referred to throughout the sessions.

**Suggested time:** about 3 hours

**Activities: Format of interviews**

Tutor to initiate a discussion on how interviews are carried out and the structure that learners might expect in terms of greeting, questions, candidate questions, closure. Learners to talk about their own experiences and learners to share situations where the structure has been different.

Learners to then work in groups and identify the different ways that interviews could be carried out. Learners to share their thoughts in discussion.

In groups, learners will then explore one of the three main formats of interview: face to face, telephone, online. Each group will create a short presentation about their chosen format and key information which they will share with the group.

The tutor discusses why telephone and video interviews may be used both as part of the selection process and for initial screening. Learners could then discuss their worries and concerns about telephone or video interactions.

One group is asked to list the disadvantages and advantages of telephone interviewing and one group video interviewing compared to face to face; they could also discuss how they overcome some of the barriers identified from the disadvantages part of the discussion.

**Suggested time:** about 2 hours

**Activities: Understanding the organisation**

Learners to be asked what type of information would be useful to know about the organisation; the focus should be useful information for an interview and include such areas as size, mission and recently launched products or initiatives. They should be asked about different sources they could obtain the information from; this could include social media (LinkedIn, Facebook, Twitter), blogs, websites, news articles, company review sites (Trustpilot, Trip Advisor), Companies House, company webinars.

Learners to work in pairs or small groups to produce a mind map of the information they would research prior to a meeting and share this with peers in group discussion.

They should be asked to research different companies they are interested in working for and see what they can find out about each; this could be for a full-time job, part-time job or course. A challenge should also be set to produce the most unusual fact they have found out about an organisation.

Tutor leads a discussion about how easy/difficult it was to find out information and how much time learners would allocate themselves for research and preparation before an interview.

**Suggested time:** about 3 hours

**Activities: First impressions**

The tutor asks groups to research how to make a good first impression at an interview. They then discuss their findings; areas to cover should include presentation, appropriate clothing, punctuality, knowing about the company, appropriate body language, greeting, checking they bring what has been requested to the interview, e.g. ID requirements, asking interesting relevant questions.

YouTube videos shown to learners to display different people attending interviews. Learners to reflect individually on what their first impressions are of each candidate. Learners to discuss their thoughts following the videos and compare with others.

Individually, learners will create an annotated poster for first impressions at interview for their own reference. Learners should think about body language, personal presentation and communication.

**Suggested time:** about 2 hours

**Activities: Different questioning techniques**

The tutor will introduce the learners to different types of basic questions, open, closed, probing, providing some different examples of each question for their reference.

Learners will then be provided with a pack of different questions and will work as a small group to separate them into open, closed and probing questions. Tutor to check answers and challenge learners where appropriate.

Learners are asked to research different types of more challenging questioning techniques that may be asked and give examples of them, this activity can be completed in groups and the groups could feed back their findings. Types discussed include biographical, technical, competency and scenario.

Video clips could be used to demonstrate interview questions in practice. The learners can make notes to help them in their own interviews for assessment and discuss how well they felt the candidates in the videos answered the questions.

The tutor can devise a quiz consisting of a series of questions for the learners to respond to and write a note of their answers on a template. This can be retained for future use when preparing for their own interview. Learners can be selected to share their responses with the group and peer feedback to discuss if the response could be improved in any way.

Learners prepare three questions that they would ask someone if they were interviewing for a job. Learners then take part in 'speed interviews' rotating around to ask each other their three questions within 1 minute. Learners will reflect on the activity and the challenges of thinking and responding quickly.

Tutor to explain the importance of planning answers and being prepared for interview questions. Learners to contribute ideas as to the benefits and drawbacks of preparing answers to interview questions.

**Suggested time:** about 3 hours

**Activities: Difficult questions**

Tutor to explain to learners that an interviewer will often ask about weaknesses, so it is important to frame them in a positive light. Some examples can be given, and learners could share their own weaknesses as a way of discussing how they could be shared positively.

The learners should then be asked to look at their weaknesses and work in pairs to determine answers that would put the weaknesses in a positive light; they could feed back their findings with the main group and engage in peer-to-peer review to support each other.

A video clip could be used for those learners struggling to discuss their own weaknesses to allow a context to work with and to provide additional support.

Learners could then each identify a question that they feel would be difficult to answer in the interview process. Learners can display these on Post-it notes, and another learner will select it. Learners will then read the question aloud and suggest ways of responding so that the question is not as difficult or as challenging as first thought.

**Suggested time:** about 3 hours

**Activity: What do you want to know?**

The tutor asks the group the information they may require when being interviewed, hours, breaks, facilities, holidays, pay, progression opportunities, when will they know the result of the interview.

YouTube videos could be shown to highlight candidates asking questions at the end of the interview and learners should then reflect on these and discuss whether they were appropriate questions, and if they are questions that they might ask following an interview.

Learners should work in pairs to identify five specific questions that they may want to ask at interview that link to their potential career path.

Learners then create a list of questions that are suited to their own career path and interests. Learners could then use this list as a reference point for interview preparation in the future. Learners may wish to share some of their questions in group discussion to support other learners.

Tutors discuss and review the questions giving support and feedback where required.

**Suggested time:** about 3 hours

**Activities: Presentations**

Tutors explain that interviews could involve a presentation or a pitch to the interviewer or panel. Tutor to discuss the reasons why these methods might be used in an interview and ask learners who would feel confident delivering a presentation in interview.

Video clips from pitches and presentations could be used to showcase both weak and strong performances from candidates in different settings. Learners should discuss the points that they learn from reviewing other people's performances.

Learners asked to develop and present a short presentation about their chosen sector or job. The presentation should then be delivered to a small group of learners who will provide feedback. Alternatively, presentations could be recorded by the learner and then reviewed by the whole group.

**Suggested time:** about 3 hours

**Activity: Online interviews**

Learners discuss why online interviews may be used and the different platforms that could be used. Tutor will display each identified platform on flipcharts. Learners will then move around the flipcharts and contribute their thoughts on the advantages and disadvantages.

Tutor-led activity exploring the advantages and disadvantages of online interviews with a particular focus on barriers, including technology limitations, need for equipment, interruptions.

A YouTube video could be used to show learners an online interview. Learners would then review the performance of the interviewee and suggest ways that they could improve as well as identifying some of the strengths demonstrated.

Learners create a questionnaire to find out what makes people nervous or worried about online interviews. They should use their research to create an online interview help sheet for their own reference and to help others.

Learners could finally run a mock online interview with a peer using a platform of their choice, recording the interview so that they can review their performance and provide feedback.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to demonstrate your understanding of how to prepare for and take part in an interview.

You will need to explore the reasons why an organisation might use interviews and outline the importance of the interview process for an organisation and the candidate considering why they may be used and what benefit they bring.

You will then need to provide a description of the key elements that a candidate should consider and prepare for prior to an interview. You should use your research and findings to create a 'how to' guide for interviews.

You will be provided with a job profile and a list of potential interview questions. You need to review the information and plan your answers to the questions provided. Using your questions, you will then take part in an interview for the job.

## Retake

The learner could explore a different sector to consider the format and style of interviews used and participate in a different interview for an alternative job role.

# Unit 5: Understanding Equality and Diversity in the Workplace

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

The aim of this unit is for learners to understand the importance of maintaining equality and diversity within work.

## Unit introduction

In this unit you will consider equality and diversity in the workplace and how it impacts organisations and individuals. You will look at current legislation and identify how it supports employees. You will consider the benefits of having a diverse workforce for employers, their customers and employees. You will also consider best practices in the workplace for implementing diversity and equality that will help promote an inclusive environment for all employees.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Understand how equality and diversity are protected by good practice and legislation<br><br>**B** Produce a good practice document in a format of your choice on equality and diversity in the workplace | • An outline identifying the benefits of diversity at work<br><br>• An audio or visual or a piece of written work that promotes equality and diversity that shows the learner can meet the assessment criteria |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Understand the meaning of equality and diversity<br><br>• Understand the benefits of equality and diversity in the workplace<br><br>• Understand how to promote good practice | • Research<br><br>• Communication<br><br>• Self-reflection<br><br>• Self-improvement |

## Unit content

### Approach (how the learner should approach this unit)

**Learners will need to:**

- Recognise and respect other people's opinions and skills when working as a group

- Communicate with others in an appropriate manner to share information and build relationships

- Consider ways they can respect each other's differences and value these within the workplace

- Recognise and consider good working practices that respect difference

- Work with given resources in identifying, managing and presenting sources of information

- Use appropriate skills to encourage others to think about adapting their approaches to others

### Knowledge

**Understand the meaning of equality and diversity**

- The meaning of equality and diversity

- Equality Act and the protected characteristics; age, gender, disability, transgender, marriage/civil partnership, sexuality, race, religion/belief, and pregnancy/maternity

- Types of equality, e.g. political, social, legal, natural and economic

- The importance of equality and how it supports and protects employees

- The importance of diversity, including the focus on individuals rather than groups

**Understand the benefits of equality and diversity in the workplace**

- Understand the key equality and diversity legislation and how it relates to workplace environments

- The benefits of equality in the workplace, e.g. people feel valued, employees feel secure and happy, creates a positive environment, creates positive relationships between people, reduces staff turnover

- The benefits of diversity in the workplace, e.g. different opinions and experiences, greater skills, improved innovation and creativity, offers unique viewpoints, encourages more customers, enhances organisational perspectives

**Understand how to promote good practice**

- Recognising and challenging discrimination

- Types of policy and procedure that enhance equality and diversity

- The importance of respecting others and treating people fairly

- The benefits of workplace materials promoting equality and diversity

## Skills

### Research

- Researching legislation and legal information through government sources

- Gathering information linked to equality, diversity and inclusion in the workplace

- Reviewing research findings to support identification of key themes and relevant information

### Communication

- Demonstrate different communication skills to explain own point of view, listening, asking and answering questions, presenting information

- Challenging negative opinions and inappropriate communication

- Sharing opinions appropriately and respectfully

### Self-reflection

- Self-reflection, e.g. considering own personal identify, background and influences

### Self-improvement

- Planning for self-improvement, e.g. respect for others and their differences

## Assessment Criteria

**Learning aim A: Understand how equality and diversity are protected by good practice and legislation**

Evidence must include:

A summary of legislation protecting equality and diversity in employment law in a format of choice.

Details of actions that can be taken to raise awareness of equality and diversity for others.

**A.P1** Provide a brief summary of legislation protecting equality and diversity in employment law

**A.P2** Present actions that can be taken to raise awareness of equality and diversity for others

**Guidance for assessors**

**For A.P1** Learners should provide a summary of current legislation regarding employment law in relation to equality and diversity, they should demonstrate some understanding of the legislation within the summary, rather than producing list of acts

**For A.P2** Learners should present a range of different actions that could be taken to improve awareness of equality and diversity across different groups and individuals. Learners should demonstrate understanding of actions both inside and outside of working environments

**Learning aim B: Produce a good practice document in a format of your choice on equality and diversity in the workplace**

Evidence must include:

A document detailing several areas of good practice that employers can undertake to support equality and diversity in the workplace.

**B.P3** Produce a document that summarises suggestions on how to promote equality and diversity in a work environment

**Guidance for assessors**

**For B.P3** Learners should produce a document that details good practice in supporting equality and diversity in the workplace showing a clear understanding of how this can support employees

# Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners asked to think of a time when they felt they had been treated fairly and with respect and how it made them feel.

**Suggested time:** about 1 hour

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**Activities: Equality**

To start the session, learners should work in small groups to create a word-cloud of terms that link to equality. Learners should then display their word-cloud and contribute to creating a whole group cloud for reference.

Learners asked to consider whether it is fair for all employees to be given the same terms and conditions and opportunities in the workplace. Learners to debate the point and agree on a mutual decision.

The tutor promotes a discussion and introduces equality legislation explaining that the equality legislation focuses on looking at the links between different employees and their duties and responsibilities to ensure that terms and conditions are fair for certain different groups.

Tutor to ask learners to identify the nine protected characteristics that are covered by the Equality Act. The tutor then confirms and summarises the areas that are covered by the legislation.

Learners to consider each of the characteristics and identify one way that an individual could be disadvantaged in the workplace because of their characteristic. Learners may also wish to research inequality in the workplace.

The tutor summarises and informs the learners of the different protective characteristics and how these have been developed and reviewed over the past decade.

The learners are given some case studies regarding equal opportunities where employers have introduced initiatives to ensure equality in recruitment, training, promotion, allocating work, pay and implement reasonable adjustments. They then discuss areas of good practice and how this benefits all parties.

The tutor explains that people do not always fit into a group, and it is also important to consider individuals and their differences which will lead to discussions on diversity in later activities.

**Suggested time:** about 5 hours

**Activities: Factors that make us different**

The tutor explains that everyone sees things differently and asks why this might be. Tutor to demonstrate by asking learners to look at an optical illusion and say what they see – people will see different things. If the learners have completed any learning styles questionnaires or activities the tutor refers to these and states just as everyone learns differently, we all think differently and look at the world in different ways.

Learners to then complete a Post-it note that identifies their culture, background and experience and display these within the classroom. Tutor to use this to show that everyone is different, and that culture, background and experience all have an influence on the way we see the world.

Learners could think about the similarities and differences of the group and identify the factors that connect people and those that make people unique.

Learners to be provided with a tutor-devised worksheet that asks them to consider differentiators in people: personality, attitude, experiences, habits, creativity, perspective/view, taste, goals, hobbies and passions. Learners to complete the worksheet independently and then review with peers to identify similarities and differences. The tutor may use prompts to encourage learners to understand each of the ten differentiators.

Learners are asked to research different famous people and summarise how their success has been influenced by their culture and events in their life; background examples could be footballers (Marcus Rashford – child food poverty), Paralympians (Baroness Tanni-Grey Thompson – peer) or entrepreneurs (Richard Branson – dyslexia). Learners should present their findings to others in their group and discuss the positive aspects of their differences in achieving success.

Learners should think about managing a team (sports, music, project, etc.) and the differences that they would want in their team members. Learners could create a team outline for their chosen activity to show the differences and justify their choices.

**Suggested time:** about 5 hours

**Activities: Embracing and respecting others' differences**

Following on from the previous activity learners are asked if they have friends, family or colleagues who are very different from them but that they get along with. The learners are asked for examples and why they have respect for that person.

Learners are then asked to think of a time when they completed a group task either in a work or non-work situation, where input from one or several people put a different perspective on the task and enabled them to achieve the objective or overcome obstacles. It would be a good idea for the tutor to have their own example to start.

Learners to work in a group to complete a problem-solving activity. In the first instance only one person can share their views and opinions and others will follow, gradually the tutor should allow more people to share their views and opinions. Learners to reflect on the activity and express when it was most challenging and when it was easiest. Learners to then consider the benefits of lots of differing views and opinions and the drawbacks.

Finally, learners should work in pairs to identify situations when someone's opinion or viewpoint might have a negative impact on the respect given to others. The tutor should use these discussions as a way of introducing the concept of stereotyping.

**Suggested time:** about 3 hours

**Activities: Diversity**

To start the session, learners should work in small groups to create a word-cloud of terms that link to diversity. Learners should then display their word-cloud and contribute to creating a whole group cloud for reference.

The tutor introduces the learners to the concept of diversity, explaining that it is about recognising differences. Learners to discuss their ideas of diversity and give examples of diverse groups from their own experiences. Learners to revisit their word-cloud and add further detail.

Learners are asked what supermarkets do to recognise their different customers. In pairs, learners will consider one of the following groups and will discuss and present how the supermarket recognises difference for that group: people with additional needs, children, customers with autism, pensioners, ethnic minorities, individuals who speak other languages, visually impaired, etc.

The tutor explains that just as there are different approaches for an organisation's diverse customer base, customers also expect the workforce to reflect diversity and be representative of the organisation's customers.

The tutor then askes learners to think about their own differences and uniqueness and ask them to think about what diverse qualities they have and why they would be useful to an employer.

The learners are given case studies on diversity that include positive examples of employer initiatives and asked to identify areas of good practice.

**Suggested time:** about 4 hours

**Activities: Challenging injustices**

Learners to create an anonymous survey for their peers to identify when and how people have been treated unfairly. Learners should evaluate their results and highlight the key reasons for unfair treatment. Learners should discuss how they could target these issues so that people are not treated unfairly in future.

Learners are given scenarios of individuals who have been treated unfairly because of their diversity. They discuss courses of action and how these impact on the individual.

Learners to individually create a list of rules that they would put in place in the workplace to challenge injustice, and to consider the consequences they would put in place for those guilty of injustice. Learners should share their thoughts and opinions.

**Suggested time:** about 2 hours

**Activities: Inclusion**

To start the session, learners should work in small groups to create a word-cloud of terms that link to inclusion. Learners should then display their word-cloud and contribute to creating a whole group cloud for reference.

The tutor introduces the learners to the concept of inclusion, explaining that is it about ensuring employee's differences are valued and employees feel valued enabling them to grow and prosper at work.

Question flipcharts are displayed in the classroom (why is it important for employees to feel valued? How does feeling valued benefit the employee? How does feeling valued benefit the employer?). Learners to rotate around flipcharts and share their thoughts and ideas on each. Tutor to discuss responses as a group.

Learners to research different ways that employers could adjust in the workplace to meet the need and help individuals with additional needs or challenges. Learners should consider a range of physical and psychological difficulties

Learners should research and present different campaigns that employers or organisations have launched to improve diversity and inclusion within the workplace. Learners may reflect on their own experiences of campaigns as well as researching those launched by large organisations.

**Suggested time:** about 4 hours

**Activities: Putting yourself in others' shoes**

Learners to work in small groups to identify differences that could lead to someone being isolated or treated differently. Examples could include, being partially sighted, being deaf, speaking a different language, having mental health difficulties or struggling with reading and writing.

Learners will then rotate around a series of practical activities to demonstrate differences and allow learners to experience how other people may feel. Example activities include:

- Learners work in pairs where one is blindfolded and the other guides them around a room or an outside space to demonstrate the feeling of people with limited or no sight.

- Learners are given a series of short statements where letters are jumbled to demonstrate the feeling and experience of someone who struggles to read, write or has dyslexia.

- Learners are given a bag of objects and asked to describe them using touch alone to guess what they are.

- Learners to put on headphones with noise distractions and then complete a written activity or puzzle.

As a group, learners discuss their experiences and draw conclusions, highlighting the challenges experienced and how these could be tackled in the workplace to improve inclusion.

Learners would also benefit from accessing and interacting with guest speakers who have experienced challenges in work due to their differences.

**Suggested time:** about 3 hours

**Activities: Invited guests**

A guest speaker is invited to talk to the group, for instance, a local employer who employs a diverse workforce or an employer who has made adaptations to accommodate an employee with specific needs or an employee with specific needs who has had a positive experience in the workplace.

Learners may wish to interview (where appropriate) individuals with additional needs to explore the ways in which they would want an employer to make adaptations, or how they feel they could be made to feel more included and valued. Learners should then present their findings.

As a summary, learners should be asked to discuss the differences between equality, diversity and inclusion and state why they are all important in the workplace.

They are asked why it is important to raise awareness of each area.

Learners should create a cheat sheet for their own reflection which details the meanings of equality and diversity and includes key points from their learning.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to outline the importance of equality and diversity within the workplace and demonstrate your understanding through producing workplace documentation to highlight good practice.

You will need to research how legislation protects equality and diversity within the workplace and different ways that you can improve awareness of equality and diversity.

You will then use your research to produce a summary of legislation and provide a range of actions that can help to raise awareness of equality and diversity for others. You should choose a suitable format to present your points.

You will then need to use your research to produce a good practice document for the workplace which presents a range of suggestions as to how equality and diversity can be promoted in the work environment.

## Retake

The learner could consider different aspects of equality and diversity legislation and generate an alternative good practice document for a different workplace sector.

## Unit 6:               Knowing Workplace Rights and Responsibilities

**Level:**                              1

**Guided learning hours:**   35

**Total unit time:**           35

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## Unit in brief

The aim of this unit is for learners to identify some of the rights and responsibilities they have as an employee and explore some of the responsibilities employers have towards employees.

## Unit introduction

Employees have the right to work in an environment where they feel safe and are treated fairly and with respect. Employers and employees must follow guidance to ensure that actions are appropriate in the workplace and that they comply with legislation. If issues arise in the workplace, it is important that employees understand where to obtain help and support to deal with them.

In this unit you will identify rights and responsibilities at work and consider the sources of support that are available if issues are experienced in the working environment.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Understand workplace rights and responsibilities<br><br>**B** Explore the ways in which policies and procedures support a safe and fair workplace | • A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Rights and responsibilities that they have as an employee<br><br>• Rights and responsibilities of an employer<br><br>• Legislation, policies and procedures that will be relevant in a given workplace or environment<br><br>• How different workplaces or work environments might have the same and/or different policies and procedures to follow<br><br>• Why it is important to have workplaces which are safe and fair | • Research<br><br>• Communication<br><br>• Self-reflection<br><br>• Information handling and interpretation |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Recognise the importance of work-based policies and procedures for employees and employers

- Recognise the role of policies and procedures in supporting safe and fair workplaces

- Communicate with others, using active listening to be aware of and consider others' opinions

- Apply reasoning skills, e.g. using scenarios to identify issues in the workplace

- Consider how their own actions and behaviours could support policies and procedures in order to create a safe and fair workplace

## Knowledge

### Rights and responsibilities that they have an as employee

- Identifying employee's rights, e.g. national minimum wage, paid holiday, breaks, to work in a safe environment, to be protected from discrimination

- Understanding responsibilities they have to their employer and colleagues, e.g. work safety to protect others, follow employers instructions, work to the best of your ability, be honest, be punctual, follow procedures, treat people fairly

### Rights and responsibilities of an employer

- Identifying employer's rights, e.g. employ and terminate employment for who they choose without prejudice, change terms and conditions of employment, have a workforce who can complete the job effectively

-  Understanding responsibilities that an employer has to their workers, e.g. provide a safe working environment, provide contracts to employees, ensure workers have correct personal protective equipment (PPE), provide workers with correct pay

### Legislation, policies and procedures that will be relevant in a given workplace or environment

- Considers the legislation that will be relevant in a given workplace or environment, including equality, health and safety, data protection

- Policies that a given workplace will have in place

- Understanding procedures that a given workplace will follow

- The importance of adhering to policies and procedures within the workplace

**How different workplaces or work environments might have the same and/or different policies and procedures to follow**

- Acknowledge the reason for specific policies and procedures in different workplaces

**Why it is important to have workplaces which are safe and fair**

- Potential safety issues in an identified workplace or environment

- Why it is important to have workplaces which are safe and fair

- Potential workplace issues, e.g. under performance, bullying, harassment, unfair treatment, safeguarding and health and safety incidents

- How individuals can support the safety and fairness of workplaces

- Sources of support and guidance to help employees, internal, e.g. line manager, HR, health and safety officer, welfare officer, external, e.g. Citizens Advice, trade unions, ACAS, professional bodies

## Skills

### Research

- Research, e.g. gathering information about legislation, rights and responsibilities at work and gathering information about policies and procedures in an identified workplace

### Communication

- Use appropriate communication skills to listen, ask questions and contribute within a discussion

### Self-reflection

- Be able to recognise and identify your skills and abilities, e.g. considering own personal expectations, experiences and viewpoints on employee rights and responsibilities

### Information handling and interpretation

- How to handle information, e.g. reading documents and understanding how they apply to the workplace

## Assessment Criteria

<table>
<tr><td colspan="2"><strong>Learning aim A: Understand workplace rights and responsibilities</strong>

Evidence must include:

An outline of the various rights and responsibilities of employees and employers, as well as evidence that the learner has taken a part in a discussion about legislation, policies and procedures that may be relevant in the workplace.</td></tr>
<tr><td colspan="2"><strong>A.P1</strong> Describe the rights and responsibilities of employers and employees</td></tr>
<tr><td colspan="2"><strong>A.P2</strong> Suggest why identified legislation, policies and procedures may be necessary in a work setting</td></tr>
<tr><td colspan="2"><strong>Guidance for assessors</strong></td></tr>
<tr><td colspan="2"><strong>For A.P1</strong> Learners should describe the rights and responsibilities that they will have as an employee, as well as the rights and responsibilities that their employer has</td></tr>
<tr><td colspan="2"><strong>For A.P2</strong> Learners should suggest reasons why identified legislation, policies and procedures might be necessary in the workplace. They should consider both perspectives: employee and employer, and think about elements that are common to all workplaces (e.g. health and safety, working time regulations)</td></tr>
<tr><td colspan="2"><strong>Learning aim B: Explore the ways in which policies and procedures support a safe and fair workplace</strong>

Evidence must include:

An exploration of policies and procedures relevant to an identified workplace or job role, and suggested ways in which the identified policies and procedures will support a safe and fair workplace.</td></tr>
<tr><td colspan="2"><strong>B.P3</strong> Outline the importance of identified policies and procedures in a given workplace or sector</td></tr>
<tr><td colspan="2"><strong>B.P4</strong> Consider ways in which own actions and behaviour can support safety and fairness in a work-based scenario</td></tr>
</table>

| Guidance for assessors |
|---|
| **For B.P3** For an identified job role, workplace or sector, learners must outline the policies and procedures that are relevant and adhered to. This includes suggesting reasons why each may be necessary, with reference to the identified work environment and their impact on safety and fairness at work. Learners may find this information by researching online, speaking with an employee in that environment, taking part in a site visit and/or listening to a guest speaker |
| **For B.P4** Learners should suggest ways in which they, as an employee, could act and behave in order to support a workplace which is safe and fair for all employees, employers and other stakeholders. They should refer to relevant legislation, policies and procedures as appropriate |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

A discussion on key terminology within the unit content and their meaning.

