

# **Pearson BTEC Level 1 Award/Certificate and Pearson BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness**

## **Specification**

BTEC specialist qualification  
First teaching September 2010

Issue 3



## **Edexcel, BTEC and LCCI qualifications**

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

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel BTEC Level 1 Award/Certificate and BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness (QCF)

The QNs remain the same.

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

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

ISBN 978 1 4469 3255 1

All the material in this publication is copyright  
© Pearson Education Limited 2017

## **Summary of Pearson BTEC Level 1 Award/ Certificate and BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness specification Issue 3 changes**

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page/section number</b>
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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



## Purpose of this specification

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

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

# Contents

<b>1</b>	<b>Introducing BTEC Specialist qualifications</b>	<b>1</b>
<b>2</b>	<b>Qualification summary and key information</b>	<b>2</b>
	Qualification title and Qualification Number	4
	Objective of the qualifications	4
	Progression opportunities through Pearson qualifications	4
<b>3</b>	<b>Centre resource requirements</b>	<b>5</b>
<b>4</b>	<b>Qualification structures</b>	<b>6</b>
	Pearson BTEC Level 1 Award in Supporting Employability and Personal Effectiveness	6
	Pearson BTEC Level 1 Certificate in Supporting Employability and Personal Effectiveness	7
	Pearson BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness	9
<b>5</b>	<b>Assessment</b>	<b>11</b>
<b>6</b>	<b>Recognising prior learning and achievement</b>	<b>12</b>
	Recognition of Prior Learning	12
<b>7</b>	<b>Centre recognition and approval centre recognition</b>	<b>13</b>
	Approvals agreement	13
<b>8</b>	<b>Quality assurance of centres</b>	<b>14</b>
<b>9</b>	<b>Programme delivery</b>	<b>15</b>
<b>10</b>	<b>Access and recruitment</b>	<b>16</b>
<b>11</b>	<b>Access to qualifications for learners with disabilities or specific needs</b>	<b>17</b>
<b>12</b>	<b>Units</b>	<b>18</b>
	Unit title	18
	Unit reference number	18
	Level	18
	Credit value	18
	Guided learning hours	18





Unit aim	18
Essential resources	18
Learning outcomes	18
Assessment criteria	19
Unit amplification	19
Information for tutors	19
Unit 1: Supporting Employability and Personal Effectiveness	21
Unit 2: Searching for a Job	31
Unit 3: Applying for a Job	37
Unit 4: Preparing for an Interview	41
Unit 5: Interview Skills	45
Unit 6: Self-assessment	49
Unit 7: Learning with Colleagues and Other Learners	55
Unit 8: Working in a Team	61
Unit 9: Producing a Product	67
Unit 10: Preparing for Work Placement	73
Unit 11: Learning from Work Placement	79
Unit 12: Planning an Enterprise Activity	83
Unit 13: Running an Enterprise Activity	89
Unit 14: Searching for a Job	95
Unit 15: Applying for a Job	101
Unit 16: Preparing for an Interview	107
Unit 17: Interview Skills	113
Unit 18: Self-assessment	119
Unit 19: Learning with Colleagues and Other Learners	127
Unit 20: Working in a Team	133
Unit 21: Producing a Product	139
Unit 22: Developing Personal Skills for Leadership	145
Unit 23: Practising Leadership Skills with Others	151
Unit 24: Preparing for Work Placement	157
Unit 25: Learning from Work Placement	163
Unit 26: Planning an Enterprise Activity	169

Unit 27: Running an Enterprise Activity	175
<b>13 Further information and useful publications</b>	<b>182</b>
<b>14 Professional development and training</b>	<b>183</b>
<b>Annexe A</b>	<b>185</b>
The Pearson/BTEC qualification framework for employability	185

# 1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

---

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

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

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

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

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Supporting Employability and Personal Effectiveness
Qualification Number (QN)	500/8754/X
Date registrations can be made	01/04/2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	50
Guided learning hours	50
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 1 Certificate in Supporting Employability and Personal Effectiveness
Qualification Number (QN)	500/8776/9
Date registrations can be made	01/04/2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness
Qualification Number (QN)	500/9074/4
Date registrations can be made	01/04/2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

## Qualification title and Qualification Number

---

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

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

## Objective of the qualifications

---

The Pearson BTEC Level 1 Award/Certificate and BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness are designed to enhance and develop learners' employability skills and build their confidence through a rewarding learning journey. They are designed to help learners to gain and retain a job, and then to advance in the workplace, through development of the soft skills that employers are looking for: adaptability, a 'can-do' attitude, and objectivity about strengths and weaknesses.

They give learners the opportunity to:

- engage in learning that is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally-recognised level 1 or 2 qualification
- prepare for employment
- develop their own personal growth and engagement in learning.

## Progression opportunities through Pearson qualifications

---

Learners who have achieved the Pearson BTEC Level 1 Award/Certificate and BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness can progress within this suite of qualifications, to Pearson WorkSkills qualifications at level 2 or level 3, or to appropriate vocational qualifications.

### 3 Centre resource requirements

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

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

## 4 Qualification structures

### Pearson BTEC Level 1 Award in Supporting Employability and Personal Effectiveness

---

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	5
---	---

Unit	Unique Reference Number	Mandatory unit	Level	Credit	Guided Learning Hours
1	K/600/8641	Supporting Employability and Personal Effectiveness	1	5	50



## Pearson BTEC Level 1 Certificate in Supporting Employability and Personal Effectiveness

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
Number of mandatory credits that must be achieved	5
Number of optional credits that must be achieved	8

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	K/600/8641	Supporting Employability and Personal Effectiveness	1	5	50
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
2	D/503/2831	Searching for a Job	1	1	10
3	H/503/2832	Applying for a Job	1	1	10
4	K/503/2833	Preparing for an Interview	1	1	10
5	M/503/2834	Interview Skills	1	1	10
6	A/503/2836	Self-assessment	1	1	10
7	F/503/2840	Learning with Colleagues and Other Learners	1	2	20
8	R/503/2843	Working in a Team	1	3	30
9	D/503/2859	Producing a Product	1	1	10
10	F/503/2854	Preparing for Work Placement	1	1	10
11	J/503/2855	Learning from Work Placement	1	2	10
12	R/503/2857	Planning an Enterprise Activity	1	1	10
13	Y/503/2858	Running an Enterprise Activity	1	1	10
22	A/503/2870	Developing Personal Skills for Leadership	2	2	20
23	F/503/2871	Practising Leadership Skills with Others	2	2	20

Achievement of previous versions of the current Workskills units may still count as credit towards this qualification:

- L/501/5958 – Searching for a Job
- Y/501/5848 – Applying for a Job
- M/501/5824 – Preparing for an Interview
- R/501/5847 – Interview Skills
- M/501/5807 – Self-Assessment
- K/501/5823 – Learning with Colleagues and Other Learners
- L/501/5832 – Working in a Team
- T/501/5940 – Producing a Product
- K/501/5904 – Developing Personal Skills For Leadership
- D/501/5916 – Practising Leadership Skills with Others.

## Pearson BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
Minimum number of credits that must be achieved at level 2 or above	7
Number of mandatory credits that must be achieved	5
Number of optional credits that must be achieved	8

Unit	Unique Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	K/600/8641	Supporting Employability and Personal Effectiveness	1	5	50
Unit	Unique Reference Number	Optional units	Level	Credit	Guided Learning Hours
14	H/503/2863	Searching for a Job	2	1	10
15	K/503/2864	Applying for a Job	2	1	10
16	M/503/2865	Preparing for an Interview	2	1	10
17	T/503/2866	Interview Skills	2	1	10
18	F/503/2868	Self-assessment	2	2	20
19	J/503/2872	Learning with Colleagues and Other Learners	2	2	20
20	Y/503/2875	Working in a Team	2	3	30
21	L/503/2890	Producing a Product	2	1	10
22	A/503/2870	Developing Personal Skills for Leadership	2	2	20
23	F/503/2871	Practising Leadership Skills with Others	2	2	20
24	F/503/2885	Preparing for Work Placement	2	1	10
25	L/503/2887	Learning from Work Placement	2	2	20
26	R/503/2888	Planning an Enterprise Activity	2	1	10
27	Y/503/2889	Running an Enterprise Activity	2	1	10

Achievement of previous versions of the current Workskills units may still count as credit towards this qualification:

- A/501/6278 – Searching for a Job
- J/501/5893 – Applying for a Job
- H/501/5917 – Preparing for an Interview
- L/501/5913 – Interview Skills
- M/501/6164 – Self-Assessment
- Y/501/5915 – Learning with Colleagues and Other Learners
- R/501/6058 – Working in a Team
- L/501/6155 – Producing a Product
- K/501/5904 – Developing Personal Skills For Leadership
- D/501/5916 – Practising Leadership Skills with Others.

## 5 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

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

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

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

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

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

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13*. Further information and useful publications.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

---

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

Pearson encourages centres to recognise learners' previous achievements and experiences 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, [qualifications.pearson.com](http://qualifications.pearson.com)

## 7 Centre recognition and approval centre recognition

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

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

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

### Approvals agreement

---

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

## 8 Quality assurance of centres

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

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

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

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.



## 9 Programme delivery

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

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

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

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

## 10 Access and recruitment

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

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

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

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

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

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

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

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

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

We are committed to making sure that:

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

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

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Pearson NVQ Qualifications* and *Application for Special Consideration: BTEC and Pearson NVQ Qualifications*.

# 12 Units

Units have the following sections.

## Unit title

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

## Unit reference number

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

## Level

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

## Credit value

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

## Guided learning hours

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

## Unit aim

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

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

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

## Assessment criteria

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

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.