The learners could be asked to create a collective mind map of what they think are their rights and responsibilities at work, this can be referred to throughout the activities.

The tutor should explain that some of the rights and responsibilities of employees are a result of legislation and in some cases there is a specific related employment law.

**Suggested time:** about 2 hours

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**Activities: Conduct at work**

Learners to be asked to identify expectations the organisation will have of them in a work role: punctuality, reliability, timekeeping, conformance to rules and regulations, confidentiality, conducting given tasks. For each expectation, learners should discuss why these are important and the consequences for not meeting.

Learners to work in pairs to produce a definition of the word 'professionalism'. Learners to share their definitions before the tutor explains the true meaning and why this is important within the workplace and employment.

Learners should then create their own reference page for 'professionalism' for future use, detailing the behaviours, personal presentation and conduct that aligns with being professional.

Learners could then be provided with a sample 'code of conduct' to read and review. Learners to highlight points that they agree with and those which they feel are unfair expectations. Learners to then share their thoughts in group discussion.

Tutors discuss with learners that it is important to have a duty of care towards others, respect the rights and views of others and ensure actions at work and outside of work both protect co-workers and ensure they do not cause them harm mentally or physically.

Learners then discuss examples of conduct and actions that could be considered inappropriate both inside and outside the workplace that could have an impact at work, discussions could include bullying, harassment, indiscretion, abuse, negative posts on social media.

Learners should consider conduct outside the workplace and the effect that this can have on employment. Tutor to explain the impact of posts on social media and how these can be read by employers and others.

Tutor to provide learners with news stories of where employees have lost their job due to conduct outside of work. Learners may want to research their own examples and may want to consider famous people and how their conduct is used against them within employment.

Learners should work in pairs to identify five different behaviours outside the workplace that could bring employment organisations and industries into disrepute. Examples include committing an offence, road rage, anger with neighbours, inappropriate behaviour.

Learners could then take part in an interactive quiz to decide if the behaviours/ actions shown are appropriate for work and whether they demonstrate professionalism.

**Suggested time:** about 6 hours

**Activities: Respecting others at work**

Learners to create a word-wall highlighting terms and words which relate to 'respect'. Learners to discuss what respect means to them and how they would show respect.

Tutor to explain the concept of respecting others and the aspects of respect that are required within the workplace: health and safety, personal safety, social inclusion, understanding difference, etc.

Learners work in pairs to create a list of key points that they feel would demonstrate respect in work. Tutor to challenge points and encourage learners to think deeper and consider different aspects of respect.

**Suggested time:** about 2 hours

**Activities: The importance of confidentiality in work**

Learners should identify their own definition of confidentiality and what it means to them. Learners should display these on Post-it notes for review throughout this section.

The tutor introduces the main legislation concerning data protection and the responsibilities of employers and employees.

Learners should make individual lists of the information that they consider to be confidential and covered under data protection. Learners should share their thoughts and discuss similarities and differences in opinion.

Tutor to explain all of the key information that is covered under data protection and provide learners with an example of the ease in which data is collected. Learners to discuss how many times they have given out personal information and not thought about their confidentiality or how their data is protected.

Learners to discuss different job roles and what types of data may be involved and the importance of keeping it safe. Tutor to identify links to performance expectations, contracts of employment and legislation.

**Suggested time:** about 2 hours

**Activities: Employment law**

The tutor explains to the learners that there is legislation which will help ensure rights and responsibilities are followed. They are asked if they are aware of any of the acts.

The tutor will introduce the main provisions of the Health and Safety Act with an emphasis on duty of care and ask learners to identify situations they should report to fulfil that duty.

The tutor will introduce equality legislation and discuss the different groups that are protected and why it is important to have that protection. They are given some case studies or articles that have examples of breaches of the act within the workplace and they discuss these in relation to rights and responsibilities identified in the introductory activity and conduct at work in the previous activity.

The tutor introduces data protection legislation, learners are asked to find out what information employers are allowed to keep concerning employees with permission/without permission and what an employee should be told about their records and link this to rights. They are asked to research articles on data breaches and work and discuss the impact on the organisation and individuals.

The tutor summarises some of the learning from this unit referring to the activities completed for conduct at work and looking after others at work

**Suggested time:** about 4 hours

**Activities: Rights and payments for work**

Learners to be asked to think about wages and salaries, what might be their entitlements? Learners to engage in a 'guess game' with different jobs being displayed and them guessing what wage/salary would be awarded. Learners to consider which results they were surprised by and why.

Learners should identify a range of payments, including national minimum wage rates for different age groups and apprenticeships, holiday pay, maternity pay, sickness pay, pro rata payments for part time, redundancy. Learners should each select one of the payments and present three key pieces of information about the payment to the rest of the group.

In small groups, learners will research into each area and discuss both legislative requirements and good practice in the workplace.

Learners to engage in a true/false activity. Learners will be presented with statements and scenarios about payments and they will have to decide if the statement is true or false. Learners should reflect on answers and responses.

Learners should be provided with example payslips; learners should examine the payslips and identify dedications, learners will then discuss whether this is legal or illegal, sharing their ideas within a group discussion.

Tutor to explain working hours and the allocation of breaks within the working day; this should include daily, weekly and hourly rest breaks.

The tutor should link the summary to some of the key legislation in the Working Time Directive, including age, opting in or out to the standards hours and main exceptions.

Learners to be given case studies for employees and will work in small groups to discuss whether they feel that rights, working time and pay are being appropriately met.

Learners to independently create their dream employer detailing the rights and expectations that they would have. Learners to share their ideas in small groups to identify similarities and differences and to challenge thoughts in discussion.

**Suggested time:** about 6 hours

**Activity: Sources of support and guidance**

Learners to conduct a walk-through of their workplace to identify the different sources of information, guidance documents and support that is on offer regarding rights and responsibilities.

Tutor to explore the different sources of support and guidance that employees can access: contracts of employment/different contracts of employment, handbooks/codes of conduct/procedures (grievance/health and safety/equality and diversity/health and safety). It can be explained that some of these may be electronic and on the organisation's website or intranet.

For each source, learners should discuss the information it could provide and its value to an employee. Tutor to question learners on the information provided in contracts of employment and learners are asked what information they would expect to be in a contract; this should include pay, hours/days of work, holidays, absence.

Learners discuss why it is important to have an agreement between employers and employees in place and the legal implications should be highlighted. Learners may wish to research situations when legal agreements have not been in place and the risks to the employee in such situations.

The learners are introduced to the role of professional bodies in industries, they could be asked to think of some of the careers they are interested in and research professional bodies that would support that career and find out what they do. Their findings should be shared with the rest of the group.

Learners should list internal staff who can provide help and guidance at work and discuss their role, examples could include HR, health and safety officer, counsellors, safeguarding or welfare staff. Learners should be allocated one specific internal staff source and produce a short presentation to highlight the support, help and guidance that they provide and their benefit to employees.

Group Q&A with an ACAS representative, or where appropriate an HR representative or employment solicitor.

The group is asked to research different external sources of help and outline what areas they can help with, discussion can include ACAS, Citizens Advice, trade unions.

Learners are given a range of different scenarios concerning issues at work and asked to determine where they would seek advice and guidance and why. Their findings should be discussed with the whole group.

**Suggested time:** about 6 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to research the rights and responsibilities of employees and employers in the workplace and produce a summary of your findings.

You will need to research the rights and responsibility of employers and employees and consider the different legislation, policies and procedures that might be required in the workplace. Using your research, you will produce an information sheet for the workplace which describes rights and responsibilities and suggests why legislation, policies and procedures are important in the workplace.

You will then need to apply your understanding to a given workplace scenario and present your response in a format of your choice. You will outline the importance of named policies and procedures in the workplace/sector and then consider how your actions and behaviours as an employee could support safety and fairness in the scenario.

## Retake

The learner could explore an alternative workplace or sector and be provided with different policies, procedures and legislation to consider within their work.

# Unit 7: Planning for Career Entry

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 38

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## Unit in brief

The aim of this unit is for learners to make a realistic personal career plan based on their abilities, interests, attributes, achievements and career goals.

## Unit introduction

This unit will help you to understand why it is important for us all to consider our lifelong career progression through learning and work and how a progression plan can help us achieve this.

In this unit you will be supported in identifying your abilities, skills, interests and attributes and in clarifying ideas to be able to make choices about what you might like to do in the future. You will need to take guidance from others and review available options to appreciate the impact that your choices will have on your personal career progression. You will develop knowledge and understanding of how you can shape your future by compiling a clear plan of what you would like to do and highlighting the necessary steps you will have to complete to achieve this.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Understand career entry requirements for a range of job roles<br><br>**B** Plan for personal development towards a selected job role | • A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria<br><br>• A personal development plan which includes improvement strategies, timescales and measures of success |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Researching job roles<br><br>• Own skills, experience, knowledge and qualification relative to a range of selected job roles<br><br>• How to develop own skills, experience, knowledge and qualifications to move towards meeting the entry requirements for a selected job role<br><br>• How success could be measured | • Research job role entry requirements<br><br>• Planning<br><br>• Analysing own skills<br><br>• Communication |

## Unit content

### Approach (how the learner should approach this unit)

**Learners will need to:**

- Make decisions and plan for future learning and career opportunities

- Select and record information that is relevant to the set task

- Communicate with others to find and share relevant information

- Reflect on own current situation

- Plan to move forward towards an identified goal

- Consider timescales within which to complete set plans

### Knowledge

**Researching job roles**

- A range of different types of job role, e.g. labourer, nurse, care assistant, teacher, retail assistant, librarian, dancer, singer

- Where to go to seek further information advice and guidance

- How to find relevant online resources and carry out online research

**Own skills, experience, knowledge and qualification relative to a range of selected job roles**

- The requirements of different job roles

- The skills, knowledge, experience and qualifications that may be required for progression within a range of different careers

- Skills required, e.g. general skills, teamwork, communication, problem solving, numeracy, literacy, specific skills for the role, such as digital skills for IT roles or organisational skills for business administration

- Experience required, e.g. previous work in a similar setting or organisation, experience of working in a team, experience of dealing with customers, specific experience, such as presenting to others for teaching or experience in a care setting for health and social care

- Qualifications required, e.g. BTEC, A level, degree, industry training and certification, specific qualifications, such as a barista award for hospitality or first aid for construction

**How to develop own skills, experience, knowledge and qualifications to move towards meeting the entry requirements for a selected job role**

- How to develop appropriate questions to find relevant information regarding job role entry requirements from stakeholders, e.g. questionnaires, question and answer session, email, phone call

- How to produce a planning document that includes clear steps to get from a current situation to a hoped-for future position

- How to set realistic, achievable and time-bound goals

- Where to go to seek further information, advice and guidance

**How success could be measured**

- How to set realistic, achievable and time-bound goals

- How to plan in the short, medium and longer term

- Who can help to achieve planned goals

- How to measure success

## Skills

**Research job role entry requirements**

- Finding out about the entry requirements for a range of identified job roles, e.g. finding appropriate online resources

**Planning**

- Plan the short-term steps required to move effectively from a current situation to a hoped-for future position

**Analysing own skills**

- Reflect on own experience, knowledge, skills and qualifications in relation to the entry requirements for a specified career

**Communication**

- Select relevant people to help and support and share information about the job role

## Assessment Criteria

| **Learning aim A: Understand career entry requirements for a range of job roles** |
| --- |
| Evidence must include: |
| An outline of the different entry requirements, such as knowledge, skills, experience and qualifications, for at least three selected job roles, including an overview of why these requirements may be necessary. Evidence must also include reflection on own current knowledge, skills, experience and qualifications in relation to the identified entry requirements of three identified jobs, with gaps or areas in need of development highlighted for each role. |
| **A.P1** Outline career entry requirements for a range of job roles |
| **A.P2** Summarise current gaps in own skills, knowledge, experience and/or qualifications relevant for entry to a selected job role |
| **Guidance for assessors** |
| **For A.P1** Learners could explore a range of different job roles. They can research online and/or use other relevant sources (trade magazines, speaking to people in that role, etc.) to establish entry requirements for different job roles. These may include formal qualifications, experience, skills and knowledge. Learners should also provide a brief outline as to why they think the highlighted entry requirements may be necessary for these job roles |
| **For A.P2** Learners can produce a summary of their own current knowledge, skills and experience, plus any awards or qualifications they may have completed, that are relevant to their selected job role. They will compare their current position with the identified entry requirements for different jobs and identify where gaps or areas in need of development may lie for each role |
| **Learning aim B: Plan for personal development towards a selected job role** |
| Evidence must include: |
| A personal development plan which clearly outlines the various measures that can be taken to fill gaps and develop weaker areas relating to specific skills, experience, knowledge and qualifications relevant to entry for an identified job role. |
| **B.P3** Create a personal development plan to support entry to a selected job role |

| Guidance for assessors |
| --- |
| **For B.P3** Learners should create a personal development plan to help move them from where they are currently towards better meeting the identified entry requirements for the selected job role. This may include: an overview of their current position, gaps and areas in need of development, how gaps and/or areas in need of development can be addressed (e.g. how they could gain additional experience and/or knowledge, improve relevant skills, identify courses or qualifications that may be appropriate), timescales, who may be able to support them and how they will measure improvements/success |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

**Activities: Introduction to the unit**

Tutor-led activity to introduce the purpose and requirements of the unit, including ways of working, expected personal learning outcomes, assessment methods and ground rules to ensure open and safe discussions.

Tutor-led activity on what we mean by progression planning, e.g. identifying goals and targets based on our interests and the steps we need to consider towards achieving these.

Tutor-led whole group activity on aspirations – compiling a collective list of 'where we would like to be in 5 years' time', considering personal relationships, jobs and careers or engagement in learning and training.

**Suggested time:** about 2 hours

**Activities: Self-assessment**

Tutors discuss the importance of the role played by factors, such as a positive self-image and attitude, adaptability and the ability to cope with change.

In group discussions, learners could consider the importance of personal skills and qualities that enable career progression. For example, motivation, determination, flexibility, empathy, respect for the beliefs or opinions of others and the desire/ability to learn new skills. Learners should create lists of skills and qualities that they possess as individuals and identify those they need to improve.

Range of self-assessment tools should be used to ensure learners arrive at a balanced conclusion about their qualities, skills and attributes. Learners should be provided with suitable links to online self-assessment tools and assessments to complete.

Learners could work with a careers adviser, have one-to-one discussions with tutors or others to gain a balanced set of feedback on their own skills, qualities and strengths.

Tutor-led discussion on why an analysis of your strengths and weaknesses can help inform future learning and career choices.

**Suggested time:** about 3 hours

**Activities: Matching skills, interests and personal behaviours**

What do we mean by skills, interests and personal qualities? Tutor-led discussion about the differences.

In small groups, learners are given the opportunity to talk about their skills, interests, hobbies and personal qualities. Learners produce a simple list for themselves or produce a visual representation of their skills, interests and qualities.

Tutor-prepared list of skills and attributes: in small groups, learners are given a list of skills relevant to different jobs to decide if that is a skill they have and how much it is true of them. They could grade each skill from 1–5. For example, listening, following instructions, the ability to check for understanding and clarifying instructions, teamwork, punctuality, problem solving, reporting, dealing with group dynamics, personal organisation, decision making, positive attitude, being a good 'team player'.

Learners research some jobs that they have expressed an interest in. What skills are needed for these jobs? For several jobs, learners create a 'perfect person for the job' using a stick figure or similar with a list of the qualities and skills around the outside.

What employers do not want: either a tutor-generated list of 'unhelpful qualities and attitudes' or learners word shower what they think might come under this. Learners discuss why they are not appropriate in the workplace. Tutor asks learners to question if these unhelpful qualities are true of them.

Group discussions on a range of scenarios where an employee or learner is fired. For example, being continually late for work, under performance, over performance, not meeting task deadlines.

Learners to work in small groups to consider the importance of personal skills and behaviours that enable career progression. For example, motivation, determination, flexibility, empathy, respect for the beliefs or opinions of others and the desire/ability to learn new skills.

Learners to work in pairs and reflect on their own work-related learning experiences if appropriate to recognise the skills and experiences this has given them and how this will help future career chances.

Learners could finally complete the National Careers Service skills health check to identify potential career pathways and opportunities based on their individual skills, knowledge and behaviours.

**Suggested time:** 5 hours

**Activities: Job and career motivators**

Reviewing initial career choices. Building on the 'where are you in 5 years' activity. Learners to consider reasons behind their interests: job satisfaction, social status, money and position, peer and family factors. Learners could produce a list and grade them. Learners to share their lists and discuss similarities and differences.

Tutor-led discussion activity, the aim of the activity is to explore learner perceptions of future potential job roles and raise awareness of some realities of progression and employment. Tutor may use an interactive quiz to highlight myths and realities in a true or false activity.

Small groups are presented with a range of cards with job roles, such as performer, teacher, nurse, doctor, solicitor, chef, blogger, DJ, shop assistant, IT technician, childminder. The groups are then given a range of descriptive cards outlining average salaries, day-to-day work tasks, qualifications needed, working hours and conditions and asked to match to the likely job roles.

As part of this, learners are shown videos of people in those job roles to see what motivated them or has turned them away from these careers.

**Suggested time:** about 3 hours

**Activities: Exploring career pathways**

Tutor to provide learners with an overview of career pathways by explaining that some people take an academic route which involves higher education and university while others take a vocational route and learn while they work. Tutor to split the learners into groups and provide them with an example career to map out on each pathway based on their knowledge. Example careers include nursing, teaching, public services or engineering.

Learners need to be introduced to a variety of next steps and careers information which they can use to research, clarify and review their progression choices. Learners should be encouraged to consult a wide variety of resources, such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

Learners should be encouraged to draw on information contained in prospectuses, websites, skills and interest self-assessments, job profiles, articles in magazines, trade and professional journals, newspapers, employment agencies, information from professional bodies and conclusions from conversations with peers, relatives, past and present employers and tutors.

Learners to reflect on the outcome of their Skills Health Check from previous activities and identify potential routes of career development and growth that link to their skills, knowledge and behaviour.

Learners to work in small groups to discuss the influences on career choices. For example: individual interests; attitudes and abilities; work-related learning experiences; job market and employment trends; careers information; advice received from careers guidance specialist and teachers; opinions of relatives and friends; media.

Learners could meet with the careers adviser or the National Careers Service to discuss potential opportunities for different careers and long-term employment and explore different pathways that they could follow to reach their aspirations.

Learners to be provided with a template career plan to complete. Learners should identify the long-term objectives for work and personal progression and then discuss with peers how they could reach their aspirations and what different pathways they could follow.

**Suggested time:** about 6 hours

**Activities: Finding out about progression opportunities (short-term planning)**

Tutor to explore different opportunities for progression, volunteering, work experience, part-time work, apprenticeships, further education. Learners to discuss the pros and cons of each method.

Small group discussion about the benefits of work experience and volunteering. This may include increased self-esteem or self-confidence, sense of achievement, understanding the law in relation to work, career opportunities, further training available, new skills, making new friends, tackling new activities, developing skills needed for employment and understanding how activities benefit the community.

Guest speakers such as personnel from potential progression courses at the centre and other centres, career specialists and local volunteer coordinators could be invited to talk about opportunities available in learning and work. Employers offering apprenticeships and other recruiters could also talk about their work opportunities. Learners could be directed to the numerous career/employment websites which refer to relevant opportunities.

Learners should be directed to the numerous websites which refer to relevant opportunities. Learners should identify potential opportunities that they would want to pursue and collect relevant information. Learners should be encouraged to contact potential employers or visit employers to gather more information.

Learners should practise interviewing each other to gain experience and feed back on how they perform. The tutor could also interview learners to support their progression.

**Suggested time:** about 5 hours

**Activities: Long-term planning**

Tutor-led discussion to explain stages in career development: how one job role or stage of career development may lead to another; ongoing nature of career progression; building skills and knowledge as an ongoing process; moving up through organisational structure; increasing understanding of a task or skill from basic to more advanced level; learning new skills could lead to new job role; taking on new responsibilities voluntarily could lead to paid promotion.

Learners are given a timeline and asked to identify the personal tasks they would need to undertake to achieve their career goals and progress within a specific job role. This could be a mixture of studying and work experience. Learners should present their timeline of personal progression to the rest of the group. Learners should provide peer feedback where goals are unrealistic, or where learners feel that others should aim for more.

In small groups, learners will explain the career benefits of work or study opportunities, e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects.

Learners to present a final timeline of personal progression and consider steps that they could take to ensure they meet their aims.

Learners could create vision boards using images to show their long-term aims and goals as an aid for focus and self-motivation.

**Suggested time:** about 4 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to explore the entry requirements for a range of job roles and use this information to plan for your own personal development towards a selected job role.

You will need to research a range of different job roles and outline the entry requirements for each of these within job profiles. Each profile should include the skills, knowledge, experience and/or qualifications required as well as any links to potential pathways of development.

You will then use your job profiles to assess your own skills, knowledge, experience and/or behaviour to summarise gaps and areas for development.

You will then need to use your findings to support the creation of a personal development plan that identifies the skills, knowledge, experience and qualifications needed to enter your chosen career pathway and achieve your selected job role.

## Retake

The learner could explore alternative career options and produce a different personal development plan for entry into work.

## Unit 8:  Developing Work-related Literacy Skills

**Level:**  1

**Guided learning hours:**  35

**Total unit time:**  35

## Unit in brief

The aim of this unit is for learners to use literacy skills to successfully complete a range of work-related activities.

## Unit introduction

In order to work effectively we need to be able to use a range of literacy skills at any one time. We may need to read instructions, ask questions to make sure we understand the instructions and then carry out the task. Communicating effectively with customers and colleagues by using appropriate language, listening to them, and answering questions as fully as possible are key skills in the workplace.

In this unit you will have the opportunity to use your literacy skills to complete different work-related tasks successfully.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Recognise how and why literacy will be relevant in the workplace<br><br>**B** Use appropriate literacy skills in work-related tasks | • A summary response in a suitable format<br><br>• Filmed or voice recorded exchange, written transcript of a role-play scenario or written notes of evidence that was seen and heard |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Uses of literacy in the workplace<br><br>• Work-related literacy skills and tasks<br><br>• Ways to identify and check key information from different texts<br><br>• How to communicate effectively with others<br><br>• How to write clear, accurate text | • Use appropriate communication skills to work with others and share information<br><br>• Identify the purpose, main points and key ideas of a text<br><br>• Write text that is clear, uses punctuation appropriately and provides relevant information accurately |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Demonstrate literacy skills relevant to work-related tasks
- Recognise the importance of literacy in the workplace
- Communicate effectively with others as part of a team
- Communicate effectively with others to find and share relevant information
- Select and record information that is relevant to the set task

## Knowledge

### Uses of literacy in the workplace

- Identifying different uses of literacy, e.g. participating in discussions, following instructions, describing actions
- How the use of literacy might change in different sectors, e.g. customer-facing roles use more flexible, conversational literacy focusing on verbal interaction, office roles focus more on the use of literacy in writing and reading, hospitality roles require strong communication, writing and reading

### Work-related literacy skills and tasks

- Recognise work-related literacy skills, e.g. speaking, listening, communicating, writing, reading
- Why good literacy skills are important in the workplace
- Following written instructions to complete a task, e.g. making up animal feeds, preparing a room for a meeting, preparing and cooking ingredients
- Reading work guidelines, signage, internal news bulletins
- Reading instructions to produce an end product
- Preparing a notice for a meeting that contains relevant information, e.g. meeting title, date, time, venue, main topics to be discussed
- Welcoming customers, asking questions, listening to information, recording information, e.g. registering a customer at a leisure centre, making an appointment for a client in a hair and beauty salon, taking orders in a restaurant
- Making calls and answering the telephone, asking questions and repeating information to clarify understanding
- Following verbal instructions to complete a task, e.g. testing soil, collecting and laying out sports equipment

- Taking an active part in team meetings, e.g. sharing own opinions, making suggestions, asking questions if unsure

- Producing simple plans, e.g. preparing and cooking a main dish

- Carrying out research, e.g. finding visitor attractions in the local area

**Ways to identify and check key information from different texts**

- Find different ways to identify key information from different texts, e.g. knowing common words used in the workplace, highlight information on written text and computer, use visual cues

- How to use different ways to check accuracy in text, e.g. ask someone to read it, use the review facility on the computer, re-read the text aloud

- How and why it is important to use correct spelling, punctuation and grammar, e.g. full stops, question marks, exclamation marks, commas, subject-verb agreement, consistent use of tense

**How to communicate effectively with others**

- How and why to use clear, concise verbal communication

- How and why it is important to ask questions to check understanding or gain clarification

- How to find the meaning of words using different tools, e.g. internet, dictionary

**How to write clear, accurate text**

- How and why to write clear, accurate text

- How to select and use written formats that are appropriate for the reader, e.g. notes, list, email, letter, blog entry

## Skills

**Communicate and work with others**

- Engage with others, building relationships through body language, communication and interpersonal skills

- Ask and answer questions, e.g. open-ended questions, closed questions, leading questions

- Work with others, e.g. participating in one-to-one conversations, sharing ideas in team meetings, taking part in discussions, following instructions

**Use appropriate communication skills to share information**

- Demonstrate different communication skills and use the appropriate ones, e.g. reading text, writing information, listening to others

**Identify the purpose, main points and key ideas of a text**

- Understanding the main purpose and key ideas of text by identifying key words and/or phrases, e.g. provide information, share opinions and ideas, formal or informal use of language

**Write text that is clear, uses punctuation appropriately and provides relevant information accurately**

- Check text is clear and accurate, e.g. using software, asking someone to read text

- Write text that is clear, uses punctuation appropriately and provides relevant information

## Assessment Criteria

**Learning aim A: Recognise how and why literacy will be relevant in the workplace**

Evidence must include:

A summary of the different ways in which literacy might be used in at least two different workplaces or environments, along with a description of the importance of being able to use literacy skills effectively in different workplaces and scenarios.

**A.P1** Summarise a range of ways in which literacy will be used in different workplaces

**A.P2** Describe the importance of being able to use literacy skills effectively in a range of work-based scenarios

**Guidance for assessors**

**For A.P1** Learners should summarise how literacy: reading, writing, listening and speaking is likely to be used in a range of ways in at least two different work environments

**For A.P2** Learners should describe why being able to read, write, speak and listen effectively will be important, considering different workplaces and its impact for them as an employee, for their colleagues and for the successful completion of the tasks at hand

**Learning aim B: Use appropriate literacy skills in work-related tasks**

Evidence must include:

The learner demonstrating that they can use appropriate information linked to work-related tasks, and produce their own information to share with others.

**B.P3** Understand information to complete work-related tasks

**B.P4** Produce accurate information relevant to work-related tasks

| Guidance for assessors |
| --- |
| **For B.P3** Learners should demonstrate that they can receive and understand both written and spoken information related to work-based tasks. They should undertake two different work-based activities, one involving written information and one including spoken. Learners must show that they understand the information they have read and heard, by sharing it with others and/or using it to achieve a set work-related task |
| **For B.P4** Learners should produce their own accurate information, related to a work-based task/s. They must show that they can deal in information, which is both written and spoken, either as separate tasks or by using both forms of literacy in the same activity |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

**Activities: Introduction to unit**

The tutor will begin the session by explaining the unit title and the aims of the unit. Working In small groups, learners can create a word-wall to highlight what literacy means to them and how it might be used in daily life and work.

Working in small groups, learners identify different literacy skills that may be used in different work sectors and share their responses with the wider group.

An employer could be invited to explain the importance of having effective literacy skills to complete tasks in the workplace and what specific skills they are looking for.

**Suggested time:** about 2 hours

**Activities: Identifying the purpose of text**

Tutor-led introduction explaining the different purposes of text, providing examples of each purpose using work-related documents. Learners to consider each of the different purposes and in small groups create a reference card for each type to be displayed in the classroom.

Learners should then be given access to different types of work-related text, e.g. information booklets, marketing materials, notes from a meeting. Learners then complete a tutor-devised worksheet, rotating around each example of work-related text to identify the purpose of the text and the potential reader of the text. Learners to feed back and compare answers.

Learners to then revisit their reference cards to highlight key features of each different purpose of text and tips on how to recognise each purpose within a given document. Learners should be encouraged to discuss their ideas.

The tutor will share a text with the whole group and help them to identify key words and ideas. They highlight specific words that they think will help identify the purpose of the text.

**Suggested time:** about 3 hours

**Activities: Key points from text**

The tutor will revisit the shared text from the previous session with the whole group as a recap activity. Learners will now highlight specific words or phrases that they consider to be the key messages of the text. Learners to discuss their thoughts within group feedback.

Learners to be given a series of worksheets to complete that ask them to find the key information from the text. Examples could include an email from a customer asking about the delay in a delivery, a staff notice about a new procedure for infection control, an extract from a job description.

Learners carry out an internet search for simple, straightforward information. They highlight key information using text highlight colour, underlining or shading.

Learners then carry out an individual exercise, highlighting key information from documentation on a chosen theme or sector. Text includes letters of complaint, emails passing on information about a meeting, notes from a telephone conversation. Learners then share their findings with the whole group summarising what information is useful and what is not essential.

**Suggested time:** about 3 hours

**Activities: Reviewing text**

Learners could start the session by following a list of instructions to complete an individual challenge to find a codeword. Learners could then compete against each other to be the fastest to complete.

Working in small groups, learners to be asked to write a set of instructions for a given task, e.g. drawing the outline of a house, tying shoelaces. Each group would be given a different task to work on. The information to be given as a list using bullet points. The information is then passed to a different group who follow the instructions. The wider group can then discuss the challenges they had following instructions and make suggestions on how it could be clearer. The activity to be repeated using different tasks.

A guest speaker could be invited in to discuss the importance of clear communication and clear information. Learners could share their experiences where unclear communication has caused problems and seek feedback from the guest speaker as to their own experiences and solutions.

The tutor will provide role-play exercises using work-related text and ask learners to read it and note the frequency of key language devices, for example paragraphs. This will help learners to identify the style and tone of the texts and to note differences or similarities in workplace writing.

To raise awareness of the importance of 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.

Learners could then each create a document to pass onto others in the group which contains inaccuracies and unclear information. Learners can then review a peers document and provide feedback to highlight inaccuracies and areas which need further development.

**Suggested time:** about 4 hours

**Activities: Presenting written work**

Learners to work collectively to identify a variety of different types of text that use different formats, e.g. lists, emails, letters, notes, minutes of meetings. Learners then match each format with possible purposes. Tutor to provide prompts where required to encourage discussion.

Learners to research and gather examples of different types of text and formats of text based on those identified in the first activity.

The tutor could then provide different types of text that contain errors and learners can 'mark' the work. Text should include spelling and punctuation errors that change the meaning of the text. Examples should include actual examples, such as external shop boards that show inappropriate use of apostrophes.

Learners create a checklist that they can use when completing a piece of work. This acts as a reminder for each piece of work that they undertake.

**Suggested time:** about 3 hours

**Activities: Writing text about work-related issues and checking for accuracy**

Learners will prepare a range of different types of text using formal and informal language. This might include preparing a document that conveys several pieces of information or sharing an opinion. The document is handwritten or word processed. Checks could be made to ensure the document is accurate and clear.

Learners are given a range of text that has been divided into paragraphs. They should then sort them according to the initial paragraph, the middle text and the conclusion to demonstrate their awareness of correct structures and correct flow of information.

Tutor-devised worksheets could help learners grasp the concept of accurate punctuation, e.g. capital letters, full stops, question marks, commas and exclamation marks. Learners could then be given an activity to find inaccurate online job adverts or work-related documentation based on grammatical errors and spelling errors.

Learners should then summarise their findings within a group discussion to explore the importance of accuracy and the impact on documents containing errors.

Learners could finally complete work-related tasks that require them to pass on information using different formats. Examples might include writing to a delivery company complaining that they have received damaged goods, writing a blog sharing experiences of being on work experience or composing an email or minutes of a meeting. Learners could review each other's work and provide feedback through peer-to-peer assessment.

**Suggested time:** about 4 hours

**Activities: Asking and answering questions**

Tutors will explain the difference between open-ended questions and closed questions. Learners could then work in small groups to identify different open and closed questions which they could share with others using Post-it notes.

Learners should then work in two teams, one for open and one for closed questions. Learners should ask each other questions based on the type selected and then consider in discussion the strengths of each type of question and when it might be useful in discussion.

Learners watch short clips of video scenes where people are being questioned as part of different interviews or work-related scenarios. They identify open-ended questions and closed questions and agree which ones provide more detail.

Learners could finally work in two teams to sort out a bag of different questions into two sections – open-ended and closed questions. Learners could compete against other teams in a speed test to check understanding.

**Suggested time:** about 2 hours

**Activities: Listening and responding to others**

Learners will participate in role play that involves listening to others, e.g. telephone conversations, welcoming customers and finding out what they want. Learners are encouraged to ask relevant questions and repeat information to demonstrate active listening.

An employer from a customer contact centre could be invited to talk with learners to share information about effective listening and responding. Topics could include the use of standard phrases, such as 'Good afternoon, my name is …, thank you for calling, how can I help you', etc.

Learners could finally take part in an activity of whispers to demonstrate how listening and responding to others can be challenging. Learners to reflect on the activity with peers and discuss the importance of listening when communicating and responding to others.

**Suggested time:** about 2 hours

**Activities: Developing work-related literacy skills**

Where possible, learners should have the opportunity to use at least two literacy skills on single tasks. This work can be done in small groups and then shared with the wider group, or individually. Alternatively, learners gather evidence during work experience of how they used their literacy skills during the day.

Tutors provide different tasks that encourage the learner to read text from different sources or write a response or alternatively listen to others and ask relevant questions to gain information and then to share information with others. This work should be done in small groups and then shared with the wider group. Learners should be encouraged to attempt all three skills of reading, writing and speaking/listening.

An example of a task could be to:

* Compose an email to a customer describing how to get to a local attraction and asking a colleague to check the information for clarity and accuracy.
* Record stock in the college coffee shop and transfer the information accurately onto an order form.
* Gather and present information to the group about an upcoming event.

**Suggested time:** about 5 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to explore how literacy is used within the workplace and demonstrate that you can use different literacy skills to complete different work-related tasks.

You will need to select different workplaces and create a fact sheet for each which contains a summary of the ways in which literacy will be used in the workplace and why it is important to use literacy skills effectively.

You will then be given a work-related case study. You will need to review the case study and highlight appropriate information before producing accurate documentation and sharing verbal information to meet the demands of the case study.

## Retake

The learner could explore different workplaces and be provided with a different work-related case study to review.

## Unit 9:  Developing Work-related Numeracy Skills

**Level:**                          1

**Guided learning hours:**    35

**Total unit time:**            35

## Unit in brief

The aim of this unit is for learners to solve simple numerical tasks.

## Unit introduction

We may not realise it, but we use mathematical skills in our day-to-day routines and when completing work-related tasks. Someone working in retail will be handling money and checking stock against delivery orders. A construction worker may be measuring items to fit into a specific space and a landscape designer may need to calculate how many paving stones need to be bought to provide a base for a summer house. Employers value workers who understand numerical operations and can use them with confidence.

In this unit you will have the opportunity to use the numeracy skills you already have and develop new skills to solve work-related mathematical problems.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Recognise how and why numeracy will be relevant in the workplace<br><br>**B** Use appropriate numeracy skills in work-related tasks | • Filmed or voice recorded exchange, written transcript of a role-play scenario or written notes of evidence that was seen and heard<br><br>• Written or spoken evidence of the mathematical steps taken |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Basic work-related numeracy skills and tasks<br><br>• Uses of numeracy in the workplace<br><br>• How to check and share results | • Communicate and work with others<br><br>• Use mathematical functions<br><br>• Handle information and data |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Demonstrate numeracy skills relevant to a work-related task
- Recognise the importance of numeracy in different workplaces
- Communicate effectively with others as part of a team
- Build confidence in using numeracy skills, e.g. seeking advice, checking proposed methods and solutions using different methods
- Select and use relevant mathematical equipment to record information and solve work-related tasks

## Knowledge

### Basic work-related numeracy skills and tasks

- Work-related numeracy skills, e.g. addition, subtraction, division, multiplication, monetary calculations, measurements
- How to use different measurement instruments, e.g. metre rule, measuring tape, test tube, stop clock, manual and electronic kitchen scales
- Presenting data and numerical information, e.g. graphs, diagrams, tables, charts
- How and why being numerate is important in the workplace
- How the uses of numeracy might change from one workplace to another
- Using mathematical information to complete a task, e.g. searching for patterns, identifying numerical or financial change, measuring a workspace, weighing ingredients
- Calculating costings, payments, bills, income, cash
- Measuring the size of an area/product/item
- Carrying out cash transactions and handing money, e.g. costing, giving change, cashing up
- Recording numerical data, e.g. telephone numbers, payments, attendance lists, phone calls, hours worked
- Weighing items, ingredients or products for customers or for production purposes
- Checking results and carrying out estimations on footfall or attendance

**Uses of numeracy in the workplace**

- Different uses of numeracy, e.g. estimations, calculations, carrying out financial checks, recording information

- How to select appropriate mathematical functions for tasks

- How the use of numeracy might change in different sectors, e.g. financial numeracy skills in retail, sales and hospitality, data handling and statistics in research, call centres and marketing, measurement skills for construction

**How to check and share results**

- How to check and share results, e.g. producing graphs, diagrams and numerical reports

- How and why to estimate results, e.g. reverse calculations, using equipment and digital methods, averages

## Skills

**Communicate and work with others**

- Engage with others, build relationships and communicate results

- Ask questions, share solutions and collaborate to solve numerical challenges

- Teamwork, e.g. participate in conversations, sharing ideas, discussions and problem solving

**Use mathematical functions**

- Use accurate mathematical functions to carry out calculations and solve problems

- Identify single and multifunction processes to solve mathematical problems

**Handle information and data**

- Select and employ methods of estimating, checking and presenting

- Extract key information from data

- Produce graphs, tables and diagrams

## Assessment Criteria

| |
|---|
| **Learning aim A: Recognise how and why numeracy skills will be relevant in the workplace** |
| Evidence must include: |
| A summary of the different ways in which numeracy might be used in at least two different workplaces or environments, along with a description of the importance of being able to use numeracy skills effectively in different workplaces and scenarios. |
| **A.P1** Summarise a range of ways in which numeracy will be used in workplaces |
| **A.P2** Describe the importance of being able to use numeracy skills effectively in a range of work-based scenarios |
| **Guidance for assessors** |
| **For A.P1** Learners should summarise how numeracy is likely to be used in a range of workplaces |
| **For A.P2** Learners should describe why being able to use numeracy effectively will be important, considering different workplaces and its impact for them as an employee, for their colleagues and for the successful completion of the tasks at hand |
| **Learning aim B: Use appropriate numeracy skills in work-related tasks** |
| Evidence must include: |
| The learner demonstrating that they can use appropriate numeracy skills to complete work-related tasks. Evidence must also include a description of the mathematical process they used during both tasks. |
| **B.P3** Use appropriate numeracy skills to complete work-related tasks |
| **B.P4** Describe the steps taken to complete work-based numeracy tasks |
| **Guidance for assessors** |
| **For B.P3** Learners should demonstrate that they can use appropriate numeracy skills to complete work-related tasks, for example dealing with money, working out percentages, measuring distance or area, producing or interpreting data, producing or interpreting charts and graphs |
| **For B.P4** Learners should describe the steps or process they followed to complete work-based numeracy tasks |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

The tutor begins the session by explaining the unit title and the aims of the unit. Tutors explain to learners that although they will develop numeracy skills as part of the unit, the main aim of the unit is to apply numeracy to workplace tasks and problems.

Working in small groups, learners discuss their feelings about mathematics, how confident they are in using numeracy skills and areas that they have concerns about. Learners could each mark their confidence on a confidence line displayed by the tutor, with 0 being no confidence and 10 being very confident.

To help learners understand how maths is used in the workplace, tutors provide a range of photographs or illustrations that should show how maths is used in different sectors. Learners either give their own suggestions of how maths is used in those situations or work with a tutor-devised worksheet that includes a range of numerical skills.

The tutor could display a series of simple mathematical problems in work and learners will rotate around the problems in small groups and solve them through discussions and peer support. Problems could include calculating change from a purchase, working out the amount of materials required, structuring a rota or reading diagrams to get information.

**Suggested time:** about 3 hours

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**Activities: Measuring in the workplace**

Tutor to revisit the range of different workplace tasks covered in the previous section to discuss the different mathematical tasks and consider how these could be solved. Learners to discuss their thoughts on how tasks could be completed, and mathematical problems solved in the workplace.

Tutors will provide different pieces of equipment that measure time, e.g. stop clock, cooking timer, mobile phone, sports watch, analogue and digital watch. Learners then compare the accuracy of using different ways of measuring time for work-related tasks, such as comparing the speed of a runner using a mobile phone and a sports watch. Learners will discover the range of potential results and the importance of estimating possible outcomes.

Tutors will provide a range of equipment that measures length, e.g. metre rule, tape measure, ruler, iPad app, non-standard units of measurement, such as feet, hands, thumbs. Learners carry out different measurements based on work-related tasks, e.g. measuring the distance for an electrical cable from a given starting point to a socket, measuring an area for wallpaper, measuring distances to use as an assessment of fitness.

They will then record their answers on a prepared worksheet and then compare their results with the rest of the class. The class discusses the importance of accuracy, checking outcomes and the implications for the potential customer. Similar tasks can be used to use other measures, e.g. length, volume and weight.

Learners will carry out an internet search to identify different types of tools for weighing that are used in the workplace. Tutors provide a workshop that identifies different work environments, e.g. banking, transport, airports, catering, medical, laboratories, retail. Learners share their results.

Tutors prepare a workshop that requires learners to measure liquids and solids, e.g. preparing feeds for a young child, weighing and measuring ingredients for a dish, weighing different sizes and shapes of parcels. Learners discuss the importance of ensuring the scale is set accurately before placing the item on the scale and how this can affect the outcome.

**Suggested time:** about 6 hours

**Activities: Calculating money transactions**

Learners begin this activity by considering different methods of calculating money transactions, e.g. cash registers, barcode scanners, manual calculator, touch screen tills, receipt printers. Learners consider the advantages and disadvantages of this equipment. If possible, learners could visit different work environments to observe how equipment is used to record transactions, maintain stock levels and inform 'behind the scenes' workers, e.g. chefs. Learners could discuss the importance of checking bills to ensure figures entered are accurate.

Learners participate in work-related activities/scenarios that require money transactions, e.g. they work out the price of a meal on a menu to ensure that the cost of the ingredients does not exceed price. Learners add up a client's bill following a beauty treatment. Learners work out the cost of a bouquet of flowers, based on the wholesaler's price for each flower.

Tutors devise worksheets that require learners to calculate percentage increases, decreases and discounts on work-related products.

For example, it is coming to the end of the financial year and the garden centre would like to get rid of excess stock. They are dropping all prices by a given percentage. Shoppers can make monthly payments or three payments spread over the year but there would be interest to pay each month. There would also be delivery costs. Learners calculate the cost to the customer if they choose a one-off payment with delivery, monthly payments with delivery, etc. The complexity of the scenario to be adapted to meet the numeracy skills of the learners.

Learners could finally explore the numerical challenges of converting money into different currencies using decimals. The tutor could explain the process and then provide learners with some simple conversions to undertake in pairs or small groups to demonstrate the converting of money from pound to other common currencies.

**Suggested time:** about 6 hours

## Activities: Estimating and checking results

In the workplace, learners will often use different types of equipment to carry out mathematical operations. As a result, estimating and checking results are extremely important skills. Tutors introduce this activity as a game of consequences. Learners are given different scenarios where results have been wrong, e.g. an extra zero has been added onto the amount being entered into a credit card machine, double the required quantity of paint has been ordered, the wall has been measured in millimetres. Learners discuss the potential consequences of these errors including time wasted, cost implications, loss of customer, etc.

Learners will discuss how results can be checked to ensure they are accurate, e.g. asking someone else to check, use an alternative way of checking, such as manual counting or using a calculator.

Learners will participate in a range of tutor-devised activities that ask learners to estimate a result, carry out the activity and then check the results. Learners are encouraged to carry out this process throughout the unit so that it becomes part of the routine of calculating solutions.

**Suggested time:** about 3 hours

## Activities: Ratio and scale

Tutor to provide an overview of ratio and scale as mathematical processes. Learners to explain their understanding of each and raise questions or uncertainties.

Flipcharts for ratio and scale to be displayed within the classroom. Learners to rotate around the two flipcharts and write on them the different ways that they feel these could be used within a workplace, giving examples of tasks and activities.

Learners participate in a range of tasks that require them to use ratio. Workplace examples include using ratio in creating drinks or products, ratio of staff to customers, sharing gratuities in ratio, calculating ratio of types of customer.

Alternatively, learners could take part in practical demonstrations of ratio, e.g. baking a cake or mixing cement.

Learners participate in a range of tasks that require them to calculate size using scale factors. Examples include learners are working in a framing shop and the customer has brought in a picture. The learner must measure it accurately. The customer would like to reduce the size of the picture. The learner would need to use a given scale factor to work out the area of the picture.

To summarise, learners could complete an interactive quiz to test their understanding of ratio and scale.

**Suggested time:** about 4 hours.

**Activities: Using information and data**

Tutor to explore the need for and importance of being able to use information and handle data within different workplaces, using examples to help learners understand. Examples include a business administrator having to turn attendance data into graphs, a sales manager checking sales and returns records for accuracy, a shift leader having to create rotas using individual availability.

Learners research different sources of information to gather for use in the session. Sources include simple company results, comparison of shop takings over a period of time, number of clients attending and missing dental appointments by month.

Using the information they have found, learners create their own work-related tasks requiring mathematical operations. Learners work out the solutions and then pass them on to other groups in the task to use. The tasks could be based on personal experiences from work experience or in the home.

Learners to take part in an interactive quiz showing different ways of presenting numerical information. Learners to state the correct name for the method shown. Following the quiz, learners should ask questions and query any areas or methods that they are unsure of.

Tutor to provide learners with an overview of the different methods explored in the previous activity and encourage learners to identify when each method could be used and why someone might choose to present data in this way.

Learners research some key facts/data about their chosen sector of work. Learners should then present this data in a format of their choice (graph, table, chart, diagram) and display this in the classroom. Learners should be able to explain why they have chosen the method used.

**Suggested time:** about 4 hours

**Activities: Recap on prior learning**

Learners could reflect on their learning through the unit by creating mind maps as reference materials showing all the key concepts and topics covered and key information in each area. Learners could share their knowledge and challenges with each other through peer support discussions.

Learners could then take part in numerical problem-solving challenges linked to workplace activities to demonstrate skills and offer feedback to each other on their performance.

Learners take part in an interactive quiz to assess knowledge and understanding and will be provided with data to read and check for accuracy. Learners can review their scores in quiz assessments to highlight areas of further development that they need to review prior to assessment and create a personal plan.

**Suggested time:** about 2 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to explore the use of numeracy within the workplace and demonstrate your numeracy skills in completing work-related tasks.

You will be provided with a series of work-based scenarios to review. You will then need to summarise the range of ways that numeracy can be used in the given scenarios and describe the importance of being able to use numeracy skills effectively in each.

You will then be provided with a series of work-related tasks which will include a range of numerical problems. You need to review the tasks and select appropriate numeracy skills to solve the problem while describing the steps you have taken to complete each task.

You should choose an appropriate format to present your work.

## Retake

The learner could explore different work-based scenarios and be provided with alternative work-related tasks to demonstrate numeracy skills.

# Unit 10: Exploring the Use of the Internet and Digital Products and Services in the Workplace

**Level:**                          1

**Guided learning hours:**          35

**Total unit time:**                37

## Unit in brief

The aim of this unit is for learners to appreciate the role of the internet and digital products and services in the workplace.

## Unit introduction

Most organisations use online technology to promote products and services and to allow customers to purchase items online. Other online technologies used in the workplace include digital products and services.