# **Unit 1:**

## **Supporting Employability and Personal Effectiveness**

**Unit reference number:** K/600/8641

**Level:** 1

**Credit value:** 5

**Guided learning hours:** 50

---

### **Unit aim**

The aim of this unit is for learners to develop their employability and personal effectiveness skills through involvement in a group project. The group project will be used as a vehicle for the development of employability and personal effectiveness skills. Learners will reflect on the skills demonstrated and what they have achieved throughout the unit and plan ways to further their personal effectiveness and employability.

Working on projects within teams offers an opportunity for learners to develop personal potential, skills and self-confidence. Lack of self-confidence can be a barrier to gaining initial employment and this unit aims to develop this fundamental aspect of employability. Employability skills include a range of personal skills which employers value, social skills for working together positively and successfully, and the skills to operate effectively in the workplace. Completing this unit will give learners the opportunity to experience, develop and improve these skills, giving individuals the confidence to go into employment or seek new opportunities for engagement in the community.

For example, this unit could allow learners to participate in an arts project using music, art, dance, media or drama, providing opportunity for learners to present their work together at the end of the project, for example a CD, a production, a concert, an exhibition or a film. This will enable learners to plan, organise, deliver and manage their own work within controlled and predictable situations. At this level learners will require encouragement to demonstrate sustained effort, concentration, enthusiasm and a growing awareness of how to respond to the demands placed upon them. Other possibilities could include entrepreneurial and community participation projects.

Reflective learning is encouraged throughout the unit, as this approach allows for continual feedback on performance within the project and also the development of employability and personal effectiveness skills. However, it is also important to help learners to progress further and as such clear goal-setting is a vital part of this process, so that learners can focus on what is needed to enhance progress in employability and personal effectiveness skills. Learners will require support to develop understanding of how to transfer learning from a previous experience to a new skill to enable their continuing personal development.

## Essential resources

Learners will require an appropriately trained tutor and the physical resources to be able to participate in the chosen project. Guest speakers and visits to or from relevant organisations would enhance the delivery of the unit.



## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to use effective communication skills	1.1	Demonstrate the ability to listen to others	<ul style="list-style-type: none"> <li><i>Listening skills</i>: active listening, eg appropriate facial gestures; reflecting and paraphrasing, eg summing up what has been said</li> </ul>
		1.2	Communicate appropriately with others	<ul style="list-style-type: none"> <li><i>Communication skills</i>: verbal communication eg clarity, tone, use of register; non-verbal communication eg open body language, eye contact; written communication eg minutes, memos, instructions; adapting communication for different situations eg formal, informal; self-expression; listening; discussing</li> </ul>
2	Be able to make a positive contribution within a team	2.1	Contribute ideas and suggestions to the group project	<ul style="list-style-type: none"> <li><i>Skills for team work</i>: willingness to participate; reliability; honesty; co-operation; positive attitude eg enthusiasm, motivation; confidence in own work and abilities; initiate ideas; respond to the ideas of others; willingness to try new ideas and skills; ability to make a compromise; ability to engage in constructive discussion; ability to give and receive feedback; observe safe working practices</li> </ul>
		2.2	Show discussion skills within the group	
		2.3	Be reliable during the realisation of group work	<ul style="list-style-type: none"> <li><i>Collaborative team work</i>: establishing positive working relationships; respect for others; awareness of boundaries; support and encourage others; value others' contributions; accept group decisions</li> </ul>
		2.4	Demonstrate collaborative team working skills	
3	Be able to demonstrate employability skills in a group project	3.1	Demonstrate task management skills	<ul style="list-style-type: none"> <li><i>Task management</i>: have clear aims; plan tasks; follow instructions; manage deadlines; monitor progress</li> </ul>
		3.2	Show flexibility when dealing with problems or changes in circumstances	<ul style="list-style-type: none"> <li><i>Problem solving</i>: identify problems; seek advice or help; make informed choices; demonstrate flexibility; demonstrate willingness to engage in a task new to the learner; overcome challenges with or without support; adapt plans; renegotiate deadlines</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4		3.3	Complete assigned tasks within given timescales	<ul style="list-style-type: none"> <li>□ <i>Time management</i>: punctuality; plan time eg to do lists, rehearsal schedules, production schedules, work in progress, activity logs; meet deadlines</li> </ul>
		3.4	Show time management skills	
	Know how to reflect on personal effectiveness skills and qualities for employability developed in the context of a group project	4.1	Describe own personal effectiveness skills and qualities demonstrated in the context of the group project	<ul style="list-style-type: none"> <li>□ <i>Skills and qualities for employability</i>: positive attitude to work; effective communication skills; punctuality; personal presentation skills; reliability eg ability to work to agreed schedules, ability to follow a routine; safe working; responsibility eg work independently on tasks, completion of tasks; flexibility eg ability to adapt to changing circumstances; meeting deadlines; responding to instructions and supervision, accepting positive criticism</li> <li>□ <i>Reflection</i>: skills achieved/progressed eg what went well and what could be improved; skills to improve; use of personal records of progress eg portfolio of art work, diary, video diary, audio recording; tools for self-assessment/self-evaluation; use of feedback eg formal, informal, formative, summative; records of tutorials; goal setting and individual action plan</li> </ul>
		4.2	Identify personal effectiveness skills and qualities needed for own development for employability	
		4.3	Plan ways to develop own personal effectiveness skills and qualities for employability	

## Information for tutors

---

### Delivery

This unit should be delivered through a project that encourages the development of personal skills and qualities, supports learning in managing relationships, keeps learners focussed on the task in hand and develops work-readiness skills.

For example, a wide range of arts programmes such as drama, music, dance, story telling, filming, 2D and 3D work are appropriate for the delivery of this unit.

However, other project ideas may be equally appropriate. Depending on the nature of the project, team roles that learners might undertake could include performers, 2D or 3D artists, technicians or administrators. A well-run arts project would be appropriate both for learners who are interested in the arts and for those who may not know much about the arts, and may be disaffected and de-motivated, but who may find the re-engagement they need through participation in the project.

It is important to deliver a project that will engage and motivate learners, giving them a chance to develop skills in working together, and also to recognise their own individual strengths. The project selected will need to have a tangible end goal which provides learners with the opportunity to try an appropriate new experience or develops their skills in a meaningful way, encouraging personal ownership and a sense of belonging to the group. Building in opportunities for success early in the project will develop self-confidence and encourage learner engagement. Such opportunities could include milestones for the completion of tasks or work-in-progress showings. The emphasis of the unit is on allowing learners to be made aware of the importance of reflection on and evaluation of their participation in the project as a tool to develop generic employability skills. This needs to be made clear at the beginning of the unit, with appropriate opportunities provided to enable this to happen.

Learners will need guidance on a variety of strategies that they could use to reflect on and evaluate the employability skills they have developed during the project. Reflection may be unfamiliar to them, and as such the role of the tutor in recognising and encouraging the development of the learner's employability skills through appropriate feedback is crucial. Group reflection and evaluation at the end of each session may be helpful, as may be formative assessment and feedback. This enables learners to become more self-aware and conscious of their strengths and the areas where they need to develop. It also helps to identify their 'distance travelled'.

Time may need to be put aside at the end of each session for learners to record their thoughts and use self-assessment/evaluation tools. It is important that learners reflect in a way that is best for them. For some learners this may be a group and/or individual discussion which is recorded visually, through audio or through a witness statement by the appropriate member of staff, a logbook or diary, recorded or videoed log, an annotated series of paintings, drawings, poems, lyrics, evidenced rehearsals/rehearsal planning etc. Tutorials will provide opportunity for individual feedback and allow learners to verbalise their thoughts and identify goals. A useful mechanism for this would be to provide careers development opportunities where learners can explore employment possibilities and how these could be achieved.

## Outline learning plan

The outline learning plan has been included in this unit as guidance, and uses an arts project as an example.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

- Activity – tutor-led discussion to introduce aims of the arts project and how learners will be able to develop their personal effectiveness and employability skills throughout the project; self assessment in employability skills – this can be done in a variety of innovative ways, or more conventionally, for example with a questionnaire.
  - **First milestone:** Self-assessment by learner of skills in communication, team working, reflection on personal skills and employability skills, followed by individual discussion with the learner on how the project will help develop these skills further.
  - Activity – group activity to immediately draw the group in and free up their ideas. Activity as appropriate to the arts form chosen for the project, for example drumming, a group drama workshop, drawing, a dance workshop or a writing exercise. Explain the likely structure of the project. Follow this with a discussion to generate ideas for the content of the arts project.
  - Activity – group work, bringing ideas to generate activities for a workshop – demonstrations by learners if and where appropriate. Plan project and reflect on possibilities of different options, such as time and practical constraints and how to involve all learners. Groups to feed back to whole group. Whole group discussion to agree project format and the final product the group is aiming for. Some groups may want to practise outside the tutor-led time.
  - **Second milestone:** First formative assessment after the first or second session, followed by feedback to each learner. Action points to be agreed with each learner.
  - Tutor-led discussion – communication skills and teamwork skills required to reach decisions. Set time for rehearsal/development of the arts project.
  - Activity – learners to rehearse/develop their arts project and to reflect, giving feedback on own communication skills and teamwork skills demonstrated in the session.
- 
- Tutor-led discussion – set up group discussion on how the arts project is going and what still needs to be done – importance of planning and adjusting plans, need to identify timescales, individual contributions.
  - **Third milestone:** Second formative assessment at an appropriate mid point in the project, followed by feedback to each learner, measuring development against agreed action plan from previous assessment. New action points to be agreed with each learner.
  - Activity – group work to develop the project further and to present work so far.
  - Activity – learners to list own responsibilities and reflect on own communication skills and teamwork skills demonstrated in the session in relation to goals.

### Topic and suggested assignments/activities

- Preparation/task completion/rehearsals.
  - **Fourth milestone:** Pre-performance/exhibition/production of book etc, third formative assessment, followed by feedback to each learner. Action points to be agreed with each learner.
  - Presentation of their work as a product or a production.
  - Activity – group reflection and evaluation at the end of sessions.
  - **Fifth milestone:** Post-performance/post-exhibition/post final results of creative writing etc, final assessment, which uses any evidence from the previous assessments which matched the criteria as well as evidence from the end product. Internally verify learners after the final assessment. Feedback to be given to each learner. Individual action plan to be produced for each learner post-project.
- Group evaluation of project.
  - Activity – learners to reflect on development of skills throughout unit as a whole.
  - Activity to consider their plans post-project.
  - Tutorials to relate skills developed in arts project to employability skills and identify individual goals for personal effectiveness and employability.
  - **Sixth milestone:** Information to be given regarding options for careers and/or further learning.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment evidence will be accumulated throughout the project. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once. For instance, using the example of an arts project, assessment opportunities may occur at times such as post-rehearsal discussions, production meetings, band meetings and tutorials.

Learners will need to be assessed against the assessment criteria at key points in the project, their final assessment occurring when they are ready to pass the criteria. Depending on the standard of learners, in some cases this may happen relatively quickly, but in other cases several projects may be necessary for learners to develop sufficiently. The number of formative assessments depends on the needs of the learner: a learner needing more development may benefit from more formative assessments. It is important that learners understand that they will be assessed on employability skills through engaging with the project, and that the project is a vehicle to enable this to occur. A high quality project which successfully engages learners is crucial in order to allow their employability skills the chance to develop.

Examples of possible assessment milestones are given in the outline learning plan for this unit. Each milestone could include assessment using evidence to show how the criteria have been met or have not yet been met, feedback to the learner, and agreed action points.

Evidence may be presented in a variety of ways, including observations of group discussions and learner activities supported by a witness statement from the tutor, learner logbooks, self-rating questionnaires, portfolios of learner work and evidence of tutorials.

For assessment criteria 1.1 and 1.2, the verbal communication skills used by learners may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed through witness testimonies, peer group assessment or by the tutor. Documentation will need to be retained for internal and external verification.

For 1.1, learners will need to show their ability to listen actively to others on more than one occasion. Evidence of active listening with the use of appropriate body language will need to be demonstrated to meet this criterion.

1.2 requires learners to read, speak, listen and write clearly in the context of group work. Appropriate tone and register will need to be used to meet this criterion.

The evidence for assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 and 3.4 could be demonstrated through tutor observation and/or one-to-one discussions with the tutor. Other methods could include self-assessment checklists or a logbook where learners record the contribution they made as a team member, how they managed the tasks and how they achieved outcomes. If discussions are used as an assessment method, it is important that documentation is retained for internal and external verification.

For assessment criterion 2.1, learners will need to give more than one idea contributing to the team's project.

2.2 requires evidence that learners have demonstrated their ability to discuss issues arising in group discussion positively and productively.

For 2.3 learners will need to demonstrate their dependability. This may be achieved by completing agreed tasks.

To meet assessment criterion 2.4, learners must show that they are able to work with other members of the team. The evidence for this may include giving support to others, showing respect to others, compromising, valuing the contribution of others.

For 3.1, learners will need to show how to deal with more than one task by planning controllable steps.

To meet assessment criterion 3.2, learners will need to show their ability to adjust when situations or conditions change on more than one occasion.

To meet 3.3, evidence must be provided that learners have completed the agreed tasks to arranged deadlines.

For 3.4, learners must demonstrate consistent punctuality throughout the group project to meet this criterion.

Criteria 4.1 and 4.2 may be assessed through one-to-one discussions with the tutor. If a logbook or checklists have been used as evidence for assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 and 3.4, this could be used as a basis for discussion. For 4.1, learners will need to consider the personal skills and qualities that they have developed throughout the programme. 4.2 requires learners to consider which skills and qualities they need to develop to enhance their employability. If discussions are used as an assessment method, it is important that documentation is retained for internal and external verification. Supporting

evidence such as a video diary, an audio recording, a portfolio of art work with annotated paintings, poems, short stories, sketches and notes may be used.

For 4.3, learners will need to identify more than one way to develop the skills and qualities required for employability. The evidence for this may be in the form of a simple action plan setting goals and identifying how achievement will be measured.

### Suggested resource

Example materials for an arts-based project.

#### Textbooks

Ashley L – *Essential Guide to Dance, Third Edition* (Hodder, 2008)  
ISBN 9780340968383

Blanc S – *African Percussion: The Djembe* (available on the internet only) ASIN B00134FEZS

Dean P – *Production Management: Making Shows Happen – A Practical Guide* (Crowood Press, 2002) ISBN 9781861264510

Fredman R, Reade I – *The Essential Guide to Making Theatre* (Hodder, 1996)  
ISBN 9780340655146

Gair A and Sidaway I – *How to Paint: A Complete Step-by-step for Beginners Covering Watercolours, Acrylics and Oils* (New Holland Publishers Ltd, 2005)  
ISBN 9781845370534

Goodkin D – *Sound Ideas: Activities for the Percussion Circle* (Alfred Publishing Co., Inc., 2002) ISBN 9780757909887

Keita M – *A Life for the Djembe: Traditional Rhythms of the Malinke, 5th English edition* (Tam Tam Mandingue, 2004) ASIN B000YDMYNY

Knight K and Schwarzman M – *Beginner's Guide to Community Based Arts* (New Village Press, 2005) ISBN 9780976605430

Neelands J and Goode T – *Structuring Drama Work* (Cambridge University Press, 2000) ISBN 9780521787291

Nugent K – *Interactive Art Workshop* (Northlight Books, 2008)  
ISBN 9781600610806

Odam G – *The Sounding Symbol – Music Education in Action* (Nelson Thornes Ltd, 1995) ISBN 9780748723232

Pipes A – *Drawing for Designers: Drawing skills, Concept sketches, Computer Systems, Illustration, Tools and materials, Presentations, Production techniques* (Laurence King Publishing, 2007) ISBN 9781856695336

Sole D – *The Soul of Hand Drumming: A Comprehensive Book for Beginner to Advanced Solo and Circle Hand Drummers* [With CD] (Soul Drums, 1996)  
ISBN 9780786625949

Soutar C – *Staging Events: A Practical Guide* (Crowood Press, 2005)  
ISBN 9781861267276

Thompson J – *Drama Workshops for Anger Management and Offending Behaviour* (Jessica Kingsley Publishers, 1999) ISBN 9781853027024

## Websites

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

Educational Trust

[www.open.ac.uk/careers/skills-and-qualities.php](http://www.open.ac.uk/careers/skills-and-qualities.php)

Open University: Employability Skills

[www.teachers.tv](http://www.teachers.tv)

Teachers TV

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

Teaching Music



## **Unit 2:**                                      **Searching for a Job**

**Unit reference number:**    **D/503/2831**

**Level:**                                      **1**

**Credit value:**                                      **1**

**Guided learning hours:**    **10**

---

### **Unit aim**

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

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

### **Essential resources**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know sources of information about jobs	1.1	Outline different sources of information about jobs	<ul style="list-style-type: none"> <li>□ <i>Sources of information about jobs:</i> there are a range of different sources which provide information on job vacancies eg recruitment agencies, internet sites, newspapers, magazines and journals, Jobcentres; different sources carry different types of job adverts eg trade journals carry job adverts specific to a particular sector or industry</li> </ul>
		1.2	Outline the assistance provided by different recruitment services	<ul style="list-style-type: none"> <li>□ <i>Recruitment services:</i> locations of recruitment services eg job centres, recruitment agencies, local community noticeboards, advertisements inside or outside shops, offices, restaurants or other places of work, local newspapers and other local publications, national press, internet, self-employment, HR departments of organisations/companies, word of mouth</li> <li>□ <i>Assistance provided by recruitment services :</i> sources which provide a recruitment service to employers and jobseekers eg employment agencies, job centres; sources which recruit directly for an organisation/company eg HR departments, company websites; sources that provide advertisements or other information about potential job opportunities eg community noticeboards, newspapers</li> </ul>
2	Know how to recognise own interests and skills for job roles	2.1	Identify own interests and skills for employment	<ul style="list-style-type: none"> <li>□ <i>Skills and interests:</i> 'hard' skills gained through either completing a training course or through education or previous work experience; 'soft' skills eg personal qualities and talents, interests eg hobbies, preferences and aspirations</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Identify potential job roles which match own skills and interests	<ul style="list-style-type: none"> <li>□ <i>Matching to potential job roles</i>: the potential job role should ideally match the learner's 'hard' and 'soft' skills; important and less important factors in deciding the appropriateness of a potential job role eg location, working hours, salary, job description, type of industry, size of organisation</li> </ul>
3	Know how to search for job vacancies	3.1	Outline relevant information to look for in job adverts for potential jobs	<ul style="list-style-type: none"> <li>□ <i>Information in job adverts</i>: relevant terminology eg abbreviations and descriptors commonly used in job advertisements eg 'CV', 'MD', 'O.T.E', 'PA', 'team player', 'hands-on approach', 'flexible attitude'; different types of information contained in a job advert eg location, skills needed for the job, salary and benefits, length of contract, opportunities to receive training, promotion or learn new skills; recognising key words in job adverts that match own skills, interests and personal circumstances eg 'would suit someone with an interest in sport', 'full driving licence required'</li> </ul>
		3.2	Identify appropriate methods to search for potential job vacancies	<ul style="list-style-type: none"> <li>□ <i>Appropriate methods to search for jobs</i>: conducting the job search according to what the learner requires from a job eg using local sources such as local newspapers, Jobcentres, neighbours and friends to search for jobs in the local area, searching the vacancies section of a company or organisation website if the learner wishes to work for that particular company or organisation, using internet job sites or national newspapers if the learner wishes to find a job outside their local area</li> </ul>