In this unit you will understand the use of the internet and digital products and services and how and why they are used in the workplace. You will present a document outlining your findings and have the opportunity to demonstrate your use of digital products and services.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Understand the advantages and disadvantages to an organisation of using the internet | • A document identifying ways the internet can be used in an organisation |
| **B** Use digital media for a work-related task | • A brief account of your digital product and your personal performance |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Identify the use of the internet in the workplace<br><br>• Types of digital products and services used in the workplace<br><br>• Understand the use of the internet in the workplace | • Research<br><br>• Use of appropriate communication skills<br><br>• Use of appropriate digital skills<br><br>• Information handling and interpretation |

## Unit content

### Approach (how the learner should approach this unit)

**Learners will need to:**

- Be aware of why organisations use the internet
- Decide on how to use digital technology for a work-related task
- Present their findings in an appropriate format
- Review their own performance

### Knowledge

**Identify the use of the internet in the workplace, e.g.**

- Retail, e.g. clothing, groceries, travel agents, property, cars
- Public transport, e.g. buses, trains
- Entertainment, e.g. cinemas, theatres, gaming companies
- Hospitality, e.g. cafes, restaurants, public houses

**Types of digital products and services used in the workplace**

- Social networks to connect with people (and brands), e.g. Facebook, Twitter, LinkedIn
- Media sharing to find and share photos, video, live video, and other media online, e.g. Snapchat, Instagram, YouTube, Tik Tok
- Consumer review networks to find, review and share information about brands, products, travel destinations, restaurants and more, e.g. TripAdvisor, Yelp, Zomato
- Blogging and publishing networks to publish and comment on content online, e.g. WordPress, Tumblr
- Discussion forums to find, discuss and share news, information and opinions, e.g. reddit, Quora, Digg
- Social shopping networks to spot trends, follow brands, share finds, and make purchases, e.g. Etsy, Fancy

**Understand the use of the internet in the workplace**

- Communicate and engage with customers by using interactive features, e.g. online forms for customers to make orders, provide feedback, chat facility for customers to have real-time contact with someone in the organisation to be able to ask questions, navigation methods to view the different pages, popups for advertising, animation for viewer attention

- Create visual advertisements to run on their website, e.g. banners, popups that appear when their website is being viewed

- Promote products and services

- Sell products and services through online platforms which offer additional flexibility and options for customers, e.g. secure payments, same day delivery, easy returns, value for money, live updates

- Offer customers the opportunity to provide feedback

- Improves customer to business communication and interaction

- Reduced sales caused by competition, lower price points or increased additional benefits

- Reduced person-to-person interaction and communication

- Negative reviews and the impact that these can have on a business or organisation

## Skills

### Research

- Gathering information and research different ways of using digital platforms, e.g. researching step-by-step guides, researching competitors use of digital resources

### Use of appropriate communication skills

- Use appropriate communication skills to listen, ask questions and contribute within a discussion

Use of appropriate digital skills

- Use digital products and services to aid towards completing a work-related task

### Information handling and interpretation

- Information handling, e.g. reading documents and understanding how to apply them and use the information

## Assessment Criteria

| |
|---|
| **Learning aim A: Understand the advantages and disadvantages to an organisation of using the internet** <br><br> Evidence must include: <br><br> A summary of findings in an appropriate format. |
| **A.P1** Understand the advantages and disadvantages to an organisation of using the internet to support how they work |
| **Guidance for assessors** |
| **For A.P1** Learners should present a summary of their findings identifying advantages and disadvantages to an organisation of using the internet |
| **Learning aim B: Use digital media for a work-related task** <br><br> Evidence must include: <br><br> A digital media product or service, with a plan and an outline of its use. |
| **B.P2** Create a digital product or service |
| **Guidance for assessors** |
| **For B.P2** Learners should plan and create a digital product and then show how this can aid an organisation |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Key words and terms related to the unit could be discussed and a glossary compiled, e.g. digital media, purpose, advantages, audience, pitch.

Learners to create a word-wall showing different words and terms that link to the topic and concept of the unit. This can be revisited throughout the unit.

**Suggested time:** about 2 hours

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**Activities: The internet in the workplace**

The tutor introduces the broad area of the internet and its history and uses including the use of dial up access to remote WiFi to help learners be aware of the advancements.

Learners to work in pairs to create a list of the different ways that a business or organisation could use the internet as part of their operations and functions. Learners can then share their list with the group as a whole.

Tutor to introduce learners to the change that the internet brought in both working environments and home life. Tutor to show learners a range of tasks that were previously completed without the internet as reference points, e.g. researching would be done in libraries, creating graphics would be done by hand drawing, letters would be instead of email.

Learners to then select a range of different tasks that could be completed in the workplace and in two columns note the advantages and disadvantages of traditional methods (print, by hand, letter, book research) and digital methods for each task. Learners to share their ideas and findings. Learners to then vote on whether they think digital and internet-based work is better than traditional work.

Tutor to display a series of four different case studies, each one highlighting a different challenge for a business either current or past. Learners to rotate in small groups around the four case studies and highlight how the internet could help them to overcome their barriers and challenges. Group discussion to follow to share ideas and suggestions.

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Learners could then consider businesses which rely on the internet and discuss what they would be like and how they would function without the internet and without connectivity to the globe.

**Suggested time:** about 4 hours

**Activities: Finding out about types of digital media**

Tutor to explore digital media and the types of digital media that can be used in a business or workplace. Tutor to show some examples and provide learners with an overview of each type, its benefits and drawbacks.

Learners to be given a list of different types of digital media and asked to find an example of each from the internet. Learners should identify the purpose of each one found and explain how it could be used in a business or workplace.

Learners will then each be given one type to explore in more detail. Learners should source a range of different examples of their type of digital media and create a short presentation to share key points with others.

Groups then compare their findings in a feedback session.

**Suggested time:** about 3 hours

**Activities: Finding out features used on websites**

Tutor to open session by discussing the value of websites in organisations and how they have become the key contributor to customer interaction and promotion in the digital era. Learners could then be challenged to find a business that doesn't have a website and share it with the group.

Learners to discuss in pairs the advantages and disadvantages of having a website for an organisation; what does it allow the organisation to achieve? What added value does it bring? How does it enhance the organisation?

Learners are given a list of different features commonly used on websites. They research two websites of organisations offering different products or services and tick off the features that have been used. Learners should provide one reason they think each of the features has been used, e.g. a menu – to navigate the website.

Learners to then revisit their chosen websites and identify two positive aspects and two negative aspects which they will justify and share with peers.

Learners could then each select a website that they feel is well created and presented. Learners to present their chosen website and their reasons behind their decision, before voting and ranking the websites from best to worst with reasoning.

**Suggested time:** about 4 hours

**Activities: Researching existing types of digital media**

Introduction led by the tutor for a discussion on the most appropriate type of social media an organisation uses to promote a new product to a target audience – primary school children, teenagers, those in their mid-20s, mid-50s and over 70. Learners to be put into groups and choose one age range. The class needs to cover all age ranges to allow for a purposeful discussion.

Learners to research on the internet the existing digital media that is used by different organisations. Learners could work in small groups and then compare their findings of different organisations to identify the most and least common digital media being used at present. Learners will then work as a group to discuss why they think some types are more common than others and feed back to the wider group.

Continuing from the previous activity, learners will then collectively create flipcharts to show different age groups/types of customers and the appropriate types of digital media for the audience which can be displayed.

Learners should then summarise their learning by working in small groups to create a table displaying each of the existing types of digital media and their advantages and disadvantages. Learners could also highlight where such digital media might be used or might have the most impact.

**Suggested time:** about 3 hours

**Activities: Comparing appropriate use of digital media to promote a product**

Tutor demonstration of using digital media to create an advert for a given organisation. Learners observe and comment on how the digital media used promoted the product (or not).

External guest speaker from a marketing company or digital media organisation to discuss how they have used digital media to enhance their business and how it has helped to promote products/service (or not) and what challenges they have faced.

Learners should research a range of good and bad advertisements that use digital media with a list of reasons why they consider them appropriate or not.

Learners could then work in small groups to identify similarities and differences of different advertisements and compare what makes them successful or unsuccessful. Learners to share their views and opinions in group discussion.

**Suggested time:** about 3 hours

**Activities: Creating a 'moving' digital media product**

Tutor to explain the activity and support learners to thought shower a range of different moving digital media products that they could consider.

Learners to work in pairs to create a moving digital advert using one type of digital media to promote/sell a particular product to a given audience. For example, a short video (vlog).

Learners to present their moving digital media product and pitch their idea to the group. Learners to provide peer feedback.

**Suggested time:** about 3 hours

**Activities: Creating a written digital media product**

Tutor to explain the activity and support learners to thought shower a range of different written digital media products that they could consider.

Learners to work in pairs to create a written digital media product for a given scenario or product. For example, a flyer/poster/social media post.

Learners to present their written digital media product and pitch their idea to the group. Learners to provide peer feedback.

**Suggested time:** about 3 hours

**Activities: Working in groups**

Tutor-led discussion and guidance on group working; learners should consider what makes a good group? What makes an effective team? What makes a good leader?

Learners can discuss their experience of being in a group or a team and what challenges and successes they faced. Learners should then identify common themes and techniques linked to success and themes linked to failures and challenge.

In small groups, learners should select and agree on ground rules and teamworking rules that they can all follow. Learners should present their group rules and discuss the reasons behind those agreed.

Learners could take part in some simple team-building activities designed by the tutor to check the effectivity of their team and group. Learners could then reflect on their performance and discuss changes and improvements.

In small groups, learners watch example video extracts of teams planning and carrying out tasks and discuss their effectiveness, strengths and areas of improvement. Learners should then identify lessons learned.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Tasks

Your task is to produce information identifying how one organisation uses the internet to support how they work and then demonstrate your digital skills by producing a digital product or service for a selected organisation.

You will need to research how different organisations use the internet and produce a fact sheet highlighting the advantages and disadvantages of using the internet considering its influence on sales, promotion and customer interaction.

You will then be given a case study of an organisation to review. You will need to review the case study and develop a plan and outline of a digital product or service that could aid the organisation. You will need to pitch your plan and digital product/service to others in the group.

## Retake

The learner could research alternative organisations and be provided with a different case study to review.

# Unit 11: Using IT to Store and Present Information at Work

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

In order to develop and produce information which is fit for purpose and audience, it is essential to have the skills and knowledge to select and use IT software tools.

## Unit introduction

In this unit you will learn the skills and knowledge necessary to select information and apply editing tools and techniques to activities that are at times non-routine or unfamiliar. You will refine the presentation of different types of information as appropriate to meet needs and solve problems by using a combination of in-built editing tools including cut and paste, spelling and grammar checkers, and manual techniques, such as proofreading and visually checking the presentation of the information.

You will create new information by combining different types of information, such as images with text, using accepted layouts and conventions. You will have the opportunity to examine the suitability of different types of information to meet user requirements, as well as reviewing the effectiveness of IT tools and facilities for presenting information.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Explore software applications that are used in the workplace<br><br>**B** Use work-based software applications | • Tutor and/or supervisor observations. Audio, video or photographic evidence that show the learner meeting the practical criteria<br><br>• Notes or work-product evidence, such as slide deck, copy of an email |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Generic and work-based software applications<br><br>• Use of applications in workplaces<br><br>• How to collect information using application/s<br><br>• How information can be presented | • Use software applications<br><br>• Share information with others<br><br>• IT presentation skills<br><br>• Information management |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Use communication skills to share information with internal and external stakeholders

- Understand the different software applications used for different purposes

- Understand the different types and formats of information

- Select and use software to aid in completing tasks

- Use communication skills to share information

## Knowledge

### Generic and work-based software applications

- Identifying generic and work-based software applications, e.g. word processing, presentation, graphics, Microsoft applications, booking, stock control, staff management

### Use of applications in workplaces

- Explain the purpose of using work-based applications, e.g. data collection, data formatting, sharing messages, system management

- Importance for a workplace, e.g. efficiency, effectiveness, ease of use, consistency

### How to collect information using application/s

- Information and data collection applications, e.g. surveys, questionnaires, forms, online applications

- How to select the right application for the task, e.g. considering work-based requirements

### How to share information using application/s

- Using applications to share information, e.g. considering audience need

- How sharing with internal colleagues may be different from sharing with external stakeholders

### How information can be presented

- Types of information and formats, e.g. written, financial, numerical, statistical, confidential, verbal, pictorial and letter, email, presentation slides, posters, report, online document, spreadsheet

**Skills**

**Use software applications**

- Select appropriate application/s for the task

- Generic applications, e.g. creating a rota, producing a flyer, writing a letter, survey creation

- Workplace specific applications, e.g. Point of Sale software, CRM software, website creation software, ordering stock

**Share information with others**

- How to use applications for information sharing, e.g. email, Google Drive, OneDrive, teams, hangout

- Appropriateness of applications for internal and external stakeholders

**IT presentation skills**

- Formatting different types of information, e.g. text, numbers, images, editing techniques for different types of information

- Combine different types of information, e.g. presentation with images, numbers with charts

- Page layout, e.g. size, orientation, margins, page numbering

**Information management**

- Organise information, e.g. headings, lists, charts

- Use data to generate graphs, tables and diagrams

## Assessment Criteria

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| **Learning aim A: Explore software applications that are used in the workplace** |
| Evidence must include: |
| Exploration and description of different software applications that might be used in different workplaces/sectors. |

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| **A.P1** Explore a range of software applications that might be used in workplaces |
| **A.P2** Describe software applications used in workplaces |

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| **Guidance for assessors** |

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| **For A.P1** Learners must explore a range of software applications that are used in different workplaces or sectors. This may include applications such as Microsoft packages and/or business specific applications such as bookings, staff management and stock control applications. Learners should acknowledge the role of each application in supporting the activities of each specific workplace |
| **For A.P2** Learners must select and describe applications that are used to support each workplace or sector, including how the applications support the work carried out |

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| **Learning aim B: Use work-based software applications** |
| Evidence must include: |
| Demonstration that the learner can use work-based software applications to record and format information and can share information with others, using software applications to support them. |

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| **B.P3** Use work-based software applications to record and format information |
| **B.P4** Use work-based software applications to present information with others |

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| **Guidance for assessors** |

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| **For B.P3** Learners will use software applications relevant to selected workplaces to record and format information. They should show that they can use the applications to complete the task with a reasonable degree of success. This may include using a spreadsheet, writing a document that includes relevant work-based information, using a workplace specific application such as a booking or stock control system |
| **For B.P4** Learners will share information with others using software applications to support them. They may use applications on the same occasion, e.g. a slide show with a spreadsheet within it or an email with a word document attached, or share information at separate times, using a different application to support them each time |

# Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

---

**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners to work in pairs to identify different types of multimedia products that can be used in the workplace, e.g. websites, interactive presentations, computer-based training, information points, e-magazines. Learners to feed back to group.

Learners to take part in an interactive presentation. Learners to be shown clips/images/videos of famous multimedia products and must identify the purpose of the product – to entertain, to educate, to advertise – and score it for originality. Learners to discuss their thoughts and feed back.

**Suggested time:** about 2 hours

**Activities: Types of information**

Learners to work in small groups to identify a range of different types of information that may be communicated and shared within a workplace. Learners could be given a workplace or sector to explore and share their ideas to highlight similarities and differences.

Tutor to display a range of completed multimedia products from a range of software applications around the classroom. Learners to consider each of the products and highlight the positives and negatives of each one, and what could be done to improve them.

Learners to carry out research in pairs to contact and speak to different workplaces and employees to identify all of the information that they gather, use and share within their job role. Learners should then share their findings and separate them into key groupings of types of information: written, digital, numerical, confidential.

**Suggested time:** about 2 hours

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**Activities: Software applications**

Tutor-led activity to explore the meaning of the terms software and applications. Learners to contribute to discussion and share examples of software and applications that they are familiar with and have engaged with.

Learners should then review the list of applications and software generated through discussion and highlight those that may be used within a workplace to help gather, create and/or share information.

Tutor to then engage learners in discussion about general software applications that are used across different organisations, word processing, presentation software, spreadsheets, Microsoft applications, Google applications, Apple applications, etc.

Learners will then work in three groups to research one of the generic applications: word processing, presentation software or spreadsheets. Learners will identify different applications that can be used to fulfil each function and share the strengths and weaknesses of each. Learners will then present their findings to the group in short presentations.

Learners could then be split into three groups and rotate around a series of work-based tasks that require them to use each of the functions of generic software applications on different platforms (Google, Microsoft, etc.). Learners could peer review the work completed and share their experiences of completing the tasks.

Learners to work in pairs to identify the advantages and disadvantages of each of the software applications used within the activities. Learners should also consider how each of them can be used within the workplace and how they could benefit and enhance working processes.

**Suggested time:** about 6 hours

**Activities: Work-based software applications**

Tutor to explain to learners that different software applications can be used within workplaces to target and support specific workplace activities. Learners to discuss their experiences of software applications and share examples, such as the application used to book, the software used to pay, calendar systems.

Guest speakers from different sectors and workplaces could be invited to speak to learners about the software applications that they use within their own workplace and the purpose of these applications. For example, the hospitality sector could discuss booking systems and food ordering applications, the healthcare sector could discuss monitoring systems, HR could discuss staff management systems and logistics/retail could talk about stock control or POS systems.

Learners work in small groups to explore a selected workplace and the software applications that they might use to enhance the organisation. Learners to list software applications and then outline the importance of these within the workplace.

**Suggested time:** about 3 hours

**Activities: Collecting and using data in the workplace**

Tutor to introduce learners to the concept of collecting and handling data within a workplace environment and within different job roles. Learners to work in pairs to identify different types of data to create a word-wall.

Learners to each select a given workplace and work in pairs to identify all of the data that they might collect and use within the sector. Learners should then share their suggestions and identify common types of information and data that workplaces collect and use.

Tutor to explain the importance of the data protection act and how this secures some data due to its sensitivity. Learners should then identify which data is sensitive and should be stored securely and be able to discuss what can and cannot be done with that data.

Tutor to demonstrate the use of online software to collect data. The tutor may share an example of a questionnaire or survey for learners to complete as a way of demonstrating its use and functionality. Learners could then develop their own online survey or questionnaire reflecting on the information that they can gather and store without breaching the data protection act.

Tutor to demonstrate how to use spreadsheet software to record and manipulate data to suit a given purpose or meet a specific need. Tutor to deliver a workshop on using graphs, diagrams and charts, and to demonstrate how to transfer data from one software application to another.

Learners to engage in a paired activity. Learners will create a digital survey using online software to gather information and data from a range of people. Learners will then use software to record their data, manipulate it and then present their findings in graphical or diagrammatic form. Learners will then present their work to the group for peer-to-peer feedback.

**Suggested time:** about 5 hours

**Activities: Using software to present information**

Tutor to place flipcharts around the room with different types of information on each: written, financial, numerical, statistical, confidential. Learners to rotate around the flipcharts and make their own suggestions as to how this information could be presented for internal and external stakeholders.

Learners work in groups to explore different workplace documents to identify strengths and weaknesses in the way that information is presented. Learners could consider college prospectuses, brochures, leaflets, websites, letters and share their views. Learners could then identify ways that the presentation could be improved and enhanced.

An administrator or similar guest speaker could provide learners with an overview of the different types of documents that they create and how they ensure effective presentation of information. Learners could then present sample work and seek feedback.

Learners to then work in pairs to select a specific format for presentation (letter, email, presentation, poster, report) and create a how-to guide for best practice which highlights the key points of each format and the way it should be approached. Learners could also explore different templates and share these when presenting their how-to guide.

**Suggested time:** about 4 hours

**Activities: Sharing information**

Tutor to introduce learners to the idea of information sharing and working collaboratively within a workplace. Learners to research different file sharing software and applications that could be used within the workplace to share information internally and externally and share their findings.

Tutor to split the learners into small groups and provide them with a method of sharing information for them to research. Learners should discuss whether the method is suited to internal or external sharing and discuss the advantages and disadvantages before sharing with the rest of the group.

Tutor to ask learners to think about what information should and should not be shared due to data protection and confidentiality. Learners should create a list of the different information they can and cannot share, internally and externally to the organisation. Learners to then share their justifications.

Finally, learners could work in pairs to share and receive information using different platforms and software and then collaborate on different documents and tasks using online filesharing platforms.

**Suggested time:** about 3 hours

**Activity: Work-based scenarios**

Learners will work in small groups to summarise learning by completing a series of work-based scenarios using a variety of different software applications. Learners should be encouraged to use multiple applications within each activity in order to assess learning and understanding.

Example scenarios include.

- You have been provided with a range of data that needs to be formatted and then shared with other colleagues.
- You have been asked to create a presentation and speaker notes for an upcoming meeting.
- You have been tasked with researching and planning a weekend break for a client and need to produce a cost sheet and information pack.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to explore different software applications used in the workplace and use these to record, format and present information appropriately.

You will need to research the different software applications used in different workplaces and sectors. Using your research, you will then create a reference sheet for employees that describes a range of software applications that might be used in the workplace providing their purpose, use and benefits.

You will then be given a work-place scenario to review. Using the scenario, you will demonstrate your ability to use work-based software applications to record and format a range of information and use this to present information to a select audience.

## Retake

The learner could explore different software applications or workplaces and could be provided with an alternative work-place scenario.

# Unit 12: Supporting Health and Safety at Work

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

The aim of this unit is for learners to know how to assess their own work area to ensure it is safe and who has responsibility for their safety in the workplace.

## Unit introduction

Knowing how to stay safe in the work environment is important not only for your own safety but also for other workers.

In this unit you will have the opportunity to practise safe procedures for different work environments. You will identify potential risks and hazards of a chosen work area, who may be harmed, what is already in place to ensure the area is safe, what else needs to be done to make it safe and who is responsible for actioning it.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Explore workplace health and safety requirements<br><br>**B** Carry out a simple risk assessment | • Individual checklists or records of discussion between the learner or tutor, notes, audio or video evidence<br><br>• Completed risk assessment template<br><br>• Written, filmed or DVR (digital video recorder) evidence that shows learner understanding |

## Key teaching and learning areas

**Key teaching areas include:**

| Knowledge | Skills |
|---|---|
| • Employee and employer responsibilities<br><br>• Risks and hazards in the workplace<br><br>• Sources of information and support<br><br>• Reporting and recording workplace accidents<br><br>• Emergency procedures | • Problem solving<br><br>• Completing risk assessments<br><br>• Taking action to minimise risk and hazards<br><br>• Communication |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Work and communicate effectively with others
- Work independently when identifying potential risks and hazards in their work area
- Understand their role and that of their employer to ensure a safe working environment
- Understand safe practice, health and safety guidelines and PPE requirements in the working environment
- Demonstrate a professional attitude to work by following safe practices
- Be able to adapt safety needs according to the work environment

## Knowledge

### Employee and employer responsibilities

- Understanding the need to be safe at work
- Own responsibilities for keeping safe and others safe in the workplace, e.g. completing tasks safely, keep others safe, follow instructions, reporting procedures, know own limitations
- Recognise the employee responsibilities, e.g. take care of their own health and safety, complete health and safety training for work areas and online safety, comply with health and safety policies and procedures, maintain own health to be able to work effectively
- Recognise the employer responsibilities, e.g. legal responsibility to carry out risk assessments, ensure emergency procedures in place, providing staff training on keeping safe, reporting injuries, diseases and dangerous occurrences (RIDDOR), training for manual handling, provision of PPE
- How to follow given health and safety processes and legislation

### Risks and hazards in the workplace

- Potential workplace hazards, e.g. condition of tools and equipment, storage of equipment, control of infectious diseases, working conditions, working with specialist equipment, working in different circumstances, e.g. at height, outdoors, with animals, falling and flying objects
- Potential workplace risks, e.g. damage to hearing and/or sight, burns, electrocution, broken bones, loss of life

## Sources of information and support

- How to find out about workplace health and safety requirements, e.g. staff handbook

- Sources of help and support for health and safety in the workplace, e.g. supervisor, health and safety officer, workplace documentation, signs, notice

- Sources of health and safety information, e.g. health and safety representative, colleagues with responsibility for health and safety, such as first aider, fire marshal, trade union, policies and procedures, internet and intranet

## Reporting and recording workplace accidents

- Reporting injuries, diseases and dangerous occurrences, e.g. work-related deaths and accidents, cases of industrial diseases, near-miss accidents, injuries to people not at work, such as a member of the public

## Emergency procedures

- Procedures for different types of emergencies, e.g. first responses, evacuation procedures, role of emergency personnel

# Skills

## Problem solving

- Identifying the problem and providing a solution, e.g. assessing a work area, identifying relevant information and suggesting ways to mitigate the problem

## Completing risk assessment

- Complete simple risk assessment templates

- Use risk rating to set the seriousness of hazards and risks

## Taking action to minimise risks and hazards

- Checking the working environment for potential risks and hazards

- Reporting and recording problems and issues, suggesting ways to solve the risks/hazards or reduce their threat

## Communication

- Using different methods of communication skills, e.g. written, presents information in an accessible way

## Assessment Criteria

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|---|
| **Learning aim A: Explore workplace health and safety requirements** |
| Evidence must include: |
| A description of the actions an employer will take, in a given workplace or scenario, to ensure the safety of their employees. Evidence must also include descriptions of the responsibilities the learner would have, as an employee, for the health and safety of themselves and their colleagues in the workplace. |

| |
|---|
| **A.P1** Describe actions an employer must take to ensure their employees are safe at work |
| **A.P2** Describe own responsibilities for health and safety at work |

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|---|
| **Guidance for assessors** |
| **For A.P1** Learners must describe the various ways in which employers ensure their workers are safe in a given workplace, including relevant legislation, policies and procedures |
| **For A.P2** Learners should describe health and safety related responsibilities they would have as an employee, in the chosen workplace. They must also describe steps they would follow and/or action they would take to ensure these responsibilities are fulfilled |

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| **Learning aim B: Carry out a simple risk assessment** |
| Evidence must include: |
| Completion of a simple risk assessment template, identifying risks and hazards specific to the selected working area and/or work-based task being assessed. Evidence should also include the steps that should be taken to reduce or remove identified risks and/or hazards. |

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|---|
| **B.P3** Complete a simple risk assessment to identify risks and hazards in the workplace |
| **B.P4** Outline steps to take to optimise safety in the workplace |

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| **Guidance for assessors** |
| **For B.P3** Learners will complete a risk assessment template, provided by the teacher/tutor, that enables them to identify risks and/or hazards presented by a specific workplace or work-based task. Learners should share their findings with others, describing how they reached their conclusions |
| **For B.P4** Learners will provide an outline of an appropriate way to reduce each identified risk and hazard, including who to seek advice from if a risk or hazard is outside of their control |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

Tutors introduce the title of the unit and its aim. Learners should be encouraged to consider what they think the unit is about and why they think health and safety is an important part of their preparation for work.

Learners discuss recent high-profile cases where the health and safety of employees has been put at risk. The discussion focuses on why they think it has happened and how it could have been prevented.

Learners will consider the assessment for the unit and discuss how they will gather evidence that will help them be successful in achieving the unit.

**Suggested time:** about 2 hours

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**Activities: Employee responsibilities**

Tutor to introduce learners to the topic and explain that within different workplaces there are different expectations of employees in relation to health and safety.

Learners could then thought shower as a group to identify the different responsibilities that they may have within all workplaces, such as wearing and using PPE, reporting accidents and hazards, following procedures. Using the suggestions, the tutor will devise a table for learners to use in future activities.

Learners to be provided with a selected workplace and work in pairs to carry out web-based research to identify their responsibilities in their selected environment, completing the table devised in the previous task. Learners will then present their findings in a format of their choice and discuss them with the group.

Guest speaker to be invited to talk about employee responsibilities in the workplace related to health and safety. They provide an overview of relevant legislation and regulations that they must adhere to.

Following the talk, learners present a visual summary of the information that they gather. They create a chart showing key employee responsibilities. Where possible, their presentations to be displayed in the learning area for reference throughout the unit. Alternatively, learners create a handout that is distributed to the class.

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Learners should consider the consequences of employees not adhering to health and safety legislation and not fulfilling their responsibilities. Tutors may devise worksheets for learners to complete that help them to identify potential consequences, e.g. arrives late at work and misses the health and safety briefing, forgets to sign in on a morning, decides not to wear the correct eye safety goggles.

**Suggested time:** about 3 hours

**Activities: Employer responsibilities**

Tutor to recap on the employee responsibilities covered in the previous session before discussing the responsibilities of the employer and actions that they must fulfil in line with the law. Learners to share their own ideas and suggestions using Post-it notes.

Learners watch YouTube clips relating to the employer responsibilities. After they have watched the clip, learners suggest different responsibilities mentioned and what the employer could do to fulfil these.

Employers to be invited to talk about the responsibilities they have related to health and safety and how they carry these out. They provide an overview of relevant legislation and regulations that they must adhere to.

Following the talk, learners present a visual summary of the information that they gather. They create a chart showing key employer responsibilities. Where possible, their presentations to be displayed in the learning area for reference throughout the unit. Alternatively, learners create a handout that is distributed to the class.

Learners should consider the consequences of an employer not adhering to health and safety legislation and the impact that this may have. Learners to discuss their thoughts and share examples.

**Suggested time:** about 3 hours

**Activities: Sources of health and safety information**

Learners will each select a job card from the tutor and then join with other learners to form small groups. Learners will then consider the job cards that they have selected and discuss where in each job they would find suitable information about health and safety. Learners to present their findings to the group.

Learners could then work in pairs to carry out research into sources of help and information relating to health and safety to produce a prompt sheet for future reference.

**Suggested time:** about 1 hour

**Activities: Risks and hazards**

Learners to create a word-wall of terms and words that they would associate with risks and hazards.

Tutor to provide a definition of 'risk' and 'hazard' and provide learners with a range of examples before encouraging them to come up with their own ideas and suggestions of possible risks and hazards.

Working in small groups, learners could begin by listing health and safety issues in their own class. Learners could use the information from their own lists to show the risks and hazards and be encouraged to identify additional risks and hazards that are not so obvious.

Tutors show videos and photographs of different work environments. Learners could discuss and debate the hazards and risks that a worker may experience. Learners consider who may be harmed and whose responsibility it is to resolve the issue. The discussion continues focusing on whether PPE should be worn. Finally, learners could assess what to do if an emergency occurred.

Returning to their own workplace, learners could be given three different coloured stickers: red – serious risk, amber – medium risk, green – low risk. Learners could review their own working environment and place stickers on any serious, medium or low risks that they identify. Tutor to encourage the learners as a group to visually assess the room after the activity and discuss how safe they feel the room is.

Where possible, learners visit different workplace environments and carry out simple risk assessments. Examples include different types of shops, hair and beauty salons, rural settings, construction areas, leisure centres. Learners develop their own risk and hazard checklists before visiting and then amend them following the visit. They present their findings to the class.

**Suggested time:** about 4 hours

**Activities: Personal protective equipment (PPE)**

As a group, learners discuss the purpose of PPE, when it is needed and its limitations.

Working in small groups, learners can identify PPE for a chosen work environment. Each group takes a different sector and shares their findings with the rest of the group to identify similarities and differences.

Tutor to explain that although some sectors have similar PPE the quality or standards of the PPE may be different. Tutor to use examples, such as masks, gloves, eye protection and the differing standards between health sector and horticulture.

In small groups, learners to then create a life size body map. For each part of the body, the learners should suggest PPE that could be used. Learners should consider head, face and eyes, ears, hands, body and feet. Each group can then present their suggestions to the wider group and add to it following discussions. Tutors to explain that employers should provide training on how to use PPE.

Learners to be provided with a range of PPE, including, where possible, different examples of the same type of PPE, for example gloves and masks. Learners to be provided with a job title/sector and work as a small group to put PPE on one of the learners to demonstrate what they feel is required. Learners to discuss their ideas.

YouTube videos to be used to demonstrate PPE in the workplace and correct use/wearing of PPE.

**Suggested time:** about 3 hours

**Activities: Reporting injuries, diseases and dangerous occurrences (RIDDOR)**

Learners do not need a detailed knowledge of RIDDOR, but it is helpful for them to know the key areas that it covers.

As a class, learners participate in a thought shower identifying different types of health and safety issues that should be reported. The tutor could provide a handout to reference summarising the information.

Working in small groups, learners can discuss why it is important to record health and safety information. Responses can then be collated as a class.

The tutor will provide a range of work-related scenarios and ask the learners if they need to be reported or not. Tutors should emphasise that learners must always seek guidance from more experienced people when in a work environment.

Where possible, learners can be shown different types of recording methods including accident books.

**Suggested time:** about 3 hours

**Activities: Hazardous substances, fire and electricity**

Leaners complete an interactive quiz showing different signs for hazardous substances, fire and electricity. They identify the meaning of signs shown and explain their meaning.

Learners carry out a walk around of their workplace to identify different signs that are visible and discuss why they are used and why they are located in specific areas.

Learners work in small groups to identify hazardous substances that may be used in different work settings. Each group works on one sector and then present their information to the group. Sectors could include hospitality, horticulture, motor engineering, public services.

Learners can research the different types of fire and fire extinguisher and, if possible, identify the location of different extinguishers and fire escapes within their workplace.

Representatives from the fire service could be invited to explain the different types of fire extinguishers and their uses and, where possible, demonstrate or show videos of extinguishers being used.

Learners create a checklist that identifies potential risks and hazards when using electricity, e.g. state of cord, plug, switch, adaptor, build-up of dust.

**Suggested time:** about 3 hours

**Activities: Procedures for different types of emergencies**

Learners should know how to deal with different types of emergencies. Tutor to introduce the topic and engage learners in a group discussion to identify different emergencies that may arise within a workplace.

Tutors may use YouTube or news clips as a starting point for discussion on how to deal with different types of emergencies.

Learners take part in different types of role plays that allow them to demonstrate what they need to do during an emergency. For example, if the fire alarm sounds while they are working with machinery, someone sustains an injury outdoors in poor weather.

**Suggested time:** about 2 hours

**Activities: Risk assessments**

Tutors begin the session by reiterating the purpose of carrying out risk assessments. Learners should discuss their experience of reading and producing risk assessments and consider where they have seen/used these before.

Tutors provide information on the purpose of risk assessments at work and what they include. Time should be spent working as a group completing different types of risk assessment templates and discussing the pros and cons of each one.

Learners should then research the key elements of risk assessments and what they mean. Learners can be directed to the HSE website for exemplar risk assessments and associated documentation. Learners should produce a definition sheet to show each element of a risk assessment with its definition for their own reference.

Learners are not expected to carry out detailed risk assessments, but they can complete simple checklists before, during and after participating in tasks.

Learners begin by carrying out a risk assessment of their own learning environment identifying potential risks and hazards, identify who may be harmed and how, note what is already in place to make the area safe, identify what else needs to be done to make it safe and identify who is responsible for taking action. Learners should then review each other's risk assessments and provide feedback.

Working as a group, learners could discuss their responsibilities for health and safety whilst knowing their limitations. Tutors provide different scenarios where learners need to identify if they can take action, what that action might be and/or if they need to share their concerns with an appropriate colleague.

Learners participate in a range of work-related tasks. Before starting they should carry out a simple risk assessment using a tutor-devised and/or published health and safety checklist. Learners should be encouraged to carry out simple risk assessments and take action if appropriate. This activity should be repeated throughout the unit. Learners should also be encouraged to use it when working on other practical units to gain wider experience.

**Suggested time:** about 4 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to explore health and safety requirements within the workplace and use your knowledge and understanding to complete a risk assessment for a given workplace.

You will research the responsibilities of both employers and employees in relation to health and safety within the workplace. Using your research, you will need to create a workplace fact sheet describing the actions employers must take to keep staff safe at work and the responsibilities of the employees.

You will then be provided with a workplace information pack to review. Using the information pack, you need to complete a simple risk assessment identifying the hazards and risks in the workplace before outlining steps that can be taken to improve safety.

## Retake

The learner could research specific workplace responsibilities and can be provided with an alternative workplace to risk assess.

## Unit 13: Contributing to Teamworking in the Workplace

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 35

## Unit in brief

The aim of this unit is for learners to understand the skills, knowledge and behaviours that are needed to work effectively in a situation requiring teamwork. Learners will explore ways they can contribute to teamwork by using their own strengths, knowledge and experience.

## Unit introduction

Many work situations require people with different skills and knowledge to work together as a team to achieve tasks and goals. It is important to understand how you can work with others positively and productively to meet organisational requirements in different team situations.

In this unit you will work in a team to complete a group task. You will need to understand how to interact appropriately with others to ensure everyone's contributions including your own help to ensure tasks are completed to meet requirements.

At the end of the task, you will review your own performance.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Understand successful teamworking<br><br>**B** Participate in a teamworking task | • An observation record confirming performance in a teamworking activity<br><br>• A personal review of own performance in a teamworking task |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Purpose and benefits of teamworking in the workplace<br><br>• Understand skills and behaviours needed for effective teamwork<br><br>• Understand key roles within a team<br><br>• Barriers to teamworking and how they can be managed | • Teamwork<br><br>• Planning<br><br>• Appropriate interpersonal skills when working with others<br><br>• Reflect on own and team performance |

## Unit content

### Approach (how the learner should approach this unit)

**Learners will need to:**

- Recognise their own skills and behaviours and know how these can contribute to teamworking

- Work effectively with others to achieve tasks and goals and complete a team activity

- Communicate effectively with others to share ideas and suggestions

- Take personal responsibility for own skills and behaviours

- Respond positively to challenges and difficulties, showing empathy and understanding for others

- Be able to reflect on their learning experience for future teamworking situations

### Knowledge

### Purpose and benefits of teamworking in the workplace

- Purpose of teamworking, e.g. generate new ideas, solve problems, build morale, complete tasks more efficiently, resolve challenges

- Benefits of teamworking on employees, e.g. better working relationships, shared responsibility, provides support to people, helps people learn to develop skills and behaviours

- How teamworking can be used to achieve success in work-related situations

- What factors contribute to the success of work-related activities and team tasks

Understand skills and behaviours needed for effective teamwork

- Key skills needed for effective teamworking, e.g. listening, communicating, problem solving, compromising, decision making

- Key behaviours needed for effective teamworking, e.g. trust, accountability, commitment, positivity, creativity, innovation

- Why teamworking skills and behaviours are important, e.g. help people collaborate, make people feel valued, improve engagement, support more creative outcomes, lead to success

- Own skills and preferred roles within a team, e.g. matching skills to team roles

- Why it is important to evaluate own and team performance

- How to evaluate own and team performance

**Understand key roles within a team**

- Different roles and responsibilities within the team, e.g. leader, timekeeper, someone responsible for resources, note taker
- Models and strategies for effective teamwork and team roles: shaper, implementer, completer, coordinator, team worker, investigator, plant, evaluator, specialist

**Barriers to teamworking and how they can be managed**

- Barriers to teamworking and how they can be managed, e.g. dealing with difficult team members, working to deadlines, solving conflict and disagreements
- Knowing the impact of not completing the task
- How areas in need of development can be improved

Skills

**Teamwork**

- Take part in a teamworking activity
- Undertaking different roles within a team
- Use skills and behaviours to support teamworking

**Planning**

- Plan your role and how you will work with others in a teamworking activity
- Plan the team approach to teamworking tasks and steps required to succeed

**Appropriate interpersonal skills when working on a team task**

- Use appropriate communication to interact with other team members, share ideas and give feedback
- Use appropriate behaviours that demonstrate positivity, commitment and accountability

**Reflect on own and team performance**

- Reflect on own performance and how it contributes towards team performance

## Assessment Criteria

**Learning aim A: Understand successful teamworking**

Evidence must include:

Explanations as to why effective teamworking is important in a range of different work-based scenarios or environments, and the skills and behaviours necessary for effective teamworking, including how and why each is necessary.

**A.P1** Explain why teamworking is important in a range of work-based scenarios

**A.P2** Summarise the key skills and behaviours effective team members need

**Guidance for assessors**

**For A.P1** Learners will explain the importance of being able to work successfully as part of a team in a range of different work-based scenarios or environments

**For A.P2** Learners will summarise the key skills and behaviours that they feel are necessary for successful teamworking in a work-based scenario or environment, including what each may 'look like' and how and why each may influence the effectiveness of the team

**Learning aim B: Participate in a teamworking task**

Evidence must include:

Participation in a work-based team task, showing appropriate skills and behaviours to enable effective teamworking and positive progress towards the final task outcome. Evidence must also include a personal reflection on the skills and behaviours they used during the task

**B.P3** Take an active part in a goal-orientated team task, using appropriate skills and behaviours

**B.P4** Reflect on own performance in a team task

**Guidance for assessors**

**For B.P3** Learners will take an active part in a work-based team task, working towards the achievement of a final goal. Learners will show that they can display and/or use appropriate skills and behaviours to work successfully with other team members and contribute towards the final aim of the task

**For B.P4** Learners will reflect on their own performance in the team task, focusing on the skills and behaviours they showed/used to successfully interact with others and work towards the final aim of the task. Learners may use any/all self-review, peer review, teacher/tutor review to reflect on their own performance

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners to work in small groups to identify as many different teams that they can think of using their own experiences as a starting point. Learners to feed back to the group to create a class list of different teams.

Tutor to provide the learners with examples of teams from around the world, some should be recognisable teams, others should require learners to research. Learners should then research and discuss what makes the team successful, what roles people play and what they feel are the strengths of the team.

**Suggested time:** about 2 hours

**Activities: The importance of teamworking**

Tutor to open the session by asking learners to consider the different situations in both work and personal life where teamworking would be beneficial. Learners should work in small groups or pairs to create a list of different situations and share these with the group with their reasons.

Learners to each consider in small groups the advantages and disadvantages of working in a team based on their own experiences. Learners should rank their advantages and disadvantages into most important to least important and share their views with the group.

Learners could then devise a questionnaire to gather feedback of others on the advantages and disadvantages of working in a team. Learners should reflect on their findings and highlight the most common advantages and disadvantages stated. Learners to discuss the outcomes as a group.

Learners could then be split up into two groups, one to focus on teamworking and one to focus on working alone. Learners could rotate around a series of flipcharts demonstrating work-related tasks. Learners to discuss and note down positives of working either in a team or alone. Learners will then compare the outcomes across tasks in discussion.

**Suggested time:** about 3 hours

**Activities: Success and failure of teams**

Learners to be asked to identify the skills and behaviours that make a successful team. Learners should work together to create two lists of skills and behaviours and share these in discussion.

Learners to then work in pairs to create the ideal team worker. Learners should make a list of the skills and behaviours that they would want from a member of their team and present this to another pair in the class. Learners to then review another pair's list and identify which they possess and which they would need to improve on. Learners should be encouraged to discuss their choices and selections.

Learners to then work in small groups to identify a list of ten reasons that they feel teams can fail. Learners should think about their own experiences, barriers that teams could face and external challenges that could impact on their success.

Learners watch videos or extracts from TV programmes that involve teamworking where the teams are completing a task. They are asked to make notes on why the teams were successful or not identifying skills, behaviours and barriers.

Learners to finally work in small groups to identify the group's skills, behaviours and potential barriers to success. Learners should then identify ways of overcoming the barriers identified and share these in discussion. Learners could make a list of barriers and ways of overcoming these as a reference point for future learning.

**Suggested time:** about 4 hours

**Activities: Skills and behaviours needed for teamwork**

The tutor explains part of working in a team is to use the different strengths of each person, giving examples.

Learners are asked what skills are important when working in a team; discussions should include communication skills, understanding, interpersonal skills, planning. Learners to create a word-wall of the different skills needed for teamwork and put stars next to those which they think are vital.

Learners are asked what behaviours are important when working in a team; discussions should include listening and respecting others' point of view, consulting with others. Learners to create a word-wall of the different behaviours needed for teamwork and put stars next to those which they think are vital.

Two short videos are shown – one where a task has been completed well by a team and one where a task has not been completed well. The learners discuss the differences in each and why one team achieved and the other did not.

Learners should be encouraged to identify the strengths and experiences they have that will help them in a team, thinking about team situations they have been in and how they have helped in team achievements. They should then be asked to identify each other's strengths. Learners display these strengths for later activities.

Learners could complete online questionnaires and assessments to identify their relevant skills and behaviours and use these to create a personal skills and behaviours profile. Learners could also gather feedback from their peers, family and tutor to help them create a detailed profile which should be displayed in the classroom.

Learners to then be provided with a range of different work-related tasks and activities. Learners to consider each task and then identify which members of the group they feel would be best to form a team and why. Learners should be encouraged to link this to the skills and behaviours that they possess.

**Suggested time:** about 4 hours

**Activities: Understanding roles and responsibilities**

Learners to be asked to identify some of the key roles within a team based on their experiences and understanding. Learners could identify roles that they have undertaken within a team and consider different teams and different titles of roles within teams.

Learners should be asked about the role of the leader in a team, they refer to the video they watched previously or watch it again and discuss the role of the leader and the skills and actions observed. They summarise what they would expect a leader to do in a team task.

Tutor to introduce learners to Belbin's team roles, providing an overview of each role, its purpose and its barriers/challenges. Learners could then each select a role at random and research the role to create a one-page profile of their chosen Belbin role. These could be displayed in the classroom for reference.

Learners could collectively review the skills and behaviours identified as positives within each one-page profile and create a detailed list of skills and behaviours needed for success.

Learners could create checklists of the skills and behaviours for each role and then interview a range of people to identify what the most common roles are within groups of people. Learners could present their findings in a format of their choice.

Using online questionnaire, learners could identify and gather results about their own skills and qualities in relation to Belbin's team roles to highlight which roles suite them most. Learners should then work as a whole group to create the 'perfect' Belbin team based on the nine roles.

**Suggested time:** about 4 hours

**Activities: Code of conduct/setting team ground rules**

The tutor explains to the group that one of the ways of overcoming barriers and reducing problems in teams is to create a code of conduct.

Learners discuss the advantages of having a code of conduct and the types of areas that should be detailed including consultation with others, listening to and valuing others' views and opinions, gaining agreement and consensus, following agreed pathways.

Learners should research different codes of conduct for teamworking using online platforms, face-to-face research with employers, workplaces and other professionals and other students. Learners should identify similar and consistent rules as well as those that are specific to a given workplace.

Tutor to ask learners to consider what the consequences are of not having a code of conduct and team ground rules. Learners to reflect on their opinions and apply them to given workplace scenarios to identify the potential outcomes without rules and codes of conduct. Learners should be encouraged to discuss how they would deal with someone who was not following the code of conduct.

Learners should then work in in teams to negotiate and agree ways of working and draft a code of conduct and ground rules to follow when completing team tasks. Learners should display their agreed code of conduct in the classroom.

Learners asked to produce a code of conduct that they use for the final assessment.

**Suggested time:** about 4 hours

**Activities: Teamwork preparation**

The learners should be asked what they should do to prepare for conducting a task that requires teamwork including looking at the requirements, thinking about strengths and weakness of the team allocating roles. The tutor to provide learners with a tutor-devised task planning worksheet for them to complete throughout the activity.

Learners to be given a sample team task and asked to review it individually, making notes on the key information and the requirements of the activity.

Learners will then work in small groups to share their points and create a flipchart of the skills and behaviours that are needed to complete the activity before sharing these with the wider group and explaining their thoughts.

Learners should then identify in their small groups what type of roles may be needed (an example task could be given), discussions include leader, note taker, someone to check on timing, someone to find resources/materials. Learners could link these to Belbin's roles where appropriate.

Learners could then review all the individual class profiles in order to identify which people they would select to be part of the team that completes the task and why.

Tutor to use this opportunity to ask learners about the benefits of selecting a team rather than being given a team.

Learners should then be asked to record what things need to be thought about when allocating roles: is the person suitable, do they want to do it (gaining agreement).

Finally, learners should present their planning worksheet to the rest of the group, explaining why they made the choices they did and how they think their choices would make the team perform successfully and achieve their goals.

**Suggested time:** about 4 hours

**Activities: Barriers to teamworking**

Tutor to ask learners to discuss the barriers to teamworking considering their own experiences and challenges reviewed within previous sessions. Learners to create a group mind map of potential barriers. Learners should be encouraged to consider different sectors of work and the barriers that could arise specifically in one sector.

Video clips from YouTube could be used to showcase barriers and breakdowns in teamworking. Learners could reflect on the video clips and add further suggestions to their mind map.

Guest speaker to be invited to speak to learners about dealing with conflict and challenge within teams and how to overcome barriers in teamworking. Learners could prepare situations and scenarios to pose to the guest speaker to explore how they would deal with such challenges.

Finally, learners could each consider a single barrier to teamwork and identify ways of overcoming the barrier and managing the outcome successfully. Learners to share their ideas with the group.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

### Task

Your task is to explore what it takes to be successful when working in a team and demonstrate your understanding by participating in a teamworking task.

You will need to review a range of different work-based scenarios that will be given to you and your team. You will need to explain why teamworking is important in each of the scenarios and summarise the skills and behaviours that would be necessary in each scenario. You should present your findings in a format of your choice.

You will then be provided with a work-related team task which you will complete with a team of your choice. You should take an active role in the task and demonstrate appropriate skills and behaviours to help your team successfully complete the task.

Following your team task, you will need to reflect on your own performance and review what went well, what could have been improved and how well you demonstrated your skills and behaviours.

### Retake

The learner could engage with different work-based scenarios and undertake an alternative goal-orientated team task.

# Unit 14:             Meeting Customer Needs

| | |
|---|---|
| **Level:** | **1** |
| **Guided learning hours:** | **35** |
| **Total unit time:** | **37** |

## Unit in brief

The aim of this unit is for learners to understand customer needs and expectations and explore ways of meeting customer needs.

## Unit introduction

Employers require employees to deal effectively with both internal and external customers and it is important to develop customer service skills to help build positive relationships in the workplace.

This unit will help you to explore the different needs and expectations customers may have. You will find out about how to meet customer expectations positively, including using the right words, tone and body language. You will explore and discuss how to deal professionally with customer service issues including seeking support.