## Information for tutors

---

### Delivery

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

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

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

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

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

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

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

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

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

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

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

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

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

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

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

## Suggested resource

### Websites

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

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

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



## Unit 3: Applying for a Job

**Unit reference number:** H/503/2832

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

---

### Unit aim

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

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

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

### Essential resources

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand different methods of applying for jobs	1.1	Outline different methods of applying for a job	<ul style="list-style-type: none"> <li>□ <i>Different methods of applying</i>: different formats for internal/external applications eg application forms, CVs, covering letters, applications via a website, applying in person</li> </ul>
		1.2	Explain why different methods of applying for a job are used	<ul style="list-style-type: none"> <li>□ <i>Reasons different methods of applying are used</i>: method of applying may be linked to the type of job eg requirement to provide covering letter may suggest job role requires good communication or written skills, use of online application form may suggest job role requires computer skills</li> </ul>
2	Be able to complete a job application	2.1	Present relevant information collected for a job application	<ul style="list-style-type: none"> <li>□ <i>Information for job application</i>: person specification for job; job description; different types of information needed for a job application eg personal details, skills, previous work experience, education and training; knowing which items of personal information to include and what to leave out eg age, gender, address, telephone number; knowing whether you are eligible to work in the country legally; recognising that certain items of information fit certain parts of the job application form; using templates and examples as a guideline</li> </ul>
		2.2	Complete a job application form accurately	<ul style="list-style-type: none"> <li>□ <i>Apply for a job using an application form, CV, covering letter</i>: accurate information including only relevant and appropriate information; following accepted guidelines for the format and content of a CV, following accepted guidelines for the format and content of a covering letter</li> </ul>
		2.3	Complete a CV for a job application in a given format	
		2.4	Present an appropriate covering letter for a job application	



## Information for tutors

---

### Delivery

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

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

Examples of covering letters could be provided. Learners could work in groups to produce a checklist of the information to be provided in a covering letter.

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

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

For learning outcome 2, learners could work independently to collect the information required to complete a job application. The job application may be real or simulated, and can either have been chosen by the learner or given to them. However, the learner and the tutor must discuss and agree that this is a suitable job based on the learner's skills and interests, so that the application is relevant to them.

Learners may be given a CV template and a template for a covering letter into which they can put their personal information.

Guest speakers could be invited to speak to learners about the importance of correctly presenting information on applications forms, CVs and covering letters and correctly following specific instructions.

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

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

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

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

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

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

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

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

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

## **Suggested resource**

### **Websites**

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

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

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

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

## Unit 4: Preparing for an Interview

Unit reference number: **K/503/2833**

**Level:** 1

**Credit value: 1**

**Guided learning hours: 10**

## Unit aim

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

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

## Essential resources

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know information required to prepare for an interview	1.1	Identify the purpose of the interview	<ul style="list-style-type: none"> <li>□ <i>Purpose of the interview</i>: interview purpose eg for employment, a course, work placement, volunteering</li> </ul>
		1.2	Outline the key information about the job/ placement/course drawing on application information	<ul style="list-style-type: none"> <li>□ <i>Information about the job/ placement/course</i>: information needed eg entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required</li> </ul>
2	Be able to prepare for interview questions	2.1	Prepare answers to questions that might be asked at the interview	<ul style="list-style-type: none"> <li>□ <i>Respond to questions</i>: being asked questions at interview eg ensure they understand the question before they answer, ensure answers are appropriate and clear, how to respond when they don't know the answer to a question</li> <li>□ <i>Questions they might be asked</i>: which questions are most likely to be asked; not all questions can be planned for ahead of time</li> </ul>
		2.2	Identify questions to ask which show interest in the job, placement or course	<ul style="list-style-type: none"> <li>□ <i>Prepare appropriate questions to ask the interviewer</i>: questions should use appropriate language register; content of questions should be relevant to the course/placement/job; learner shows their interest in the course/placement/job by asking questions; questions should be asked with appropriate tone of voice and attitude</li> </ul>
3	Be able to plan travel for an interview	3.1	Confirm the time and place where the interview will be held	<ul style="list-style-type: none"> <li>□ <i>Plan to arrive on time</i>: finding out journey times, using sources of travel information, considering different modes of travel, choosing best route, allowing for possible delays, using interview information or documentation to confirm interview details</li> </ul>
		3.2	Plan a route and means of transport to arrive on time for the interview	

## Information for tutors

---

### Delivery

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

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

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

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

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

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

The interview being prepared for may be for a job, placement or place on a training course. It could be a real situation, but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

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

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

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

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

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

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

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

## **Suggested resource**

### **Websites**

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

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

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

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

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

## Unit 5: Interview Skills

**Unit reference number:** M/503/2834

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

---

### Unit aim

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

The purpose of this unit is for learners to acquire the basic communication skills needed for an interview, be it for a job, work placement or training course. Learners are presented with an interview as a multi-faceted experience which includes the use of both verbal and non-verbal communication. Learners will learn about the importance of answering interview questions clearly and appropriately. The emphasis is on being able to apply all the acquired interview skills in a way that is appropriate for the interview context. Learners will also be guided through a post-interview reflection so that they understand the value of learning from the interview experience.

### Essential resources

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare to be interviewed	1.1	Demonstrate punctuality for the interview	□ <i>Arrive on time</i> : timekeeping; arrive early enough to collect themselves, to find entrance to building/office, to appear calm and in control
		1.2	Demonstrate care in personal appearance relevant to the interview	□ <i>Personal appearance</i> : clean; tidy; clothing consistent with that normally expected of interviewees in the particular setting; attention to personal hygiene
2	Be able to respond to questions in an interview	2.1	Answer questions asked by the interviewer with appropriate informative responses	□ <i>Answer questions</i> : listening carefully to the questions before answering; answer is relevant to the question; language appropriate for interview context; clarity and politeness in communication; awareness of tone of voice
		2.2	Demonstrate attention through use of non-verbal communication	□ <i>Non-verbal communication</i> : the role of non-verbal communication and body language in creating the correct impression, awareness of facial expressions; showing the interviewer you are paying attention to the questions; posture
3	Be able to assess own performance in an interview	3.1	Outline what went well in the interview and what did not	□ <i>Assess own performance</i> : eg comments from the interviewer, the learner's own impressions of the interview experience; knowing which parts were difficult, challenging or unfamiliar; knowing which parts were easy, successful, enjoyable or familiar



## Information for tutors

---

### Delivery

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

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

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

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

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

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

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

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

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

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

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

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

For 3.1, the learner should be able to identify parts of their performance that went well and not so well. This might relate to particular questions or to aspects such as body language or listening carefully. They might reflect on the interview by watching it back on video, listening to it on a recording, or discussing it with the interviewer or other observers. It is appropriate for any of these parties to offer constructive criticism and for the learner to include this feedback in their review of their performance, should they wish to do so. However, their self-evaluation should represent their own views on their performance and should be recorded independently. Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through a video or taped discussion.

## **Suggested resource**

### **Websites**

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

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

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

## Unit 6: Self-assessment

**Unit reference number:** A/503/2836

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

---

### Unit aim

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

The ability to set achievable goals is empowering. In this unit, the learner will consider their own strengths and weaknesses and how they might address areas of weakness. The unit helps the learner to understand the importance of setting different types of goals in life. The learner will find out how to set both long-term and short-term goals, make some plans for achieving them and find out how their skills, qualities and strengths may help them to achieve their short-term goals.

### Essential resources

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand personal strengths and weaknesses	1.1	Identify own strengths and weaknesses	<ul style="list-style-type: none"> <li>□ <i>Personal strengths and weaknesses:</i> behaviour, personality and attitudes eg friendly, shy, confident, talkative, punctual, impatient, sensitive, determined, loyal</li> </ul>
		1.2	Explain how to improve on areas of weakness	<ul style="list-style-type: none"> <li>□ <i>How to remedy weaknesses:</i> take appropriate steps to remedy weaknesses eg set goals to make improvements in certain areas of personal life, work or study, participate in a training course to improve skills, complete self-development course, seek professional advice eg life coach or career advice, support or help to remedy areas of weakness, take up a new hobby, get involved in voluntary work to improve sense of confidence</li> </ul>
2	Understand the importance of recognising personal skills and qualities	2.1	Identify own skills and qualities	<ul style="list-style-type: none"> <li>□ <i>Skills and qualities:</i> communication skills eg good listener, can use sign language; practical skills eg can use a computer, can drive a car; interpersonal skills eg good at encouraging, helping or motivating others, patient with elderly people or children</li> </ul>
		2.2	Explain how own skills and qualities may be used in work and personal life	<ul style="list-style-type: none"> <li>□ <i>Using skills and qualities in personal life and careers:</i> personal skills and qualities eg good listener would be useful for work in a call centre, skills in motivating others would suit working in a team, ability to use a computer could meet criteria for enrolling on an online course, patience with children would suit nursery work</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand goal-setting	3.1	Explain why it is important to set short- and long-term goals	<ul style="list-style-type: none"> <li>□ <i>Importance of long-term goals:</i> goals may relate to personal life, work, course or study; having a long-term goal gives individuals something specific to aim for; gives individuals a purpose/focus; is empowering</li> <li>□ <i>Importance of short-term goals:</i> steps towards long-term goal; encourage progress towards long-term goal; are specific; have a clear target; are realistic; are manageable; achievement boosts self-confidence and self-esteem</li> </ul>
		3.2	Identify a personal long-term goal	
		3.3	Identify personal short term goals	
		3.4	Outline ways to achieve short-term goals	
		3.5	Explain how own skills, qualities and strengths may help in achieving short-term goals	