In this unit you will identify customer needs and expectations and provide information on how you can respond to them appropriately.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Appreciate customer needs and expectations<br><br>**B** Meet customer needs and expectations | • A report of customers' needs and expectations in a suitable format<br>• Filmed or voice recorded exchange, written transcript of a role-play scenario or written notes of evidence that was seen and heard |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • How to identify and meet customer needs and expectations<br>• The benefits of providing good customer service<br>• How to deal with customer service issues | • Communication<br>• Appropriate interpersonal skills when working with customers<br>• Problem solving<br>• Using own initiative where necessary |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

* Work and communicate effectively with others

* Recognise the importance of positive and effective non-verbal communication, e.g. smiling

* Be considerate of others' feelings and viewpoints

* Demonstrate confidence in dealing with challenging situations and making the correct choices

## Knowledge

### How to identify and meet customer needs and expectations

* Definition of a customer, e.g. someone who requires goods or a service

* Types of customers, e.g. internal, external

* Dealing with customers, e.g. face to face, online, telephone

* Customer needs, e.g. information about products/services, support in selecting products, advice and guidance

* Customer expectations, including how an expectation differs from a need, e.g. friendly and approachable, knowledgeable, keen to help, empathetic

* Importance of being knowledgeable when dealing with customers

* How customer needs will differ in different work-based environments, scenarios and sectors

* How to identify customer needs, e.g. asking questions, listening

* Core customer service skills and behaviours, e.g. making eye contact, asking relevant questions, active listening, showing empathy

* How an organisation could meet customer needs, e.g. organisational policy, appropriate staffing

* How an employee can meet customer needs, e.g. being friendly, initiative, approachable, helpful, seeking solutions, being knowledgeable

**The benefits of providing good customer service**

- The benefits to the organisation, e.g. increased sales, reduction in complaints, customer loyalty, more effective workforce

- The benefits to employees, e.g. job satisfaction, increased motivation, better working environment, positive feedback, potential for rewards and recognition

- The benefits to customers, e.g. customer satisfaction, feeling valued and respected, more enjoyable experience

**How to deal with customer service issues**

- How to deal with customer service issues, e.g. apologies, offering help, escalation to senior staff

- Knowing limits of own role

- Importance of following organisational processes where relevant, e.g. complaints policy, lines of reporting

## Skills

**Communication**

- Demonstrating product knowledge and awareness

- Use techniques to read and identify customer needs and expectations

- Use patience and persuasion to support customers and provide excellent service

**Appropriate interpersonal skills when working with customers**

- Use appropriate communication to interact with other individuals, share ideas and give support

- Use appropriate behaviours that demonstrate positivity, commitment and accountability

**Problem solving**

- Identify the issue and suggest the solution, e.g. assessing customer needs, issues, complaints, identifying relevant information and suggesting ways to mitigate the problem

**Using own initiative where necessary**

- Make a decision on how to approach the customer issue

## Assessment Criteria

| |
|---|
| **Learning aim A: Appreciate customer needs and expectations** |
| Evidence must include: |
| A description of the typical needs and expectations of a customer in a given work environment and the personal skills, knowledge and behaviour that an employee would require to meet these needs and expectations. |
| **A.P1** Describe the needs and expectations that customers might have in a given workplace |
| **A.P2** Consider the skills, knowledge and behaviour that may be necessary to meet customer needs and expectations in a given workplace |
| **Guidance for assessors** |
| **For A.P1** Learners will describe likely customer needs and expectations in a given work-related scenario or workplace |
| **For A.P2** Learners will consider and outline the skills, knowledge and behaviour that they would need, as an employee in the given work-related scenario or workplace, to be able to meet customer needs and expectations |
| **Learning aim B: Meet customer needs and expectations** |
| Evidence must include: |
| A demonstration of the learner establishing what a customer's needs and expectations are and taking appropriate action to meet these needs and expectations. |
| **B.P3** Outline a customer's needs and expectations in a given work-based situation |
| **B.P4** Demonstrate the ability to meet a customer's needs and expectations in a given work-based situation |
| **Guidance for assessors** |
| **For B.P3** Learners should demonstrate that they can establish a customer's needs and expectations in a given work-based scenario or real-life work situation by asking appropriate questions and using active listening to seek out relevant answers |
| **For B.P4** In a role play, work-based scenario or real-life work situation, learners must demonstrate that they can meet an identified customer's needs and expectations. These should include expectations, such as a friendly demeanour and willingness to help, as well as a specific stated need, e.g. an answer to a question or advice on a specific product or topic. Learners should show that they can use some of their skills and knowledge, and appropriate behaviours, to benefit the situation |

# Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

**Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners should be asked about the definition of customer service and asked to give examples of what they consider to be good and bad customer service and their experiences.

Learners to create a word-wall of terms, words, themes and images that link to 'customer service'. Learners could add their own experiences of customer service, add pictures of themselves delivering customer service or add singular words.

Learners could then work in small groups to think about all the different places that they experience customer service and share these with the wider group.

Tutor to display a 'good vs bad' board and to explain to learners that every time throughout the unit that they experience good or bad customer service that they should add a Post-it note to identify where it was and say why it was good/bad. Learners should all add one Post-it note to the board to start.

**Suggested time:** about 3 hours

**Activities: What is customer service?**

Learners individually define customer service before sharing their ideas with others in a small group. Learners then work with others to agree a small group definition, before sharing with the whole group to agree one singular definition of customer service.

Learners could then ask a series of different people 'what does customer service mean to you?' Learners could use this information to add further points to their word-wall and to highlight similarities and differences in what people think and feel.

Learners to consider why customer service means different things to different people and share their ideas.

Learners will then work in pairs to create a set of 'job cards' showing different jobs or different actions in jobs where customer service may occur. Learners will then work with other pairs to separate their cards into different sectors of employment to identify where most customer service is provided. Learners should consider hospitality and events, sales and retail, health and social care, transport and logistics, public services, digital media and ICT, environment and agriculture, charity sector, leisure sport and tourism.

Tutor to use a series of video clips to show examples of customer service being provided. Learners to identify positive and negative aspects of each clip and record on Post-it notes to add to 'good vs bad' board.

Learners to then reflect on the statement 'Customer service is everywhere, in every job and in every sector'. Learners to share their ideas within a group debate. Learners to agree on a collective response to the statement.

**Suggested time:** about 4 hours

**Activities: Different types of customers**

Learners are introduced to the differences between internal and external customers, and they could discuss the importance of both.

Learners to work in groups to identify the internal and external customers of different well-known organisations. Learners should then present their ideas to the group.

Tutor to provide learners with an overview of the five different customer characteristics. Learners to then work in small groups to create an information sheet which can be displayed in the classroom based on one of the five characteristics. Learners should think about what that customer may want or expect and create a prompt sheet for future reference.

Learners should then share their experiences of being a customer and consider when they have met each of the five customer characteristics by giving examples, e.g. loyal because I shop at the same supermarket, needs-based when I am shopping for health products or clothes, wandering when I am out with friends browsing.

**Suggested time:** about 2 hours

**Activities: Customer needs and expectations**

Learners to be provided with a flipchart to thought shower customer needs. Learners should be encouraged to think about their own needs when they have accessed retail settings or restaurants. The tutor may give examples to support, e.g. need for information, need for guidance, product/service need. Learners to feed back.

Tutors explain the differences between needs and expectations using examples from learners' own experiences displayed on the word-wall and the previous activity. Learners should provide further examples and discuss their thoughts.

Learners to be asked to select a particular organisation or sector and detail what they think the customer expectations and needs would be for that organisation, they complete the activity in groups, examples could include:

- Transport company – operating on time, able to purchase tickets online, face to face, delay repay policy.

- Hairdresser/barber – flexible hours, use of certain products, experienced stylists, additional services, such as beauty therapies/beard trimming or styling.

- Department store – weekend, late night opening, offers, loyalty cards, refunds, returns, online purchasing.

Learners to be shown a series of well-known businesses and asked to share their expectations and needs of each. Businesses could include McDonalds, Under Armour, Nike, Apple, Ford, but should include a variety of qualities and levels of luxury/pricing.

Tutor to provide learners with an overview of how people form expectations through experience, listening to others and watching media. Learners to reflect on the 'good vs. bad' board that they have been adding to and discuss their expectations of some of the businesses based on what others have said. Tutor to ask learners to consider 'is the expectation accurate and fair when it is based on someone else's opinion not your own?'.

Learners should be asked to select an organisation and look at some online reviews for that organisation, looking at positive and negative feedback they could discuss the different feedback with the tutor emphasising that customers may be given the same experience but how they perceive it may be different as they will have different needs and expectations.

Learners to be put into groups to look at the benefits of providing good customer service and meeting the expectations of the customer. In three groups, learners to mind map the benefits to the customer, the customer service provider and the organisation. There should be a discussion of findings with the whole group.

**Suggested time:** about 6 hours

**Activities: First impressions**

Learners to discuss what makes a good first impression when they are customers, and what makes a bad first impression. Learners could work together to create a group poster.

Learners to be split into three groups and given a flipchart with either face to face, telephone or online. Learners should work in a group to identify the ways that first impressions can be positive when interacting with customers using their chosen method. Learners should then rotate around the methods to add their thoughts to all three before discussing as a group.

Tutor to provide learners with a series of work-based customer service scenarios. Learners should work in pairs to review the scenario and explain how they would respond and react to make a good first impression to the customer.

Learners could role play different behaviours, interactions and presentations to highlight good and bad first impressions based on their own experiences.

Learners could then create a checklist of actions that help to make the best first impression to customers. Learners could visit different customer service locations and complete their checklist. Learners could then share their findings and discuss why specific actions are not being used and why this could be. Learners also consider if first impressions and staff behaviours are different or similar across settings.

Finally, learners could create simple flowcharts in pairs to show the process that they would take when first interacting with customers in different formats. Learners could share their flowcharts for face to face, telephone and online and compare these with others in the group.

**Suggested time:** about 3 hours

**Activities: Body language**

Learners to start the session by watching a couple of customer service scenarios – one positive and one negative – without sound and ask to comment on the body language and to determine if the customer was happy, being helped and if the customer service operative was helpful, engaging with the customer. They discuss this and then watch again with the sound on.

The tutor explains that body language can be as important as words in customer service interactions.

The learners work in small groups to discuss facial expressions and ask learners to identify positive facial expressions. Learners can then be asked about positive and open body language.

Learners should be introduced to active listening linking this to body language including nodding the head and maintaining eye contact.

Learners practise using positive and negative body language with each other and feed back their findings to the group.

**Suggested time:** about 2 hours

**Activities: Tone and choice of words**

Learners are introduced to how tone of voice is important when dealing with customers: how we say things and the way they are said. It should be explained to the learners that this is particularly important on the telephone as the customer will not see facial expressions or other body language.

Learners asked what they think tone is and the effect it has on the words. They could watch a short video on tone and discuss.

The tutor discusses how words used are also important in interactions to maintain a professional image; learners should be asked the types of phrases customers want to hear, including greetings, during interactions and completing the interactions.

Learners given a series of responses to customers and asked to rephrase them to give a more positive message, examples might be 'the manager is out so I will have to deal with your issue', 'we don't issue refunds,' 'you should have returned the item within 28 days, the policy is on your receipt'.

**Suggested time:** about 2 hours

**Activities: Win-win**

The tutor explains that when dealing with customer service issues it is important to aim for a win-win situation so that both parties are satisfied, which might involve negotiation.

Learners to discuss in small groups how they could ensure a win-win situation and what skills they may need to use to achieve this outcome, e.g. listening, empathy, problem solving, negotiation, persuasion.

Learners to be asked to identify situations and share where they have experienced win-win and share these with the group. Learners could then question each other on what skills and approaches the customer service agent used to achieve win-win.

Tutor to provide learners with flipchart identifying the organisation, the employees or the customers. Learners to work in three groups to rotate around the flipcharts and identify different benefits of providing good customer service and achieving the win-win to the identified group.

Learners to work in small groups to discuss the possible consequences and impacts of not achieving win-win. Learners should consider times when they have felt that they have lost as the customer and what impact this has had. Learners to share their points in discussion.

**Suggested time:** about 2 hours

**Activities: Dealing with queries and problems**

The tutor introduces the learners to the problem-solving process in customer service, e.g. identifying the problem by liaising with the customer, establishing the customers' needs, looking at possible solutions within the limits of own authority and organisational procedures and determining suitable solutions.

Learners are asked what type of queries they might deal with when dealing with customers. It should be explained to them that in any role it is important to develop knowledge about their organisation so they can answer queries but that there will also be support in terms of procedures and other members of staff that they can escalate queries and problems to.

YouTube videos can be used to showcase challenging customers in different workplaces. Learners could reflect on the videos and discuss their thoughts on how the situation could be de-escalated or resolved by the staff member.

Learners should then reflect on when they feel they would need to pass on challenging customers, complaints or queries to other members of staff and justify their reasons in small group discussion.

Guest speakers could be invited to discuss their own experiences of dealing with challenging customers, complaints and queries and to share their top tips on resolving issues within customer service.

Learners are given some scenarios detailing customer problems and queries which could be face to face, online or on the telephone, and asked to identify suitable responses and discuss the reasons why the responses are appropriate in each situation. The points discussed should include limits of authority, escalation, following organisation policies and procedures but also being flexible in approaches.

Learners will review their 'good vs bad' board and discuss what it has demonstrated, e.g. there are more good than bad, there are more bad than good. Learners could then review the bad experiences and discuss in pairs how they could overcome these and turn the situation around for customers.

**Suggested time:** about 4 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

### Task

Your task is to explore the needs and expectations of different customers within a range of work-based scenarios and then demonstrate your skills in communicating with customers to meet their needs.

You will be provided with examples of different scenarios that involve customers. You will need to review the scenarios and explain the needs of the customers, their expectations and the skills, knowledge and behaviours required to meet or exceed these.

You will then need to demonstrate how you would anticipate, establish and meet customer needs and expectations in a role-play activity.

### Retake

The learner could explore different work-based scenarios to identify needs and expectations, and role play alternative customer-facing situations to demonstrate skills.

## Unit 15:    Responding to Work-related Problems

**Level:**                       1

**Guided learning hours:**   35

**Total unit time:**         35

## Unit in brief

The aim of this unit is for learners to use personal skills to find ways to solve straightforward work-related problems.

## Unit introduction

Every day at work, you will experience situations and issues that need resolving. It may be that you struggle to work well with another colleague, or you do not know how to use a new piece of equipment. Knowing what to do in these situations and how to solve the problem is important for your confidence and for successful working practices.

In this unit you will have the opportunity to consider a range of work-related problems, identifying what the issues are, planning ways to resolve them and putting your plan into action.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Consider the causes and impact of work-related problems <br> **B** Plan how to resolve work-related problems | • A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria <br><br> • Tutor and/or supervisor observations. Audio, video or photographic evidence <br><br> • Written or otherwise recorded action planning |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Work-related challenges and situations <br> • Approaches to solve problems <br> • Decision-making processes <br> • Potential obstacles <br> • Own skills and behaviours for problem solving | • Communication <br> • Problem solving <br> • Self-management and development <br> • Interpersonal skills |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Work and communicate effectively with others to resolve problems and discuss solutions in a positive manner

- Recognise the need to appreciate others' points of view and opinions

- Recognise the importance of considering a range of options and approaches when solving problems

- Work creatively and innovatively when identifying resolutions to workplace problems

## Knowledge

### Work-related challenges and situations

- Relationships with colleagues, such as personality differences, respecting experience

- Relationships with customers and/or clients, e.g. understanding what they want to buy/do, dealing with simple complaints, coping with an angry customer on the telephone, being asked by a child's parent to take photographs of them in the nursery so that they can post them on social media

- How to deal with personal issues at work, e.g. taking time off work for family issues, attitude towards work, taking pride in completing tasks well

- Introduced to new equipment at workplace, e.g. new equipment introduced to the workplace, equipment breakdown/failure, accessing appropriate resources

- Changes to working practices, e.g. new laws have been introduced, a supervisor has left and there is no replacement

- Using instructions to complete a task that are not clear, e.g. detailed written instructions to operate a piece of equipment

- Identify the cause of work-related situations and issues, e.g. communication breakdown, procedures not followed, equipment not properly maintained, gossip, personality clashes, self-induced, e.g. personal attitudes and behaviours

**Approaches to solve problems**

- Ways to solve different types of problems, e.g. read user manual for an IT-related problem, discuss with a manager regarding a disagreement with a colleague

- Problem-solving strategies: logical stages of the problem-solving process, e.g. identify the problem, gather information using different sources of help

- Use of action plans and set processes to support the resolving of work-related problems

- Identifying sources of help, e.g. colleagues, workplace procedure manuals, user instructions, HR department

**Decision-making processes**

- Stages of decision making: identify the problem, gather information, consider possible solutions, decide on the most appropriate option, implement actions, evaluate outcomes

- Importance of knowing own limitations and that of the team, e.g. limited resources to achieve deadlines, lack of appropriate skills or specialist knowledge

**Potential obstacles**

- Identifying the potential obstacles, e.g. having fixed ideas, 'jumping' to conclusions, lack of empathy with others, misdiagnosis, assuming the same solution can solve all problems

- Inappropriate behaviours, e.g. not completing work to the required standard, gossiping and blaming others, inappropriately passing on work to others, taking long breaks, hiding mistakes, misusing equipment, stealing equipment

- Dealing with inappropriate behaviours within a team, e.g. reviewing performance, informal meetings, personal action plans, goal setting, warnings, disciplinary proceedings

**Own skills and behaviours for problem solving**

- Personal skills needed to solve problems, e.g. planning, time management, prioritising tasks, analytical skills, creative thinking, resilience, influencing skills, empathy, digital skills, organisation, self-management

- Personal behaviours needed when problem solving, e.g. being flexible, adapt to change, cooperate with others, negotiate, respectful, appreciative, honesty, reliability, assertive, level-headed

## Skills

**Communication**

- How to use proper communication skills, e.g. listening to information, asking questions to gather information

**Problem solving**

- Acknowledging the issues and solving the problem, e.g. identifying relevant information, considering options and suggesting ways to mitigate problems and issues

**Self-management and development**

- Identifying your strengths and weaknesses and developing your self-management, e.g. prioritising tasks, managing own behaviour

**Interpersonal skills**

- Personal social skills, e.g. assertive, resilient, flexible, positive interaction with others, ability to give and accept feedback, empathy, respect

## Assessment Criteria

**Learning aim A: Consider the causes and impact of work-related problems**

Evidence must include:

An exploration of the circumstances in which work-related problems might occur, in a range of different working environments or scenarios, why they might happen and what the impact of them could be for both employees and employers.

**A.P1** Explore factors which could cause work-related problems in a range of scenarios

**A.P2** Describe the potential impact of unresolved work-related problems

**Guidance for assessors**

**For A.P1** Learners should explore the factors that could cause work-related problems in work environments or scenarios. Learners should consider how the work environment might affect the nature of the problem, e.g. customer facing versus back office, working as part of a big team versus working with one other person, working for multiple people (e.g. freelance) versus working for one manager

**For A.P2** Learners should describe the potential impact of work-related problems on both employees and employers. This might include frustration at not being listened to, annoyance that they might have to do extra work, poor working relationships, reduced efficiency and effectiveness, reduced takings

**Learning aim B: Plan how to resolve work-related problems**

Evidence must include:

An explanation of ways to resolve work-related problems and strategies to reduce the likelihood of them happening in the first place/again. Evidence must also include an action plan, produced by the learner, that could be followed to resolve an identified work-related problem.

**B.P3** Explain strategies that could be used to resolve work-related problems

**B.P4** Produce an action plan to resolve a work-related problem

| Guidance for assessors |
|---|
| **For B.P3** Learners will explain ways in which work-related problems could be avoided and/or resolved. These might include strategies such as ensuring instructions are clear, fostering an atmosphere which is supportive and encourages people to ask questions, having clear lines of accountability, having appropriate management systems |
| **For B.P4** Learners must produce an action plan which could be followed to resolve an identified work-related problem, including steps to take to avoid the problem occurring again in the future. The action plan should be clear, realistic and achievable and can be recorded in any appropriate format. Learners will decide if any steps could be carried out at the same time, identify resources required and who will carry out each step of the plan |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to unit**

The tutor begins the session by explaining the unit title and the aims of the unit. Learners participate in a small group discussion to explore different types of situations and issues that they have experienced. Examples to come from part-time or voluntary work or situations and issues that have arisen in the class. The group then present their findings to the larger group.

Learners could participate in a range of decision-making activities to help them understand the need for flexibility, cooperation and adaptability. An example could be for learners to work in small groups to build a structure from different materials that can hold a heavy or delicate object. Following the activity, learners can talk about the skills they needed to succeed with the task and the challenges they faced working with others.

**Suggested time:** about 2 hours

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**Activities: Skills and behaviours**

Learners to be split into two groups, one will explore behaviours needed for problem solving and the other will explore skills needed for problem solving. Learners will rotate halfway through the task to share their thoughts. Learners should then discuss their thoughts and opinions.

Learners could then complete online assessments to highlight their own skills and behaviours for problem solving and compare their outcomes to peer assessment feedback.

Learners to take part in a small group discussion on factors that may influence their behaviour when dealing with problems. Learners should rotate around flipcharts to identify physical, emotional, language and social factors that could influence behaviour. Learners could be provided with examples such as being unwell due to a late night out, feeling anxious, not understanding the instructions, cannot get on with a particular co-worker.

Learners should then explore several different problems in work to identify the necessary behaviours and skills that would be needed to resolve the issue effectively. Learners could revisit stages of problem solving to consider the different behaviours and skills needed and discuss their thoughts with others.

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To help learners understand that they may need to use different personal skills to resolve problems, tutors could encourage them to participate in different tasks that focus on specific skills, e.g. each small group is given a different, simple jigsaw to complete. Each jigsaw contains pieces from the jigsaws given to the other groups. Each group must use negotiation and collaborative skills to acquire the correct jigsaw pieces to complete the task.

Tutors will provide learners with different problem-solving scenarios that they have to solve. Initially the scenarios could be random topics, e.g. working in small groups, the tutor tells the class that they are locked in a room and there are no windows. They must agree a list of ten objects that will help them get out and they must also put them into an order of priority. The discussion after the exercise can focus on negotiating, being flexible and adaptable, and respecting other opinions and experience.

As the learners' confidence grows, they can be presented with work-related scenarios, e.g. a worker has been asked by a team leader to prepare a room for a meeting by a specified time. A few moments later a team member has asked them to collect photocopying from the printer room as they are too busy, and a different team member has asked them to help prepare refreshments for the team meeting. Learners can identify the skills they need to resolve the situation successfully.

**Suggested time:** about 6 hours

**Activities: Problem-solving strategies**

Tutors will explain a simple problem-solving process, e.g. identify the problem, find out all information required using all sources of help, know what personal skills and knowledge are needed to resolve the issue and review the options of all possible solutions.

Learners to work in small groups to identify steps they would take when solving problems and challenges. Learners could consider simple problems and how they would work to resolve them. Learners could then map their steps out in a visual process and share this with other learners.

Learners to be split into two groups and each given a problem. Working in separate groups, learners should use a tutor-devised worksheet to identify what they would do at each of the five steps and apply this to their given problem. Learners should then share thoughts to identify similarities and differences.

Learners could then take part in several different problem-solving activities to demonstrate their skills and to test their strategies and ideas out in practical activities and tasks. Tasks could include scavenger hunts, tower building, bridge building, escape room type activities.

**Suggested time:** about 4 hours

**Activities: Benefits of solving problems**

The tutor focuses on key causes of work-related problems and asks learners to work in small groups to identify a range of different problems that may arise within the workplace or when working with other people. Tutor prompt examples include communication and relationships with customers, colleagues and employer, operational issues and/or task-related problems, personal attitudes and behaviours that can cause problems.

Learners participate in a range of role-play activities that are work-related and focus on a single problem or multiple problems. Sector specific examples should be included.

Tutor to discuss the importance and benefits of solving problems in a variety of different situations. Learners to engage in discussion as to the benefits.

Learners to be split into two groups, one will explore employee benefits and the other employer benefits. Learners will work with others to develop a list of potential benefits of solving problems for their chosen group. Learners will then swap and add further comments to create two collective lists.

A guest speaker from a work environment could be invited to talk about the value of being able to solve problems effectively in the workplace and to share experiences of the positive and negative outcomes of problem solving in the workplace.

Learners could finally be given a range of case studies to review in small groups. Learners should identify the problems that have occurred and why these have happened (what was the cause?) and then consider the benefits of solving the problem for the employee, employer and customer. Learners to share their thoughts in group discussion.

**Suggested time:** about 4 hours

**Activities: Decision making**

Learners to share their own experiences of solving problems and the methods and steps that they take. Learners should consider the success and failures and share these in small groups.

Tutor to prove learners with an overview of decision making and the decision-making process. Learners to engage in discussions to explore the process with the tutor.

Learners to work in small groups to identify examples of easy, medium and challenging decisions that they have to make in their day-to-day lives, or decisions that they may make in the future. Learners to share their suggestions in group discussion.

Learners to consider and discuss what makes some decisions harder to make than others. Tutor to ask learners to think about the impacts that decision making can have on others, the wider situation, personal impacts and business impacts. Learners to revisit their list of decisions and highlight the potential impacts that decisions could have.

Learners could take part in online decision-making games to experience the potential outcomes from decisions. Learners could then discuss their thoughts and learning post activity.

Finally, learners could research decision-making processes and agree on steps to take as a small group to make decisions. Learners could be presented with a series of work-related decisions to discuss and agree on options. Learners could then be presented with outcomes following their decisions and discuss whether they felt this was positive or negative for those involved.

**Suggested time:** about 4 hours

**Activities: Ways to solve different types of problems**

Tutor to open session by asking learners to think about different problems they may face and making suggestions to be explored in the session. The tutor will then talk learners through different methods of problem solving, and different steps that can be taken to resolve issues. Learners to present their own ideas and suggestions.

Tutor to introduce different types of problems that could be experienced: those based on relationships with others, task-related issues, problems with following procedures, and problems linked to personal attitudes and behaviours.

Learners could work in four groups and each take one of the problems and consider ways that they could solve the issue and present their ideas to the rest of the group.

Learners should then work in small groups to solve a range of work-related problems, rotating around different set-up activities in the classroom. These problems could include disagreements with colleagues, not understanding the task they have been asked to complete by a supervisor, getting bored of the tasks that have been allocated and dealing with faulty products and complaints. Learners to complete tutor-devised worksheet as they rotate around to note the way the problem was solved.

Working in small groups, learners could discuss ways to check the success of a task. They begin by considering personal activities that they have participated in, e.g. planning a party, going on a shopping trip to buy a specific article. As learners discuss different tasks, they could collate their responses to refer to.

If learners are using the unit as part of a sector specific qualification, they could devise checklists to use when completing tasks, e.g. following a recipe, constructing part of a wall, making animal feeds, laying out equipment in a children's nursery.

If learners are participating in work experience, they could ask their supervisor how they know the task has been successful. This information could then be shared with the wider group.

**Suggested time:** about 5 hours

**Activity: Obstacles to success**

Learners discuss the potential challenges working with other people. They use their own experiences from working as a member of a team. Learners should be reminded that this is a potentially sensitive topic and should be treated with respect for others.

Team-building games may be used to help learners understand how communication skills can create obstacles when it comes to problem solving. Activities focusing on misinformation or interpreting information in different ways may be given. Examples may include learners working in pairs and sitting opposite each other. One learner draws a simple picture but does not show it to the other person. They must describe the picture to them, and the partner draws it. When they finish, they compare drawings.

Learners could then work in groups to think about other potential obstacles that might limit the success of their problem solving. These should be shared to create a group list which can be explored in detail in tutor-led discussion.

Learners to be provided with a range of different case studies and problems. In groups, learners to review the case study and identify potential obstacles that may arise; learners to list these and then discuss ways that they could overcome these to achieve success.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to explore and consider a range of work-related scenarios to highlight factors which can cause work-related problems and the impact that these can have.

You will be provided with two work-related situations to review. For each, you will need to explore the factors that could cause the work-related problem and describe the potential impact on both employees and employers.

You will then need to create an action plan highlighting ways to resolve the work-related problems in both situations including clear steps to take to avoid future occurrences. Your actions should be clear, realistic and achievable and be appropriately recorded along with resources and support needs.

You will need to decide how to present your information in an appropriate format for your target audience.

## Retake

The learner could be provided with alternative work-related scenarios to consider and will explore different ways of resolving such problems.

# Unit 16:    Participating in a Work Experience Placement

| | |
|---|---|
| **Level:** | 1 |
| **Guided learning hours:** | 35 |
| **Total unit time:** | 37 |

## Unit in brief

The aim of this unit is for learners to gain skills and knowledge about the workplace by taking part in work experience.

## Unit introduction

Spending time in the workplace is an invaluable way to learn about the skills, attitudes and behaviours you need to be successful in employment.

In this unit you will have the opportunity to work alongside others to complete tasks in the workplace. You will find out how to prepare for your work experience, how to record those experiences and then review what you have learned.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Prepare for and participate in a work placement<br><br>**B** Review a work experience placement | • Tutor and/or supervisor observations. Audio, video or photographic evidence<br><br>• Written or otherwise recorded personal reflection on work experience |

## Key teaching and learning areas

**Key teaching areas include:**

| Knowledge | Skills |
|---|---|
| • Personal preparation for work experience<br><br>• Expectations of work experience<br><br>• Identifying and resolving workplace problems<br><br>• Identifying the sources of help and support<br><br>• Ways to review own performance | • Interpersonal skills<br><br>• Working effectively as a member of a team<br><br>• Listening to and following instructions<br><br>• Demonstrating positive attitude and behaviours |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Work and communicate effectively with others as part of a team

- Recognise the importance of planning and research in achieving success in work experience

- Recognise the value and potential of learning opportunities from more experienced people to help plan

- Be able to follow workplace procedures and policies effectively whilst demonstrating appropriate behaviours and skills

## Knowledge

### Personal preparation for work experience

- Appropriate appearance, e.g. planning to ensure on-time arrival, transport, appropriate dress, personal hygiene

- Short-term targets to achieve during work experience, e.g. personal targets, such as arrive on time, attend every day; workplace targets, e.g. carry out tasks according to instructions

- Importance of positive attitudes and behaviours at work, e.g. being a valued member of the team, given more responsibilities, demonstrating consistency and reliability

### Expectations of work experience

- Own expectations about work experience, e.g. learn new skills, find out about job-related tasks, experience work routines

- Key information about work experience, e.g. where they may be placed, tasks they may be asked to do, who they may be working with

- Employer expectations, e.g. punctual, reliable, follow health and safety guidelines, respect and interact effectively with colleagues, respect customers and/or clients

- Workplace requirements, e.g. working hours, absence procedures, dress code, health and safety procedures, line manager, security procedures

**Identifying and resolving workplace problems**

- Identifying the problems within the workplace, e.g. uncertainty of instructions or expectations, communication issues, interpersonal conflict, limitations of self or others, excessive workload, safety concerns

- Resolving workplace problems, e.g. asking questions, checking if instructions are unclear or confusing, clarifying with senior staff, asking for advice or guidance, speaking to supervisors about personal issues, seeking additional training or support

**Sources of help and support**

- How and why to follow guidance to complete tasks, e.g. ways to give guidance, who gives guidance

- Sources of help and advice when anxious or uncertain, e.g. supervisor, mentor, other colleagues, training guide, instruction manuals, work placement notes

**Ways to review own performance**

- How to review own work experience, e.g. feedback from others, what did they enjoy/not enjoy, how did work experience influence their future work plans, skills and knowledge gained, what surprised them about the experience, personal learning, e.g. timekeeping, interests, talents

- Recording skills and knowledge gained, e.g. notes, work diary or logbook, photographs, copies of end product, certificate of completion, answering questions, demonstrating a skill independently

- Recording tasks, e.g. employer reference, tutor observations, feedback from colleagues, work diary, logbook, photographs

- Reviewing personal learning, e.g. use of equipment, communicating with customers, learning work-related techniques, following instructions, developing confidence, asking for help, working with more experienced people

**Using learning to set goals**

- Set goals to get the most out of work placement and to develop learning, e.g. personal targets, work-related targets, achievable and realistic goals, further study, other types of work placement

- How to use reflection to inform future goals, plans, development

**Skills**

**Interpersonal skills**

- Use appropriate communication to interact with other team members, share ideas and give feedback

- Use appropriate behaviours that demonstrate positivity, commitment and accountability

**Work effectively as a member of a team**

- Work as a member of a team, e.g. respect others' experience, follow code of conduct, communicate effectively

- Engage with opportunities to learn from more experienced people within teams

**Listening to and following instructions**

- Listen to and follow instructions, advice and guidance from more senior employees

- Using appropriate language to ask questions or seek clarification

**Demonstrating positive attitudes and behaviours**

- Self-manage, e.g. accepting responsibility for own tasks, being flexible, resilient, managing time to complete tasks, solving problems

## Assessment Criteria

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**Learning aim A: Prepare for and participate in a work placement**

Evidence must include:

An outlining of actions they will need to take in order to arrive at and participate in work experience as expected, along with evidence of them undertaking practical tasks that they have previously highlighted.
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**A.P1** Consider actions needed to prepare for a work experience placement
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**A.P2** Prepare self for a work experience placement
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**Guidance for assessors**
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**For A.P1** Learners must consider and record the actions they will need to take in order to prepare for their work experience placement. They should consider logistics, such as travel, timings and personal presentation, as well as ways to ensure they are fully prepared in terms of knowledge and expectations
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**For A.P2** Learners must undertake activities that will help them prepare for their work experience placement
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**Learning aim B: Review a work experience placement**

Evidence must include:

An outline of key activities undertaken during the work experience placement and a review of their experience.
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**B.P3** Outline key activities undertaken during their work experience placement
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**B.P4** Describe what went well, what did not go so well and how they can use their experience going forward
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**Guidance for assessors**
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**For B.P3** Learners must outline the key activities they carried out during their work experience placement, they may use photographs, log, diary, completion of work records, tutor/supervisor observations to support their answer
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**For B.P4** Learners must review their performance on a work experience placement, describing what they feel went well, what did not go so well and considering how they could use any lessons learned from their experience as they go forward
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## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

**Activities: Introduction to unit**

Tutor will introduce the title of the unit and its aim. Learners are encouraged to consider what they think the unit is about.

Working in small groups, learners discuss what they are looking forward to about work experience and what makes them nervous about it. They then share their outcomes with the wider group.

Where possible, learners who have participated in work experience already could share their experiences with the rest of the group.

**Suggested time:** about 2 hours

**Activities: Assessing own skills and interests against work sectors**

Learners discuss and then complete an analysis of their own interests, knowledge and skills and match them against their preferred work placement sectors. They include the types of roles that they hope to carry out and the knowledge and skills they aim to develop while on the placement. If appropriate, learners present their information with the wider group.

Learners could then complete online skills analysis tools and gather information from different sources including tutors or others to help identify their skills and interests. Learners could alternatively access the National Careers Service skills health check to identify potential sector recommendations.

Guest speaking employers from different sectors would be beneficial in allowing learners to ask questions and ascertain the skills and behaviours needed to work in different sectors.

Learners could finally research their chosen sectors and identify the types of work experience they would like to undertake.

**Suggested time:** about 2 hours

**Activities: Personal expectations**

Following a class discussion on placement expectations, learners make a list of their own expectations of a work placement. They could then keep this list to refer back to when they complete their placement. Tutors provide a list of suggested topics that learners could refer to.

**Suggested time:** about 1 hour

**Activities: Information and objectives of local businesses**

The tutor discusses the importance of knowing about the structure and function of the organisation, including the 'big picture', before focusing on individual roles and responsibilities.

Learners will research different businesses in their local area, e.g. hospitality, retail, leisure, health care, construction. They then find out what the main aims of the business are and/or what services they offer. If possible, learners also identify the types of jobs people do in each of the businesses and the skills that workers may need.

Learners design a questionnaire to use when going into the local community to find out about local businesses, their key aims and the skills required from workers. Learners work in small groups and select one work sector.

Following the desk-based and/or community-based research, learners present their results to the wider group. The discussion then leads on to the importance of knowing about the business that they are likely to work in as part of their work experience.

Learners should then research their work experience placement to gather information about the business which could help them whilst on placement. Learners could complete a given table to identify key information on the type, size and purpose of the business and who its customers are. Learners could then share their findings with others.

**Suggested time:** about 3 hours

**Activities: Workplace and employer expectations**

A local employer could be invited in to explain what they required from learners who participate in work experience. During or after the talk, learners create a checklist to refer to when they are preparing for their own work placement.

Tutors will provide a list of different sectors for work placement. Learners will work in small groups to select a sector and mind map all of the different requirements that may be in place for individuals undertaking work experience, e.g. hospitality wanting learners to have food hygiene or excellent customer service, construction expecting learners to follow safety procedures and wear appropriate clothing and PPE at all times.

Where possible, learners should have access to staff handbooks that outline the workplace requirements and expectations in given workplace environments. Learners could review the handbooks or research these online and share their findings.

Learners should then use their research to identify common expectations and requirements across different work sectors to produce a leaflet in pairs highlighting the common expectations for future reference.

Learners could then be provided with a range of different case studies to review and discuss what the employee should do based on the expectations discussed in the session.

In small groups, learners could thought shower different employer expectations of individuals in the workplace. Learners could relate this to their own workplace, their work experience placement or their previous experiences of working life.

Finally, learners could take part in an interactive quiz which asks learners to select true or false statements about employer expectations, responsibilities in the workplace and workplace requirements to assess learning.

**Suggested time:** about 3 hours

**Activities: Preparing for work experience**

Learners work on their own or as part of a small group to create a checklist that identifies key information that they will need to know before their first day on work experience. Topics include how to get there, working hours and dress code. They then present the information to the wider group and modify their lists accordingly.

Learners complete their checklist with the information they already have and seek advice from relevant sources to fill in any missing gaps.

Learners should then consider their worries and anxieties linked to attending work experience and discuss these as a group in order to find common themes and collectively find solutions and answers.

Learners given a range of situations that may arise in the workplace. Working in small groups, they consider the consequences for their boss, for other colleagues and for themselves. They also provide suggestions of how they have resolved the issue. Scenarios may include forgetting to pass on an important message to their boss as the worker was keen to catch the early bus; a worker pretends to be ill and does not go to work but is seen by his supervisor in the local coffee shop.

Learners could then be provided with a case study about someone preparing for their first day in a new job. Learners to work in pairs or small groups to discuss the case study and identify steps that the individual should take in organising and preparing for work and actions that they could take in order to manage their anxieties and worries. Learners to share their thoughts.

Where possible, it would be beneficial for learners to be able to walk through their journey or practise their journey to and from work experience with others in order to identify potential issues or problems and discuss these as a group prior to placement.

A speaker from different work placements may be invited to explain the process of induction and the type of information that learners will receive. Learners should be encouraged to take notes during the talk and be prepared to ask questions to clarify understanding.

**Suggested time:** about 4 hours

**Activities: Participating in work experience**

Learners should start the session by revisiting their own expectations of work experience. Learners should then think about and discuss the different jobs and tasks that they may be asked to undertake while on work experience and the preparation needed.

Learners could then participate in a practical workshop that gives them experience of different generic tasks they may be asked to carry out in the workplace. Examples include taking orders for refreshments, receiving payment and then fulfilling the order accurately. Other tasks may include checking stock against a list, identifying where there are gaps and placing an order to fill those gaps; using different functions of a photocopier, with confidence; placing out equipment safely in a gym according to the needs of the class.

Learners record their participation in each task and review their own performance through discussions with their peer group. They consider health and safety issues, who they go to if they need advice and any challenges they encountered.

Learners could be given tutor-devised worksheets to complete that are based on workplace rules, consequences for themselves, their employers and others. Learners should share their thoughts in a group discussion.

**Suggested time:** about 3 hours

**Activities: Workplace policies and procedures**

Tutors provide learners with examples of different types of policies and procedures that they are likely to encounter during their work experience, e.g. health and safety, use of mobile phones and internet, smoking, code of conduct.

In small groups, learners could select one of the policies/procedures and research these in more detail to develop a short presentation to deliver to others in the group.

Video clips from the web or YouTube on different workplace issues could be shown to stimulate discussion of the consequences of non-compliance with policies and procedures within the workplace. Learners could reflect on these to identify potential issues within their own chosen work experience placement and discuss how they could avoid these issues.

**Suggested time:** about 2 hours

**Activities: Learning from and recording experiences**

Learners discuss different ways to record their experiences in the work placement, e.g. photographs, notes, diagrams and audio recordings. They go on to discuss the value of keeping records and what they can learn from them.

Learners decide what information will be useful to record to help them set goals for personal development. This should include a brief description of the task, what they could do beforehand, what did they learn about the task itself, what did they learn about working with other people.

Tutors could share previous work experience logbooks and evidence generated by other learners as a way of encouraging learners to identify the most effective methods.

Learners should consider the importance of confidentiality when recording information in the workplace.

**Suggested time:** about 2 hours

**Activities: Dealing with feedback**

Tutor to provide learners with an overview of the importance of gathering feedback and responding to feedback from others. Learners should identify different benefits of gathering and responding to feedback and share these with the group.

Learners could then work in pairs to identify different types of feedback they may receive from other people. Suggestions may include supervisor discussions, recommendations from colleagues, aural or written evidence.

YouTube videos could be used to show people receiving feedback. Learners should reflect on the videos and discuss positive and negative ways of giving and responding to feedback based on the clips shown.

Learners take part in different tasks/activities in the class and receive feedback from others. This could be based on headings that the learners have devised before the activity. Learners should provide both positive and constructive feedback to their peers to help them identify areas for improvement.

Learners could then be given workplace scenarios to role play as a way of simulating feedback from others. Scenarios should be constructed so that learners must manage and respond to positive, constructive and negative feedback.

Learners to reflect on the activity as a group and consider the most challenging feedback they experienced and why it was difficult to hear. Tutor to encourage learners to discuss what they would do if feedback was overly negative, inaccurate or overly personal.

Learners could finally complete a question-and-answer session based on short work-based scenarios. Each scenario would require the learner to identify possible ways forward for the worker following feedback.

**Suggested time:** about 3 hours

**Activities: Setting goals for the future**

Tutor to provide learners with an overview of the importance of setting goals for the future and give learners a series of example templates and completed personal development plans, goal setting sheets and short, medium and long-term goal plans. Learners to engage in discussion around the importance of goals.

Learners to identify the five key aspects of SMART objectives and discuss the meaning of each of these: specific, measurable, achievable, realistic and timebound.

Learners could then work together to create a series of SMART objectives for personal development and work experience. Learners could think about their own areas of development or create generic objectives that could be personalised.

Learners complete online skills assessments to help them identify areas of development in order to set goals for the future.

Learners could then display three individual objectives for personal development or work experience around the classroom. Learners could rotate around the objectives and make suggestions using Post-it notes as to how the individual could achieve their objective and what evidence they could gather to prove they have improved.

Learners could then work together in small groups to set short, medium and long-term objectives for career development into a specific sector of interest. Learners should share their plans and peer review.

Learners should then identify key objectives for their work experience placement and record these in a format of their choice. Objectives should be related to areas of development or areas of weakness and should be SMART and relevant to the work experience placement. Tutor to support learners in reviewing objectives.

Learners review their objectives once they have completed their work placement and reflect on whether they achieved them. Learners develop checklists that allow them to say when they demonstrated their skills during their work placement. Checklists also to be used to describe those aspects of the work placement experience that could be improved.

**Suggested time:** about 3 hours

| **Activity: Preparation for assessment** |
| --- |
| The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have. |
| Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding. |
| **Suggested time:** about 1 hour |
| **Activity: Post assessment** |
| Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression. |
| Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression. |
| **Suggested time:** about 1 hour |

# Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to show that you can prepare for and participate in a work placement. You will also show that you can describe what you have learned and what you will do to prepare for future employment.

You will need to research your work experience placement and gather information that will help you to set clear actions required to prepare for your work experience placement.

You will then need to record the tasks and activities that you participate in, giving examples of the work you have carried out in a logbook outlining your key experiences.

You will then need to review your own performance to describe what went well and what did not go so well on work experience in order to describe how you can use the experience to support you in the future.

You will also need to decide how to present your information in an appropriate format for your target audience.

## Retake

The learner could demonstrate preparation and participation in a work placement using different examples and reflecting on different aspects of preparation, strengths and weaknesses.

# Unit 17: Supporting Environmental Awareness in the Workplace

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 37

## Unit in brief

The aim of this unit is for learners to develop a better understanding of sustainability in the workplace.

## Unit introduction

Leading scientists report that we are using the Earth's resources faster than they can be replenished as the world's population and the need for resources continues to grow. Some communities, species of animals and plants are disappearing as their habitats are being destroyed. As individuals, we are responsible for helping to protect our environment. In recent years, the concept of sustainability and being environmentally friendly has become more popular for us to consider as individuals, in our homes and at work.

In this unit you will discover the range of different areas of sustainability that can counter the environmental challenges affecting the planet today. You will look at how and why it is important to be environmentally friendly in the workplace, both in your personal actions and in trying to persuade others of the importance of following your example.

In groups, you will decide on a sustainability theme and suggest ways to support others to implement sustainability in the workplace.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Summarise factors surrounding environmental awareness in the workplace<br><br>**B** Support others to be environmentally aware in the workplace | • Written or otherwise recorded explanation of ways in which workplaces could become more environmentally friendly<br><br>• Tutor and/or supervisor observations. Audio, video or photographic evidence that show the learner meeting the practical criteria |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Importance of our environment<br><br>• Environmental challenges<br><br>• Improving own sustainability and sustainability at work<br><br>• Raising awareness | • Communication skills<br><br>• Working with others<br><br>• Supporting others to become more environmentally friendly in the workplace<br><br>• Leading by example |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Recognise and respect other people's opinions and skills when working as a group

- Share information with others in appropriate ways

- Work with given resources in identifying, managing and presenting sources of information

- Consider ways in which they can change their lives to be more sustainable

- Be an ambassador for change

- Use persuasive skills to encourage others to adapt their approach and ways of working

## Knowledge

### Importance of our environment

- What is meant by 'the environment'

- The importance of respecting and preserving our environment

- Local and national organisations committed to sustainability and preserving the environment

- Global sustainability initiatives, agreements and protocols

### Environmental challenges

- Identifying global, national and local environmental challenges, such as climate change, flooding, water scarcity, pollution, deforestation, global warming, food production, including meat

- Local, national and global organisations committed to sustainability and preserving the environment

**Improving own sustainability and sustainability at work**

- Personal contributions to help sustain environmental issues. For example, switching off lights, recycling, saving water, not littering, using sustainable transport – cycling, public transport

- Initiatives to improve our own sustainability, such as the 4Rs: Reduce, Reuse, Recycle, Recover.

- Initiatives to improve sustainability at work, e.g. reducing waste, accessing green energy, moving to paper-free offices, reducing carbon footprint, setting reduction targets, moving to plastic-free operations, sustainable procurement

- Reasons why workplaces may or may not support environmentally friendly working practices

- Ways in which workplaces might strive to work in a sustainable way

**Raising awareness**

- Raising awareness of sustainability including speakers, campaigns and information

- Strategies that might persuade workplaces to adopt more environmentally friendly working practices

## Skills

**Communication skills**

- Use appropriate communication skills, e.g. explaining own point of view, listening, asking and answering questions, presenting information

**Working with others**

- Teamwork, e.g. positive behaviour, understanding different roles within a group

**Supporting others to become more environmentally friendly in the workplace**

- Persuade others of the need to be more environmentally friendly in the workplace

**Leading by example**

- Research to explore ways in which workplaces are environmentally friendly

- Contribute to environmentally friendly working practices

## Assessment Criteria

<table>
<tr>
<td colspan="1"><strong>Learning aim A: Summarise factors surrounding environmental awareness in the workplace</strong><br><br>Evidence must include:<br><br>An exploration of environmental issues which are a concern at global, national and/or local level and a description of factors which might impact a range of different workplaces' efforts to be environmentally friendly, both positively or negatively.</td>
</tr>
<tr>
<td><strong>A.P1</strong> Explore current environmental concerns</td>
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<tr>
<td><strong>A.P2</strong> Describe issues which may impact being environmentally friendly, both positive and negative, for a range of different workplaces</td>
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<tr>
<td><strong>Guidance for assessors</strong></td>
</tr>
<tr>
<td><strong>For A.P1</strong> Learners must explore environmental issues which are currently of concern at a global, national and/or local level, outlining each one, including its causes and impact. These might include pollution, single-use plastics, global warming, deforestation, littering, energy use</td>
</tr>
<tr>
<td><strong>For A.P2</strong> Learners must describe issues which might affect how environmentally friendly workplaces are, both positive and negative, using workplaces to illustrate their answer. These might include awareness, cost, motivation/inclination, effectiveness, ease</td>
</tr>
<tr>
<td><strong>Learning aim B: Support others to be environmentally aware in the workplace</strong><br><br>Evidence must include:<br><br>An explanation of ways in which a given workplace could be more environmentally friendly and evidence of their practical contribution to engaging others in being more environmentally friendly in a real or simulated workplace.</td>
</tr>
<tr>
<td><strong>B.P3</strong> Explain ways in which a given workplace could become more environmentally friendly</td>
</tr>
<tr>
<td><strong>B.P4</strong> Engage others in environmentally friendly practices in the workplace</td>
</tr>
</table>

| Guidance for assessors |
|---|
| **For B.P3** Learners must explain specific ways in which employers and employees could be more environmentally friendly in a given workplace or scenario. This might include individual actions, e.g. turning off lights, not printing documents and/or organisational actions, e.g. using recycled paper, installing recycling bins |
| **For B.P4** Learners must demonstrate that they can engage others in being more environmentally friendly in a workplace. This might include raising awareness, sharing information, suggesting appropriate strategies, holding an event, measuring impact, action planning |

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both essential knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used in preparation for the final assessment. These are not intended as a definitive guide to cover the full GLH of the unit.

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**Activities: Introduction to the unit**

Tutor-led activity to introduce the requirements of the unit, including purpose, ways of working, expected personal learning outcomes and assessment methods.