## Information for tutors

---

### Delivery

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

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

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

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

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

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

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

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

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

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

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

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

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

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

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

## **Suggested resource**

### **Websites**

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

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





## **Unit 7:**

# **Learning with Colleagues and Other Learners**

**Unit reference number:** F/503/2840

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

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

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

### **Essential resources**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know of situations where learning can take place	1.1	Outline learning situations with co-workers	□ <i>Learning situations with co-workers:</i> finding answers and solutions to tasks or problems through talking and working with co-workers eg solving a problem by using ideas from several people, rather than just own ideas
		1.2	Outline learning situations with other learners	□ <i>Learning situations with others:</i> informal eg small group discussions, school or college classes, team building or development activities, day-to-day working with a team of people at the same level; formal learning situations eg training courses, induction days
2	Be able to interact with colleagues or other learners in a learning situation	2.1	Give opinions about an aspect of own learning	□ <i>Express opinions or feelings about an aspect of their learning:</i> eg likes and dislikes, how useful the presentation was
		2.2	Respond appropriately to others' opinions and feelings about an aspect of learning	□ <i>Respond appropriately to others' opinions and feelings about an aspect of learning:</i> eg letting people have their say, not interrupting, not responding rudely, being polite and tactful
		2.3	Give and receive feedback about own learning	□ <i>Give and receive feedback about their learning:</i> feedback to other learners on how useful learning was, what could be improved; receiving feedback from others about contributions and opinions, attitudes and behaviours, whether something was successful
3	Know that people have preferred individual learning styles	3.1	Identify own preferred method of learning	□ <i>Methods of learning:</i> observing others at work, asking questions, listening to instructions or information, finding out information or doing research, attending courses, classes or training, taking a qualification, doing a practical task
		3.2	Outline how this compares to how other people prefer to learn	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to record progress in learning	4.1	State own learning goal	<ul style="list-style-type: none"> <li>□ <i>Setting person learning goals</i>: identifying a personal goal that they can work towards or that is relevant to their area of work or study</li> <li>□ <i>Recording progress</i>: recording progress (ie what has been learned) informally or formally; identifying learning goals and recording progress by using a learning plan, as part of an appraisal and development process</li> </ul>
		4.2	Identify the progress made towards own identified learning goal	
		4.3	Outline what went well and what did not go so well in own learning	
		4.4	Create a new learning plan to achieve the next learning goal	

## Information for tutors

---

### Delivery

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

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

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

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

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

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for 1.1 and 1.2 could come from a group discussion that shows the individual learner's contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager. The learner must be able to describe a situation in which they can learn with co-workers or other learners/students.

Evidence for 2.1 - 2.3 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner needs to present the information appropriately and respond to others' views in an appropriate manner. The evidence could take the form of a witness statement,

observation notes or a video of the learner's interaction with other co-workers or learners, along with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example, copies of emails, memos or letters), with a supporting commentary from the tutor/line manager if appropriate.

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

Evidence for 3.1 and 3.2 could come from a group discussion which shows the individual learner's contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to recognise their preferred method of learning and describe how this compares to those of others.

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

## **Suggested resource**

### **Websites**

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

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



## **Unit 8: Working in a Team**

**Unit reference number:** R/503/2843

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

---

### **Unit aim**

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

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

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

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

### **Essential resources**

Learners must participate in a teamworking task.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> <li>□ <i>Behaviours for effective teamwork</i>: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others</li> </ul>
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> <li>□ <i>Strengths, skills and experiences</i>: organising skills; practical skills eg computer literate, photography skills; previous experiences eg experience of planning an event; communication skills eg multi-lingual, skilled writer; interpersonal skills eg good listener, confident, punctual, reliable, patient</li> <li>□ <i>Aspects of a task they could do well, based on identified strengths, skills and experience</i>: eg good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project</li> </ul>
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<ul style="list-style-type: none"> <li>□ <i>What team is working to achieve</i>: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required</li> </ul>
		3.2	Identify own role and responsibilities and those of others in the team	<ul style="list-style-type: none"> <li>□ <i>Responsibilities within the team</i>: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members</li> </ul>
		3.3	Outline how own role contributes to the work of the team as a whole	<ul style="list-style-type: none"> <li>□ <i>Contribution of own role to work of whole team</i>: how own role affects roles of others in the team; how own role affects overall team success</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<ul style="list-style-type: none"> <li>□ <i>Listen to the ideas and suggestions of others:</i> paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others eg by not interrupting, asking questions to clarify what was said</li> </ul>
		4.2	Give ideas and suggestions as to how the team might complete their task	<ul style="list-style-type: none"> <li>□ <i>Give ideas and suggestions as to how the team might complete their task:</i> participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group</li> </ul>
		4.3	Give examples of offering help or support to other team members	<ul style="list-style-type: none"> <li>□ <i>Offer help to other team members:</i> eg offer to help other team members complete their task, volunteer to take on the task of a team member who is absent</li> </ul>
		4.4	Give examples of accepting the help or advice of others	<ul style="list-style-type: none"> <li>□ <i>Accept help or advice from other team members:</i> try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time</li> </ul>
		4.5	Complete the aspects of the allocated task, in line with the brief	<ul style="list-style-type: none"> <li>□ <i>Complete own task in line with the given brief:</i> complete task to required standard and within stipulated timeframe</li> </ul>
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> <li>□ <i>Positive teamworking behaviours demonstrated:</i> listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task</li> </ul>
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> <li>□ <i>Identify teamworking skills that could be improved:</i> be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task</li> </ul>

## Information for tutors

---

### Delivery

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

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

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

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

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small group discussions or discussions with a line manager or supervisor.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

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

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

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

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

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

## **Suggested resource**

### **Websites**

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

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

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

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



## Unit 9: Producing a Product

**Unit reference number:** D/503/2859

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

---

### Unit aim

In this unit learners are given the knowledge and skills to safely produce a product or item. Learners will consider the skills required to make the product, and the necessary precautions to ensure safety. They will assess the finished item.

Being involved in a production activity can help learners develop a range of basic entrepreneurial skills.

In this unit, learners will find out how to make a product or item safely, understand the skills required in making the product or item and evaluate the quality of the product or item. They will also consider whether the quality of the finished item is in line with original expectations.

### Essential resources

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

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

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to make a product or item	1.1	Produce a plan to make a product or item	<ul style="list-style-type: none"> <li>□ <i>Plan for making a product or item:</i> choice of appropriate product or item to make, record steps to be followed in making the product or item, list and obtain resources and materials needed for product or item, plan for effective use of different types of equipment eg tools, measuring instruments, appliances, containers, plan for safe use of equipment, use of safety clothing if required</li> </ul>
		1.2	Identify the materials and equipment required	
		1.3	Identify any relevant safety points	
2	Understand the skills required to make the product or item	2.1	Outline the skills required to make the product or item	<ul style="list-style-type: none"> <li>□ <i>Skills required to make the product or item:</i> technical, personal or practical skills required to make the product; identify any skills gaps</li> </ul>
		2.2	Identify any new skills that might be required	
3	Be able to produce the product or item safely	3.1	Produce a product or item using relevant skills, materials and equipment	<ul style="list-style-type: none"> <li>□ <i>Producing the product or item:</i> using appropriate materials and equipment</li> </ul>
		3.2	Take appropriate measures to produce the product or item safely	<ul style="list-style-type: none"> <li>□ <i>Steps to safely produce the product or item:</i> use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first-aid supplies available; produce safe item or product</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assess how well the product or item was made	4.1	State what parts of the finished product or item met with expectations	<ul style="list-style-type: none"> <li>□ <i>Quality of the finished product or item</i>: quality of materials used, quality and use of equipment; comparing quality of final product or item against original plans for quality of product or item</li> </ul>
		4.2	State what parts of the finished product or item did not meet the original expectations	
		4.3	Outline what changes would be made if the product or item were to be produced again	

## Information for tutors

---

### Delivery

This unit has been designed to be as practical as possible. Groupwork and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. While producing their product or item, learners need to consider and apply the relevant safety measures.

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

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

It would be helpful if learners could visit a production line to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Groupwork can be used to generate discussion about the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with, such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product.

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

The unit focuses on developing the skills needed to make a product or item under some supervision.

Activities can be carried out individually, or a group of learners can work together to make an item or product. The item or product itself can be very simple in design — it is the learners' learning experiences which are important.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.



This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Methods such as photographs and video and audio recordings could add to the range of evidence suggested.

For 1.1, 1.2 and 1.3 the learner must produce a straightforward plan for how the product or item will be produced, listing any materials and equipment needed, as well as the safety points to be aware of. Tutors or line managers could provide examples of planning templates but the learner must be able to independently select the best way to present their plan and decide the information required in the plan. Alternatively, a brief poster or PowerPoint presentation witnessed by the tutor could be used.

For 2.1, a question-and-answer session could be used as evidence for the learner to describe the skills required to make the product or item. Alternatively, the learner could include an outline of the required skills as part of the plan submitted for 1.1. The learner must outline at least two skills needed to make the product or item. These may be personal or practical skills. The learner must also be able to identify any new skills that might need to be acquired in order to make the product or item.

Criteria 3.1 and 3.2 should be combined so that the learner demonstrates that they have taken appropriate safety measures while making the product or item, or an aspect of the product or item safely. This evidence will be observed by the tutor or designated person. The evidence need to be recorded.

For 4.1 and 4.2, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must show that they are able to make an independent judgement about the quality of the item or product they have produced and whether it has met their original expectations. A statement about the quality of the final product or item could be written by the learner.

For 4.3, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must be able to show that they can outline changes that they would make to improve the item or product.

Alternatively for 4.1, 4.2 and 4.3, the tutor could record a discussion in which the learner comments on the quality of the finished item or product, and proposed changes. A question-and-answer session with a witness statement may be used to review how well the product or item was made, whether it has met the original expectations of the plan and how the plan could be modified. Alternatively, if a planning template was used for 1.1, the learner could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

## **Suggested resource**

### **Websites**

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

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

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

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



## Unit 10: Preparing for Work Placement

Unit reference number: F/503/2854

**Level:** 1

**Credit value: 1**

**Guided learning hours: 10**

## Unit aim

This unit ensures that the learner will have information about the company or organisation providing the work placement, with regard to the role and responsibilities, as well as the appropriate behaviours and sources of support.

Before a learner begins a work placement, it is important that they understand the function of the company or organisation in which they are going to work. The learner will also set goals that will enhance their work placement experience.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner may be preparing.

## Essential resources

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the work placement company or organisation	1.1	Describe the work placement company or organisation	<ul style="list-style-type: none"> <li>□ <i>Information and objectives of the company/organisation:</i> type of company or organisation; function eg service provision, retail, construction, administrative, logistics; location; size eg small, large, branches throughout country, number of employees</li> </ul>
		1.2	Outline key objectives of the company or organisation	
2	Know what is expected of the learner during the work placement	2.1	Identify the requirements for the placement, and why the requirements are necessary	<ul style="list-style-type: none"> <li>□ <i>Work placement requirements:</i> hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities eg evacuation procedures, first-aid procedures, reporting hazards; refreshment facilities</li> <li>□ <i>Why requirements are necessary:</i> comply with health and safety rules, hygiene reasons, efficiency of working, promote good working relationships with colleagues and customers</li> </ul>
		2.2	Outline tasks likely to be undertaken in the work placement	<ul style="list-style-type: none"> <li>□ <i>Expected tasks:</i> daily duties eg opening post, taking messages, checking emails, filing documents, checking equipment for health and safety purposes, setting up equipment, liaising with line manager, project work</li> </ul>
		2.3	Identify appropriate attitudes and behaviours for the work placement and why they are important in the workplace	<ul style="list-style-type: none"> <li>□ <i>Attitudes and behaviours:</i> positive attitudes eg follow instructions, prepared to take on different or new tasks, dependable, confident but willing to learn, cooperative; behaviours eg polite, on time, reliable, thorough</li> <li>□ <i>Why appropriate attitudes and behaviours are important:</i> eg creates positive impression of learner, helps learner get on with other people in the company or organisation, improves chances of successful and enjoyable work placement</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Identify appropriate steps that could be taken in situations of emotional stress, difficulty or confusion during the work placement	<ul style="list-style-type: none"> <li>□ <i>Taking appropriate steps in situations of emotional stress, difficulty or confusion:</i> using appropriate sources of support and guidance if an aspect of the work placement is causing emotional stress; asking questions if instructions are unclear or confusing; asking for help or guidance in carrying out a task if it is difficult or unclear</li> </ul>
3	Be able to set goals to help the learner get the most out of the work placement	3.1	Set appropriate goals for the work placement	<ul style="list-style-type: none"> <li>□ <i>Goals:</i> personal targets eg attend each day, arrive on time, be enthusiastic; work-related targets eg learn new skills, improve knowledge of specific sector or career, build confidence in asking for help if something is difficult or unclear; achievable and realistic goals eg specific, within a set timescale, reasonable, within learner's abilities</li> </ul>

## Information for tutors

---

### Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Before going out on work placement, the learner needs to find relevant information about the company or organisation to which they are going. They also need to know the types of information that they need to investigate. To do this, learners could work in small groups to identify the type of information they want to gather about the company or organisation. They could use the results of this discussion to compile a checklist or series of questions. Individual learners would then be able to base their research on these questions. Checklist items could include, for example, size of company or organisation, function of company or organisation, its location or locations. Learners could gather this information by undertaking internet searches. Other sources of information could include the company or organisation's own website, promotional leaflets or brochures, resources such as Connexions or Jobcentre Plus, discussions with learners who have previously been on work placement at the same (or similar) company or organisation, and conversations with staff from the company or organisation.

Before learners attend the work placement, they should find out key facts relating to their placement, for example what the company or organisation does, its key objectives, where they will be located, their expected hours of work, the main tasks they will undertake and the dress code. This information could be gained as a result of an interview with the employer or talking with someone who has previously worked in the organisation. If this is not possible, the learner could identify the 'high priority' information they need before their first day and telephone or email the employer to obtain the information. Information that is not 'high priority' could be gained on the first day of the work placement.

Leaflets or information sheets issued to learners, video and tutor-led group discussions could all be used to help learners find out about the main tasks relating to the job role or main areas of learning at the company or organisation. The information provided to the learner should be straightforward and clearly presented so that they can extract the relevant details independently. Learners who have previously participated in work experience could be asked to speak to learners in small groups.

Tutors could emphasise the importance of workplace values and rules and, where possible, provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the placement. Learners need to articulate why certain attitudes and behaviours are necessary for their work placement. Employers could be invited as guest speakers to discuss expectations, or learners could discuss possible qualities and expectations in small groups or via role-play situations. Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed to do. It would be beneficial, therefore, for learners to be prepared to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to help learners think about appropriate ways to solve situations of stress, anxiety or confusion and how to ask others for help and

guidance during the work placement. Alternatively, learners could watch a TV or film clip that depicts a stressful or difficult situation in the workplace and then hold a group discussion about what could be done to resolve the stress, difficulty or confusion in that scenario. This could help address learners' fears and concerns about handling any confusing or difficult situations they may encounter.

Learners may discuss possible goals and examples of goals in group situations and/or individually with tutors or careers advisers, but need to come up with their own final list of personal goals for the work placement.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, the learner must be able to describe the company or organisation where they plan to carry out the work placement. Information should include aspects such as the size, type of business, location or locations and business function.

For 1.2, the learner must outline at least one key objective of the company or organisation where they plan to carry out the work placement.

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

For 2.1, the learner can complete a checklist which identifies the requirements of the company or organisation for the work placement, for example hours of work, dress code and absence procedures. Alternatively, the learner may wish to record the description in a different format. At least two different requirements must be identified and a reason given why each one is necessary. The learner could give verbal descriptions (noted by the tutor) of why the requirements are necessary, or record the reasons as notes on the checklist or other means of evidence.

For 2.2, the learner must describe at least two different tasks that they will undertake in the work placement. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.3, the learner needs to identify at least two attitudes and two behaviours that they should demonstrate in the workplace. For each attitude and behaviour, they need to explain why they are important. These could be recorded in any suitable format such as a written document, leaflet or poster. Other means of evidence (for example discussion with the tutor accompanied by a tutor statement) could also be used.

For 2.4, the learner must identify at least two different examples of a positive step they could take if they found themselves in a situation of emotional stress, difficulty or confusion during the work placement. The positive steps identified can be straightforward but should be articulated in the learner's own words.

3.1 must relate directly to the learner's work placement. They need to set at least two appropriate goals, one of which may be personal, for example get to work 10 minutes early every day, or work-related, for example learn how to use the photocopier confidently by the end of the second day. The goals should be presented in an appropriate format such as presentation, chart, poster, or written

statement provided by the learner, with supporting notes from the tutor, evidence from tutorials or taped discussions verified by the tutor.

### **Suggested resource**

#### **Websites**

[www.projectsmart.co.uk/smart-goals.html](http://www.projectsmart.co.uk/smart-goals.html)

[www.work-experience.org](http://www.work-experience.org)



# **Unit 11:**

## **Learning from Work Placement**

**Unit reference number:** J/503/2855

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 10

---

### **Unit aim**

The aim of this unit is to ensure that learners reflect on their work placement, identify what they did well and what they could do differently in future; and, from this, create appropriate short-term goals.

Work placement can be a valuable experience for all learners. It provides an opportunity to practise skills already gained, acquire new skills and develop a knowledge of the working environment. To maximise the experience, learners will be required to identify learning gained from the work placement and then use that learning to set short-term goals.

Before starting this unit, the learner must have experienced a work placement and be aware that the information gathered from that experience will be used as a basis for this unit. The learner needs to have gathered evidence of tasks undertaken during their work placement.

### **Essential resources**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to reflect on what has been learned from the work placement	1.1	Keep an accurate record of tasks undertaken during work placement	<ul style="list-style-type: none"> <li>□ <i>Evidence of tasks undertaken</i>: eg employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended; record of tasks undertaken kept in work diary or log book</li> <li>□ <i>Record-keeping</i>: methods of recording information eg portfolio, CD ROM, video, handwritten, electronic, word-processed; oral and written presentation</li> </ul>
		1.2	Identify what has been learned from key tasks undertaken during the work placement experience	<ul style="list-style-type: none"> <li>□ <i>What was learned from work placement tasks</i>: skills eg self-management, communication, teamwork, business and customer awareness, problem solving, how to work accurately with numbers, IT skills, technical skills, use of equipment; product or service awareness</li> </ul>
2	Know how tasks could be undertaken differently or improved	2.1	Identify tasks undertaken during the work placement that could be carried out differently or improved	<ul style="list-style-type: none"> <li>□ <i>What could be carried out differently</i>: eg complete task more thoroughly or quickly, involve another colleague in assisting or overseeing, use different equipment or method, ask for help when needed, clarify instructions, ask questions, investigate all options before acting</li> </ul>
		2.2	Outline different ways to carry out tasks	
3	Be able to use learning from work placement to set short-term goals	3.1	Set short-term goals which build on own learning from work placement	<ul style="list-style-type: none"> <li>□ <i>Short-term goals building on learning from tasks</i>: eg skills and knowledge development (eg further study, investigate specific career options or work areas), apply for full-time employment, seek voluntary work in a particular area; developing interpersonal skills eg soft skills</li> </ul>

## Information for tutors

---

### Delivery

For this unit, the learner must have had experience in a work placement. The length of time spent in the work placement is not defined; however sufficient time must be given to allow the learner to meet the assessment criteria.

The learner will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence to demonstrate competence for each assessment criterion. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken — perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated. The learner must adhere to the company policy on confidentiality and intellectual property.

Different methods of record-keeping should be discussed. Examples of previous work could be shown. Paper-based and/or electronic record-keeping methods may be used.

At a review meeting with a tutor on return from work placement, learners need to describe what they have learned by undertaking different tasks, giving examples in each instance. They may need some encouragement and prompting to help identify what was learned.

Small group discussions, class presentations or one-to-one tutorials could be used to allow learners to explain what they could have done differently. Examples could include prioritising time better, asking additional questions, clarifying the task, or learning a new skill that would have made the task easier.