Tutor-led activity exploring some of the vocabulary and terminology of the unit. Tutors can prepare cards with the terminology on them and ask learners to match the definition. Or tutors ask learners to research the terms and feed back their own definitions.

For example, 'being greener', sustainable, renewable/non-renewable resources, fossil fuels, global, local, Fairtrade, landfill, climate, developing, environment, carbon footprint, ethical, production, ecological, consumers.

**Suggested time:** about 1 hour

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**Activity: The environment**

Tutor-led introduction. What do we mean by the environment? Learners should work in a group and create a list of everything that we would consider as 'the environment'.

YouTube clips could introduce the topic of the environment and the issues affecting it. This may be recent news bulletins, short clips from nature programmes or information videos from environmental groups.

In small groups, leaners word shower lists of problems that they have heard are affecting the environment and share these with others in the group as part of a group discussion.

In small groups, learners should then create a mind map of problems that they know are affecting the environment and talk about whether they are affecting the whole world or whether they are only affecting areas. Learners should at this level be encouraged to discuss solutions to the issues and/or the impacts of the issues.

Tutors prepare resources and ask learners, in small groups, to choose an area to research. Suggested areas can be climate change, flooding, pollution, forest clearing, deforestation, global warming, plastic pollution, wildlife populations, water shortages and overpopulation.

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Working in small groups, learners can research ways that people and local, national and global organisations are trying to protect the environment from further damage.

Learners present the information in an appropriate format to the group.

**Suggested time:** about 4 hours

**Activities: What do we mean by sustainability?**

Tutor asks learners if they have heard of the term 'sustainability'. Learners to create a word-wall with terms and words that link to the key word. Learners could use Post-it notes to display their added words, or alternatively online platforms could be used to collect responses.

Tutor gives a definition of sustainability. For example, "Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs" (The Brundtland Report 1987). The tutor can also present other definitions of sustainability and ask the group to choose their favourite or to write their own.

Learners to take part in a group activity to create a document for display entitled 'sustainability and me'. Learners should contribute their views on sustainability and consider what 'needs' they have that could possibly be contributing to people not being sustainable.

Learners could then take part in an interactive quiz showing whether companies that they are familiar with are committed to sustainability. Learners could then discuss their thoughts and feelings on the outcome of the quiz.

**Suggested time:** about 2 hours

**Activities: Why is sustainability important?**

Learners to be provided with a variety of topics, such as household waste, water consumption, waste food, food production, single-use plastics. Learners to then be asked to individually guess the number associated with the topic. Learners to discuss their thoughts and opinions following the activity.

Tutor shows videos about the impact of global warming on the environment.

In small groups, learners research a particular area on the impact of global warming – melting ice, rising sea levels, local flooding, climate change, loss of biodiversity, loss of agriculture, famine. Small groups to then present their findings to each other.

Learners could research and watch videos from famous speakers who champion sustainability. Following the videos learners could discuss the key points raised and talk about any new issues or problems that have been identified because of issues with global warming or poor sustainability.

In small groups, learners investigate the different ideas that support the idea of sustainability. Tutor suggests ideas if needed, e.g. energy reduction, sustainable transport, alternative energy sources (wave, wind, solar), recycling, renewable resources. Learners could create classroom displays or alternative informative documents to use within their learning environment.

In small groups, learners to create a digital survey to gather feedback from others about their view of sustainability and its importance. Learners to consider their findings and their own viewpoints to discuss outcomes and identify surprises in public opinion.

Ask learners to think about a typical day, week, month in their lives. They can present this as a visual timeline or checklist. How do they depend on the environment? This could include the air to breath, water to drink, food production, housing (affordable homes, natural, renewable and affordable building materials), clothing and transport.

Learners to finally work in small groups to discuss 'why does sustainability matter to me?'. Learners should collectively agree on feedback points to share with the group. Learners could then create a classroom display using the question as a starting point.

**Suggested time:** about 5 hours

### Activities: The 4Rs of sustainability in the workplace

The tutor introduces the concept of the 4Rs (or 6Rs): (Rethink, Refuse), Reduce, Reuse, Recycle, Recover. The tutor can ask learners to look at each of these areas and suggest ways in which homes and workplaces can implement them to make them more sustainable. Learners are asked to devise a short presentation to inform others about one area of the 4Rs.

Reduce: avoid use of single-use plastics, cups and cutlery, avoid wasting paper, do not print off documents if they can be read on a computer, avoid letters, documents when emails could suffice.

Reuse: Refillable ink cartridges, reuse office furniture or donate to charities, reusable packing materials, reuse folders.

Recycle: Toner cartridges, cans, bottles, plastics, paper.

Repair: Various community groups, charities, individuals specialise in repairing items.

Learners to work in small groups to create a short presentation to inform others about each of the 4Rs (or 6Rs). Learners should provide useful examples of ways that people can meet each of the Rs easily at home or in work.

Learners to carry out research into different organisations and workplaces to identify how they are meeting sustainability commitments and what actions they are taking. Learners to share their findings. Alternatively, learners could interview local businesses.

Learners could create a short survey to carry out with a selection of different people who work in different workplaces to identify the different ways that they use the 4Rs within their workplace. Learners should gather their findings and share their results with the group.

Where possible, learners would also benefit from accessing other workplaces to identify steps taken towards sustainability or engage with guest speakers.

Learners to work in small groups to collate all of their findings and learning to create a '4Rs made simple' guide for sustainability in the workplace.

**Suggested time:** about 5 hours

**Activities: Gateways to sustainability in the workplace**

Tutor-led presentation on the latest developments in sustainability, government legislation, international treaties and protocols that are current.

Tutor-led presentation on the eight doorways of sustainability: food and drink, energy and water, travel and traffic, purchasing and waste, nature and biodiversity, buildings and grounds, inclusion and participation, local wellbeing.

Learners could then break off into smaller groups and research one doorway in more detail and create a classroom information display considering how the doorway relates and applies to the learning centre or workplace.

Learners could then create a group survey to identify the ways that different workplaces are meeting the eight doorways of sustainability. Learners could then carry out research to help their survey and ask different people to gather primary information. Learners could review their findings and discuss the outcomes. Learners could make recommendations as to how different businesses or organisations could do better.

**Suggested time:** about 4 hours

**Activities: Looking at our own sustainability**

Learners to be provided with cards that have different activities which should be linked to the eight doorways of sustainability, e.g. flying on a plane for holiday, using refillable water bottles, driving to work, recycling plastics, growing own vegetables, shopping locally, leaving the TV on standby, using electricity from coal power stations, using bags for life and using electricity from wind farms. Learners should then order their cards depending on how sustainable the activity is.

In pairs or small groups, learners list the ways in which their lives are, and are not, sustainable. Ask them to think about: what they eat, how they travel, where they shop, electronics they use, their energy use, where their clothes come from, their recycling habits and littering. Each pair or small group will then feed back to the group to create a whole group sustainability list.

Learners could then complete an online sustainability quiz to see how they score based on their own activities and opinions/feelings. Learners could share their findings with others and the group could be ranked in a line from most sustainable to least.

Tutor-prepared activity. Use case studies of young people from a range of different countries, some from the so-called developing worlds and others from the so-called developed world. Ask the learners to consider how the lives of these young people may be more, or less, sustainable than their own. Use the list from the exercise above to look at travel, shopping, energy use, etc.

**Suggested time:** about 4 hours

**Activities: Guest speakers and visits**

The use of guest speakers from local environmental organisations would position the relevance of sustainability, help identify the issues that are of concern and establish the reasons why we need sustainability in our lives today. Learners should prepare questions about sustainability.

Some local authorities have waste education teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues and may provide other resources.

Teacher-led activities to explore a range of different local sustainability learning opportunities. This includes a recycling centre, a local park, local woodland area, local gardens. These can be short visits to explore how these environments promote sustainability. Learners record the visits to use for discussion and thinking about their assessments.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to research current environmental concerns and explore ways that different workplaces could become more environmentally friendly to engage with others to improve sustainability in work.

You will need to research the current issues and problems that are being discussed as an environmental concern. You should then use this research to describe issues that may impact being environmentally friendly within different workplaces.

You will then need to produce a document for a given workplace to explain to employees and employers how they could become more environmentally friendly.

You will finally create appropriate materials to display in a workplace environment to encourage and engage others in being more environmentally friendly.

You will need to decide how to present your information in an appropriate format for your target audience.

## Retake

The learner could research alternative environmental concerns, be provided with an alternative workplace and create different documentation.

# Unit 18: Running an Enterprise Activity

**Level:** 1

**Guided learning hours:** 35

**Total unit time:** 39

## Unit in brief

This unit introduces learners to the process of taking part in an enterprise activity.

## Unit introduction

The definition of an enterprise is a project, a willingness to take on a new project, an undertaking or business venture.

Enterprise activities are planned and run by individuals or groups of people keen to develop, promote and deliver a chosen product or service to a particular group of people or customers. Planning an enterprise activity is essential to its success as it encourages individuals and groups to consider the best way to achieve a positive outcome or profit and to make the activity successful.

In this unit you will be given the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. You will keep accurate records, recording the profit or loss of the enterprise activity. You will also develop an understanding of how to increase the chances of success of an enterprise activity and how to evaluate its performance.

## Unit summary

| Learning aim | Summary of suggested assessment evidence |
|---|---|
| **A** Explore entrepreneurial skills, knowledge and behaviours<br><br>**B** Engage in the development and delivery of an enterprise activity | • Tutor and/or supervisor observations. Audio, video or photographic evidence<br><br>• Written or otherwise recorded review of the skills and behaviours used during the planning and delivery of the enterprise activity |

## Key teaching and learning areas

| Key teaching areas include: | |
|---|---|
| **Knowledge** | **Skills** |
| • Understanding 'enterprise' and people who have succeeded in that arena<br><br>• Identify skills, knowledge and behaviours that support the success of enterprise<br><br>• Planning and delivering an enterprise activity<br><br>• How to evaluate the enterprise activity | • Research<br><br>• Interpersonal skills when working with others<br><br>• Decision making and problem solving<br><br>• Enterprise skills |

# Unit content

## Approach (how the learner should approach this unit)

### Learners will need to:

- Work and communicate effectively with others to complete an enterprise task

- Work independently and take responsibility for own actions and set tasks

- Recognise the importance of maintaining a positive vision when faced with barriers and failures to success

- Be able to demonstrate confidence in sharing own ideas and opinions and in making mistakes and admitting defeat

- Recognise the importance of reflecting on own achievements in an enterprise activity

## Knowledge

### Understanding 'enterprise' and people who have succeeded in that arena

- What is meant by 'enterprise'

- Famous entrepreneurs and the journey they have taken to achieve success

### Identify skills, knowledge and behaviours that support the success of enterprise

- Key skills needed for enterprise activities, e.g. communication, organisation, motivation, interpersonal skills, negotiating, teamworking skills, cooperation, compromise, active listening

- Key behaviours needed for enterprise activities, e.g. vision, drive, determination, risk tolerance, honesty, mutual respect, positivity, optimism, adaptability, flexibility, networking, taking responsibility

- Knowledge that may be necessary to plan and run an enterprise activity, e.g. target market, current provision, options and possibilities

- How and why identified skills, knowledge and behaviours support successful enterprise

### Planning and delivering an enterprise activity

- How to research and select enterprise activities to undertake

- Steps required to plan an enterprise activity

- Working within budgets where necessary

- Roles and associated responsibilities to manage the planning and delivery of an enterprise activity

- Ways to manage finances and record profit and loss when running an enterprise activity
- How to advertise an enterprise activity
- Strategies to involve others (users, customers, other stakeholders, etc.) in the enterprise activity

**How to evaluate the enterprise activity**

- Identify the different ways of evaluating the enterprise activity, e.g. self-review, peer review, participant feedback, data and statistics
- Why evaluation is important, e.g. to highlight success and failure, for future learning and development
- Identify the weaker areas and provide a development plan for that

## Skills

### Research

- Researching successful entrepreneurs and their stories
- Researching potential enterprise activities, risks and benefits
- Gathering information to help plan and deliver an enterprise activity

### Interpersonal skills when working with others

- Use appropriate communication to interact with other individuals, share ideas and give support
- Communication skills explaining own point of view, listening, asking and answering questions, presenting information
- Use appropriate behaviours that demonstrate cooperation, understanding, compromise, dedication, commitment and honesty

### Decision making and problem solving

- Decide appropriate action/s in light of research, information and queries
- Problem solving, e.g. assessing a work area, identifying relevant information and suggesting ways to mitigate the problem

### Enterprise skills

- Use innovation and creativity to generate ideas, suggestions and concepts
- Prioritise and plan for tasks and activities to aid in the delivery of a successful enterprise activity
- Use appropriate methods of financial recording and calculation

# Assessment Criteria

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**Learning aim A: Explore entrepreneurial skills, knowledge and behaviour**

Evidence must include:

A summary of the achievements of entrepreneurs, along with a description of each of the skills, knowledge and behaviours that the learner feels are necessary in order to be a successful entrepreneur.

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<tr><td>

**A.P1** Summarise the achievements of entrepreneurs

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**A.P2** Describe skills, knowledge and behaviours that are necessary for success as an entrepreneur

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**Guidance for assessors**

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**For A.P1** Learners must select different entrepreneurs and for each one, summarise their achievements by highlighting their successes in planning, launching and running enterprise organisations

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**For A.P2** Learners must describe the skills, knowledge and behaviours that they feel are important for success as an entrepreneur, using their identified entrepreneurs to help illustrate their answer

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**Learning aim B: Engage in the development and delivery of an enterprise activity**

Evidence must include:

Demonstration of the learner's contribution to the planning and delivery of an enterprise activity, and a review of their own contribution, in particular their skills and behaviours and how these impacted the activity.

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**B.P3** Participate in the planning and delivery of an enterprise activity

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**B.P4** Review own contribution to the enterprise activity

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**Guidance for assessors**

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**For B.P3** Learners must work as part of a group to participate fully in the planning and delivery of an enterprise activity. This may be an enterprise activity predetermined by the teacher/tutor or devised by the learners. The learner must take an active role in the support of the planning and delivery of the activity. Learners should consider the skills, knowledge and behaviours that could support their involvement in the activity

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**For B.P4** Learners must review their own contribution to the enterprise activity, focusing on the previously identified skills, knowledge and behaviour necessary for successful entrepreneurship and the way/s in which these may have benefitted the group, the process and the outcome of the activity

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## Delivery guidance

**Activities: Introduction to unit**

The tutor explains the title and aim of the unit and provides the learners with a brief but general overview of the unit.

Tutors prepare an activity that asks learners to match words or phrases relevant to enterprise to the correct definitions. This should include words such as enterprise, self-employed, entrepreneur, start-up, economy, profit.

The tutor then checks for accuracy and explains what each of the words or phrases mean and how they are relevant to the unit.

In small groups, learners to create a word-wall of words that they relate to enterprise, which can include examples of entrepreneurs, businesses, television programmes and definitions.

Tutor-led activity. Tutor provides learners with names of famous entrepreneurs and examples of successful ones that are not famous. Learners will research who they are and what they are famous for. Learners feed back to the group one example of **what the person is successful for.**

**Suggested time:** about 2 hours

**Activities: Expectations of being self-employed**

Learners to work in small groups to discuss the reasons that they would consider going into self-employment and enterprise. Learners could then write these onto a flipchart to share with the rest of the group.

Learners could then create a table with two sections: advantages and disadvantages. Learners to work in small groups to write all the advantages of being self-employed in one column and then consider/discuss the potential disadvantages.

An entrepreneur could be invited in to talk to the group about their journey into being self-employed and running an enterprise. They could share their expectations before they became self-employed and compare them to the outcomes they have achieved.

**Suggested time:** about 1 hour

**Activities: Self-management skills for self-employment**

Learners need to know why it is important to have good self-management skills when running an enterprise activity or working for oneself. Tutors discuss with learners what is meant by self-management skills. They produce a list, tutor to prompt if needed.

Self-management skills include organisation and planning skills, time management, problem solving, personal wellbeing, (time to take sufficient exercise, prepare nutritious meals, relax and have time with friends).

Learners discuss why they feel they need good self-management skills to be effective and have quality time at home. Learners could research different internet sites on how to manage their time and maintain a healthy lifestyle.

Learners discuss in small groups the importance and benefits of self-management in the workplace or for the self-employed. For example, you need to be reliable to keep good customer relations, be flexible, able to juggle tasks, prioritise work, think ahead, solve problems, decision making, less stressful, sense of achievement and help to build the business.

Tutor-led discussion, come up with a checklist of how to behave when representing yourself and your business. In small groups to come up with a list of positive and negative behaviours. What would be inappropriate behaviours for someone who is asking customers to give them money for a service?

Learners could then collate their understanding and agree levels of personal self-management and presentation that they would expect of themselves within enterprise.

**Suggested time:** 3 hours

**Activities: What makes an entrepreneur**

Learners to work as a group to list key points that they feel 'make' an entrepreneur and defines them from others.

Guest speakers would be beneficial in allowing learners to ask direct questions as to what they feel makes them unique and what skills/behaviours that they have which have made them an entrepreneur.

Learners to then work in pairs to select an entrepreneur from a given list and research them to create a list of key facts about the individual and their successes. Learners should then consider what makes the individual unique. Tutor to ask learners to consider the statement 'everyone is capable of being an entrepreneur'.

Learners could then create a list of the skills, behaviours and attitudes that their selected entrepreneur has and share these with others to identify common themes and common attributes.

Learners should finally reflect on all the entrepreneurs explored and discuss what makes them successful, and what makes them an entrepreneur. The tutor could add a pen profile of a learner from the group to the line-up of entrepreneurs to ask if they 'fit' in the mix and why.

**Suggested time:** 3 hours

**Activities: Matching skills and interests**

Learners to take part in a group discussion to identify the difference between skills and behaviours. Learners could begin by working in pairs and then sharing their answers with the larger group. Learners could then collate the information on a chart to refer to during the delivery of the unit. If needed the tutor could prompt learners with examples.

In small group discussions, learners match what skills and behaviours in personal life are transferable to enterprise and self-employment: being a good listener would be useful for researching customer needs and wants, motivational skills would help motivate and encourage staff or encourage customers to buy, positive behaviours would be helpful during challenges.

Learners discuss in small groups their interests and what they enjoy doing. They could make a list of those interests and put them into order of priority, e.g. what they enjoy doing most and what they are not so keen on. Learners should share their ideas with others.

Using a selection of the interests in the group, the tutor could display flipchart pages with each interest around the classroom. Learners could then rotate around the flipcharts to identify how these interests could be used in entrepreneurial activities, as potential business ideas or how they could help them develop skills and behaviours for enterprise.

Speakers from different self-employed or small businesses can be invited to talk about their jobs and the skills that they need to be able to do it successfully and also how they turned their interests into enterprise.

Video clips could also be used to showcase entrepreneurs discussing how they turned an interest or a hobby into a business. Some examples include Gym Shark, Yankee Candle, Facebook, Walt Disney.

In small groups, learners share their own skills and interests and support each other to match different enterprise activities and ideas for self-employment within a discussion. Learners could recognise and then link people who have similar skills and interests and think about how a combination of skills, behaviours and interests between two or more people can also lead to success in enterprise.

Finally, learners will each have a minimum of two potential self-employment options that they could follow.

**Suggested time:** 4 hours

**Activities: Factors to consider for success of enterprise activities**

Tutors stimulate group discussion as to what is required for an enterprise activity or small business to be successful. Through the discussion, ideas to be generated regarding different types of products and services and how they could be provided.

'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners may find it helpful to watch video clips from programmes such as *Dragon's Den*, or similar, which may provide additional information to support this knowledge. Additionally, learners could read news articles relating to successful local or national enterprise activities.

Group discussions are also 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 businesspeople about consumer demand and how the enterprise activity might meet consumers' needs.

Speakers who have experience of setting up and running a successful small, or large scale, enterprise could be invited in to speak to learners.

**Suggested time:** about 3 hours

**Activities: Researching and planning enterprise activities**

Learners devise a checklist for the process or steps needed in an enterprise activity from start to finish. This includes such things as: identifying customers and what customers want or need, conducting market research, setting an appropriate price, estimating number of sales, planning tasks and timescales, allocating tasks and roles according to a plan, evaluating skills needed and who best able to provide them, developing effective sales and communication skills, keeping effective financial records.

In small groups, learners make a list of enterprise activities that they have taken part in, in the past, as part of scouts, guides, primary or secondary school, college for education or with friends or families. It would probably have been small activities, such as selling sweets, car washes or cake sales for charity or for school activities.

Learners could then revisit the enterprise activities that they linked to their own skills and interests and add these to their list of possible activities.

Learners to then work in small groups to identify a range of different enterprise activities based on their preferences, interests, hobbies and experiences. Learners should then review the ideas and decide which ones are useful to carry forward.

Tutors will introduce market research to establish customer demand or need which include competitors, potential customers, focus groups, relevant sources of information, surveys. Learners could then work in groups to create market research surveys to establish the needs, wants and requirements of potential customers to help develop their product or service. Learners could then review their findings and discuss next steps.

Learners could then, in small groups, create a brief overview of their product/service or activity and carry out research to gather feedback on the idea before finalising their plans for an enterprise activity. This may also involve seeking permission to run the activity.

Learners can provide peer-to-peer feedback to encourage the groups to make final amendments or changes prior to carrying out the activity.

Tutor to provide learners with simple enterprise plans. Learners could then select a template and work in groups to develop draft plans for their enterprise. Learners could peer review their plans and make suggestions for improvement.

**Suggested time:** about 7 hours

**Activities: Carrying out an enterprise activity**

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example making greeting cards, baking biscuits, making sweets, jewellery, or providing a service, for example selling ice cream or car washing.

Tutor-led lessons on project planning and how to organise and run an enterprise activity would benefit learners and lead to learners creating their own project plans. Group discussions to 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 to also be produced as an individual piece of written work or as a slide presentation.

Learners need to consider the reasons that would make an enterprise activity successful. Tutor makes a list with suggestions from learners of ideas or methods that will lead to the success of an enterprise activity. For example, identify customers, plan tasks and timescales, allocate tasks and roles to the appropriate people, use personal and practical skills appropriately.

Once learners are confident that they have a solid idea and have thought through all the issues they need to present their ideas to a 'Dragon's Den' type of panel. The panel to be made up of tutors from the learning centre and external professionals. The aim of the panel is to question the viability of the product and get learners to think through anything they have not so far thought of – not to destroy their ideas and confidence.

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

Learners should collect evidence for each step of the process and their discussions. This could be a video, printouts, diary, etc.

Learners to discuss the importance of reviewing and evaluating enterprise activities in order to successfully develop future activities and improve own skills and behaviors.

**Suggested time:** 5 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced from reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the interests of the learner and the resources available locally.

## Task

Your task is to devise and take part in an enterprise activity with others in your group.

You will need to research three different entrepreneurs to create profiles for each of them summarising their achievements and describing their knowledge, skills and behaviours.

Using your research, you will need to demonstrate the knowledge, skills and behaviours required for success as an entrepreneur by participating in planning and delivering an enterprise activity for a given purpose. You should play an active role in the enterprise activity and consider your customers, your costs, potential profits and how you will market your enterprise.

You should produce documents that advertise your enterprise and deliver your activity within an agreed time frame.

Following your enterprise activity, you will review success of the activity and how your contributions helped the enterprise run successfully and review your identified skills, knowledge and behaviours to outline changes and improvements.

You will need to decide how to present your information in an appropriate format for your target audience.

## Retake

The learner could consider a different enterprise activity and research different entrepreneurs.

# 10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

# 11 Malpractice

## Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from ) with supporting documentation to . Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary suspensions on certification of learners

- placing temporary suspensions on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (https://www.jcq.org.uk/exams-office/appeals).

# 12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html.

- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.

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

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)

- *A guide to the special consideration process* (JCQ)

- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).

- *Distance learning and assessment policy* (Pearson)

**Publisher information**

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

# 13 Glossary

## Part A – General terminology used in specification

| Level | Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator. |
|---|---|
| Guided learning hours (GLH) | This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size. |
| Total qualification time (TQT) | This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills. |
| Learning outcomes | The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning. |
| Assessment criteria | The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome. |
| Unit content | This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria. |
| Summative assessment | Assessment that takes place after the programme of learning has taken place. |
| Valid assessment | The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure. |
| Reliable assessment | The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners. |

## Part B – Terms used in knowledge and understanding criteria

| Analyse | Examine methodically and in detail, typically in order to interpret. |
|---|---|
| Assess | Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement. |
| Compare | Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why. |
| Describe | Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application. |
| Detailed | Having additional facts or information beyond a simple response. |
| Evaluate | Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information. |
| Explain | Provide details and give reasons and/or evidence to support an opinion, view or argument.<br><br>OR<br><br>Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle. |
| Explore | inquire into or discuss (a straightforward or familiar subject) with some detail. |
| Identify | Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it. |
| Outline | Provide a summary or overview or brief description. |
| State | Express information in clear and precise terms. |

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