Learners could discuss with a tutor, teacher or careers adviser, their possible options for future career plans that build on their learning experience from the placement. They can set realistic goals in respect of courses, training programmes, employment opportunities or further investigation of careers and industry types.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment for this unit could be a single task which provides evidence of all assessment criteria or smaller tasks which relate to individual criteria.

For 1.1, learners must gather and record evidence of tasks undertaken in the work placement. This evidence can then be used as a basis for the remaining assessment criteria. This can take the form of a diary which outlines what has been achieved during the day.

Alternatively, learners may gather evidence of work undertaken, including reports or references from employers and colleagues, video logs or witness statements. The evidence produced could include information about what the learner was asked to do, what the timescale was for completion, if they met the timescale, what skills were needed to complete the task and who they had to work with to complete the task.

For 1.2, learners need to choose two tasks from 1.1 and describe what they learned as a result of completing the task. The learner can draw on the insight gained through the review meeting with the tutor on return from work placement but they need to choose independently the two tasks and decide what was learned from them. The learner could make reference to what they learned about themselves in terms of personal skills and attributes or to what they learned about the practical aspects of the task. This could include acquiring a new skill or learning new terminology.

For 2.1 and 2.2, learners may require some support from the tutor in considering what they could have done differently in carrying out a specific task from the work placement. However, the learner must be able to choose independently two different tasks from the evidence gathered in 1.1 and outline how they would do the task differently if asked to do it again.

For 3.1, the learner is required to set at least two short-term goals which build on the learning that they gained from completing tasks in the work placement.

### **Suggested resource**

#### **Websites**

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

[www.work-experience.org](http://www.work-experience.org)

## **Unit 12:**

# **Planning an Enterprise Activity**

**Unit reference number:** R/503/2857

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will generate ideas for products or services, and consider the roles and skills required, and the likely costs as well as the promotional materials needed.

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the activity.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to select a suitable enterprise activity	1.1	Identify strengths of ideas generated for an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Strengths and weaknesses of enterprise activity ideas:</i> availability and cost of resources eg human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition</li> </ul>
		1.2	Identify weaknesses of ideas generated for an enterprise activity	
2	Know appropriate roles and skills required for the enterprise activity	2.1	Identify roles required for the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Roles required:</i> eg planner, salesperson, manufacturer, administrator, financial controller</li> </ul>
		2.2	Identify the practical and personal skills required for the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Practical and personal skills required:</i> planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills</li> </ul>
3	Know the costs involved in producing and selling a product or service	3.1	Identify the cost of items and processes related to producing and selling the product or service	<ul style="list-style-type: none"> <li>□ <i>Production costs:</i> ingredients, components, equipment, facilities, skills, time</li> <li>□ <i>Selling costs:</i> advertising, printing of leaflets or flyers, facilities eg hire of stall at charity event or local market</li> </ul>
		3.2	Identify the final pricing of the product or service using basic calculations	<ul style="list-style-type: none"> <li>□ <i>Pricing of the product or service:</i> realistic pricing; covering costs and making a profit</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to use an appropriate promotional technique	4.1	Use an appropriate method to promote a product or service	<ul style="list-style-type: none"> <li>□ <i>Promotional materials and methods</i>: selection of relevant media for promotion eg poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies eg special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive eg information about location, availability, contact information, features of product or service</li> </ul>

## Information for tutors

---

### Delivery

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

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

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

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as *Dragons' Den*.

Learners could investigate costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.



## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

For 1.1, the learner should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. To achieve 1.1, the learner needs to identify at least one strength and one weakness in two different enterprise ideas.

To achieve 2.1 – 2.2, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify practical and personal skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs to identify a range of costs, and processes related to producing and selling, their product or service. This could be presented as a brief poster or a written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how they will work out their final sale price for their product or service. This could be included as part of the poster or the presentation produced for 3.1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

## Suggested resource

### Websites

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

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseinschools.org.uk/enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

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

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

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

[www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation](http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation)



## **Unit 13:**

# **Running an Enterprise Activity**

**Unit reference number:** Y/503/2858

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, products, marketing and setting prices in relation to costs.

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required.

Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to increase the likelihood of success in an enterprise activity	1.1	Identify features which would lead to the effective delivery of a chosen enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Features leading to effective delivery:</i> identify customers and what customers want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who best able to provide them</li> <li>□ <i>Selling a product using practical and personal skills:</i> suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated</li> </ul>
2	Be able to complete an enterprise activity	2.1	Prepare the product or service for the enterprise activity incorporating required features	
		2.2	Create appropriate advertising for the product or service	
		2.3	Set an appropriate price for the product or service offered	
		2.4	Demonstrate appropriate sales and communication skills	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review the success of the enterprise activity	3.1	Produce records to show the successes and failures of the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Producing records</i>: show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made; reasons for success or failure eg quality of the product, venue, cost, weather, advertising</li> </ul>
		3.2	State what would be done differently should there be another enterprise activity	

## Information for tutors

---

### Delivery

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

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

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner must be given the opportunity to show competency in organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

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

Learners could seek guidance from record-sheet templates that suggest the key financial information that need to be recorded to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

For 1.1, the learner must be able to identify key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least two key features for success.

For 2.1 to 2.4, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared incorporating the features specified in 1.1, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (jewellery they have made), or something produced by someone else (ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence can be used, as well as a tutor witness statement.

For 3.1, some simple records need to be provided, showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by a tutor can be used for this purpose. For 3.2, the learner should be able to state what would be done differently should there be another enterprise activity. Consideration could be given to the venue, time of the enterprise activity, the marketing, quality of the product or service, and the communication skills used.

## Suggested resource

### Websites

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

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

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

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





## Unit 14: Searching for a Job

Unit reference number: **H/503/2863**

Level: 2

**Credit value: 1**

**Guided learning hours: 10**

## Unit aim

The aim of this unit is to develop learners' knowledge, understanding and skills to enable them to undertake a search for job vacancies relevant to their skills, interests and achievements.

In this unit learners will develop an understanding of a wide range of potential sources of information about employment, so that they can find out which types of employment best suit their individual needs. Learners will develop the skills needed to link their own skills, interests and achievements to appropriate job sources and roles. They will also gain experience of communicating with an employer, or the employer's representative, to gain further information about a suitable job vacancy.

## Essential resources

Learners will need access to sources of information about potential employment (such as magazines, newspapers, the internet, other people, Job centres) as well as access to specific information about how to contact employers to request further information about a job vacancy.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to use sources of information about jobs	1.1	Explain the roles of different sources of information about jobs	<ul style="list-style-type: none"> <li>□ <i>Sources of information about jobs:</i> sources that provide a personalised service to job seekers or employers eg employment agencies, Job centres; sources that provide basic information about job opportunities eg magazines, newspapers, public notice boards, journals and other publications; other sources eg word of mouth; different types of employment eg private sector, voluntary sector, public sector, self-employment</li> <li>□ <i>Appropriateness of job vacancy sources:</i> the choice of source could limit or widen the type and number of job vacancies searched for eg using the internet versus using a local job notice board; some sources of employment are specialised or specific to particular job types eg industry publications, trade journals, specialised recruitment agencies; differences between employment conditions in different sectors eg working conditions, salary and benefits, terms of employment, ethics and values of the organisation</li> </ul>
		1.2	Select appropriate sources of information about job vacancies for own purposes	
		1.3	Identify potential job roles from sources of information about jobs	
2	Understand how to relate own skills, interests and achievements to potential job roles	2.1	Explain how own skills relate to potential job roles	<ul style="list-style-type: none"> <li>□ <i>Relating skills, interests and achievements to potential job roles:</i> understanding how own skills, interests and achievements could be used in specific jobs; evaluating the specific 'hard skills' and 'soft skills' requirements of certain job roles against own skills, interests and achievements; knowing why some job roles might be unsuitable; the job role might be an appropriate match even though not all skills and interests are reflected in the job role; some skills or qualifications which the learner does not currently have, could be acquired via the potential job role</li> </ul>
		2.2	Explain own interests in relation to potential job roles	
		2.3	Explain how own achievements are relevant to potential job roles	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to investigate job vacancies	3.1	Carry out investigations to identify potential job vacancies	<ul style="list-style-type: none"> <li>□ <i>Searching for job vacancies</i>: identifying the most appropriate sources to search for employment based on own skills, interests and achievements; using specific job-searching tools eg searching employment websites on the internet, contacting employers directly, registering with a Job centre, reading local community notice boards; using contact details or instructions in the job advert to apply for the job or find out further information about the job</li> </ul>
		3.2	Provide evidence of communication with employers or the employer's representative to obtain further information about job vacancies	<ul style="list-style-type: none"> <li>□ <i>Communicating with employers or the employer's representative</i>: finding out more information about a job from the employer or the person who placed the advertisement (eg Job centre, employment agency); identifying the appropriate questions to ask to find out the desired information; using appropriate means of communication to find out more information eg fax, phone, email; knowing how to respond to the information received from the employer/employer's representative</li> </ul>

## Information for tutors

---

### Delivery

The emphasis in this unit is enabling learners to develop the skills needed to search for a job which links to their own skills, interests and achievements. Learners will undertake independent research for most of the unit supported by one-to-one tutorials.

Learners should be encouraged to complete a log of their research to help them to meet the requirements of the assessment criteria.

For learning outcome 1, learners could work in small groups to research different sources of information for jobs available to them and report their findings to the whole group. The value of each source could be discussed as a group. These sources may include job agencies such as Job centres, employment agencies or newspapers, the internet or trade journals. Learners may also choose to investigate non-advertised jobs through talking to colleagues, relatives or friends.

For learning outcome 2, learners could undertake a personal audit to identify their skills, interests and achievements to help them identify a range of potential job roles which they think would be suitable for them. At this level, learners may have already gained qualifications or work experience which will be relevant to their job search. They should be encouraged to review this along with their other skills and interests.

Learners at this level would be expected to show independence when investigating a range of job roles for learning outcome 3. However, tutors could support learners by discussing the process with them and providing information when asked. In searching for jobs, learners should be advised to look for jobs which they will apply for or that they have a genuine interest in.

Once learners have identified potential job roles, the suitability of the identified job roles should be discussed and agreed by the tutor.

Learners should be encouraged to find out as much information as possible about their chosen job vacancies. Any communication with employers can be discussed and agreed by the tutor, for example a draft email or relevant questions to ask on the phone. In simulated exercises, learners could draft a suitable email and discuss their questions with someone who isn't their tutor.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for this unit may be presented in the form of a log recording the learner's research and including evidence of class discussions, one-to-one tutorials, and communication with employers. Alternative methods of evidencing can be used.

For 1.1, the learner needs to explain the roles of three different sources of information about employment and, for each source, explain how they support potential jobseekers.

The learner will need to identify two appropriate sources of information for their own purposes for 1.2.

From the sources identified for 1.2, the learner will need to state two potential job roles for 1.3.

For 2.1, the learner must explain how their own skills are relevant to the two potential job roles identified in 1.3.

For 2.2, the learner needs to explain how their interests are relevant for the identified job roles.

To meet 2.3, the learner will need to explain how their achievements are appropriate for the two potential job roles identified in 1.3.

To meet 3.1, the learner must narrow down their search for job vacancies, based on the information they have collected about themselves and their personal requirements. They need to include evidence of their search for potential job vacancies. This could printouts of web-based research, copies of job advertisements, evidence of interviews with employment agencies, Connexions, a careers adviser or Job centre.

For 3.2, the learner needs to include evidence of contact, they have made with employers (either by telephone, letter or email) to request further information about job vacancies, for example requesting an application pack or form, or, in cases where a relevant contact is given, to have an informal conversation about the job role. If contact is made with the employer via the telephone, evidence of this should be recorded by the tutor (or by the learner with verifying notes from the tutor).

## **Suggested resource**

### **Websites**

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

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

[www.jobsite.co.uk/articles](http://www.jobsite.co.uk/articles)

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

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

[www.support4learning.org.uk/careers/career\\_planning\\_information.cfm](http://www.support4learning.org.uk/careers/career_planning_information.cfm)



## **Unit 15:** **Applying for a Job**

**Unit reference number:** K/503/2864

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

This unit aims to develop learners' skills to enable them to complete job application processes independently.

In a competitive job market, it is vital that learners understand the job application process and how to prepare an application that meets the requirements of a prospective employer. In this unit learners will develop the skills needed to access and respond to different types of job application opportunities independently. Learners will gain an understanding of how to present a job application in an appropriate way, including collating relevant information and using suitable conventions and formatting. They will also evaluate the suitability of information included in a job application and the method of presentation.

### **Essential resources**

Learners need access to sources of information about different ways to apply for a job, including information about job application documents such as CVs, personal statements and covering letters.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand different methods of applying for a job	1.1	Describe different methods of applying for a job	<ul style="list-style-type: none"> <li>□ <i>Different methods of applying</i>: methods eg application forms, CVs, covering letters, online applications, telephone enquiries, applying in person</li> </ul>
		1.2	Explain how to obtain job application information	<ul style="list-style-type: none"> <li>□ <i>How to obtain job application information</i>: how and where to find job application information eg from human resources departments, company/organisation websites, job search websites, local and national media, employment agencies</li> </ul>
2	Be able to prepare a job application	2.1	Collate the information appropriate for a job application	<ul style="list-style-type: none"> <li>□ <i>Information for a job application</i>: references, certificates, club or group memberships, relevant information eg include reference from voluntary work at an animal shelter to support application for work at a veterinary clinic, refer to achievements at local sports club in covering letter for work at a gym</li> </ul>
		2.2	Complete a comprehensive and accurate job application	<ul style="list-style-type: none"> <li>□ <i>Comprehensive and accurate job application</i>: paying attention to all details of the job application so that nothing relevant is left out; ordering different types of information in a logical manner in the application document, checking whether or not to include supporting documents eg work permits, certificates, personal identification; using personal statements to create positive impression of skills and interests; use appropriate conventions, formats and styles eg accurate and neat presentation, using tools that aid accurate and appropriate presentation eg Curriculum Vitae (CV) templates, covering letter templates, spellchecker, jobseeker advice websites or magazines, understanding and using the appropriate level of language for a CV, personal statement or covering letter</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
		2.3	Carry out checks of a job application for accuracy	<ul style="list-style-type: none"> <li>□ <i>Checking methods</i>: eg use of IT (spell check), comparing application with other applications, seeking feedback from others regarding the accuracy and appropriateness of the content and format of the job application</li> </ul>
		2.4	Review a job application for fitness for purpose	<ul style="list-style-type: none"> <li>□ <i>Fitness for purpose</i>: eg suitability of the application for intended audience, matches own knowledge and skills to the requirements of the job, evaluating the CV for clarity and relevance of content, checking whether the application provides all the information the employer requires, checking the CV for accurate language, checking the language used in the application is clear, concise and at a level appropriate for a job application</li> </ul>

## Information for tutors

---

### Delivery

Aspects of this unit include learners investigating and completing a job application with only general guidance from the tutor, so it becomes a more practically based unit.

For learning outcome 1, learners could work in groups to investigate different methods of applying for jobs, which types of employers use which types of application method and what employers might be looking for in a job application. Learners could create a handout, with examples, as a fact sheet or guidance notes for other learners to follow.

Learning outcome 2 requires a mixture of tutor-led input and individual learner research. Learners could conduct research into a suitable job vacancy and complete the application form required for that job or use a simulated application which reflects the learner's interests and relevant experience. The importance of including relevant information in a job application could be explored in tutor-led discussions.

Learners could analyse in groups examples of CVs, covering letters and job applications that have been completed incorrectly and point out errors or areas needing improvement. Learners could discuss the importance of accurate and neat presentation, including relevant information and its effect on a successful outcome to the job application. Guest speakers from the world of work or employment agencies could be invited to speak about the importance of presenting information clearly and correctly on applications forms, CVs and covering letters appropriately and following specific instructions.

Learners could develop a 'best practice' guidance sheet to present job applications. Key points could be collated on a board or flipchart. The tutor could provide CV templates and covering letter templates for learners' use.

Learners should also reflect on the appropriateness of their job application for learning outcome 2. Learners could undertake peer assessment of completed job applications to consider the appropriateness of the application for its intended audience.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

To meet 1.1, the learner must describe four different methods of applying for a job, including details about when and why each method may be appropriate.

For 1.2, the learner needs to explain how and where job application information may be accessed. Examples may be given to support their explanation.

For 2.1, the learner needs to collate appropriate evidence for an application. Evidence will be a portfolio of documents or a printout of a file list. The documents/sources must all be appropriate to support a job application for example certificates, membership of clubs, references.

For 2.2, the learner must prepare an appropriate job application (this could be real or simulated) for a potential job role. They must include the correct information into a CV or job application form and show they can draft an appropriate personal statement or covering letter. The covering letter or personal statement does not have to be lengthy. The completed job application needs to demonstrate the learner has used appropriate conventions, styles and formats and must be presented in a way that suits its intended audience: the employer. Learners must show that they can write to an unknown person in a formal situation and convey their information accurately, concisely and appropriately. The learner also needs to use the correct terminology, spelling, grammar and vocabulary.

Evidence for 2.3 may be provided by highlighting changes made after the learner has checked their job application.

As part of 2.4, the learner needs to provide a basic analysis of the effectiveness of their job application in matching their skills and knowledge to the job and meeting its intended audience and suggest ways to improve it. The review needs to include letters of application, personal statement and CV (if used in 2.2). Tutors could use a person unfamiliar to the learner to review the job application with the learner if this is a simulated situation.

## **Suggested resource**

### **Websites**

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

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

[www.hull.ac.uk/careers/students-and-graduates](http://www.hull.ac.uk/careers/students-and-graduates)

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

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



## **Unit 16:** **Preparing for an Interview**

**Unit reference number:** M/503/2865

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

The aim of this unit is for learners to develop the knowledge and skills to prepare for an interview.

In this unit learners will develop the skills needed to plan for a successful interview. The interview could be for a job, a placement or a course. The unit focuses on the learner's role in correctly anticipating and preparing key information, questions and answers for a potential interview. Learners will use application information, identify areas where they want to know more, and turn these into questions to ask an interviewer. They will anticipate interview questions and plan their responses.

### **Essential resources**

In order to prepare for an interview, learners will need to be given a brief for an appropriate job, placement or place on a training course. They will also need access to sources of additional information about the proposed employer/educational organisation.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know information required in preparing for an interview	1.1	Describe the key information about the interviewing organisation which are relevant to the job/placement/course	□ <i>Key information about interviewing organisation:</i> main functions, what business the company carries out, the goals of the organisation
		1.2	Describe key aspects of the job/placement/course drawing on application information	□ <i>Key aspects of the application information:</i> eg entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required
		1.3	Identify gaps in own information about the organisation	□ <i>Identify questions:</i> identifying information about the job/placement/course which they could not find in advance of the interview and could request from the interviewer eg course materials needed, promotion and training opportunities offered by the organisation, working hours for the placement
		1.4	Identify gaps in own information about the job/placement/course	
		1.5	Devise questions to ask the interviewer at interview to find answers to gaps in knowledge	

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to prepare answers to interview questions	2.1	Devise questions that may be asked at an interview	<ul style="list-style-type: none"> <li>□ <i>Key questions:</i> different types of interview questions eg questions about the learner's experience, goals, skills, qualities, suitability for the job/placement/course, why the learner is interested in the course/job/placement, about something specific in the learner's CV, about the learner's knowledge of the course/placement/job for which they are being interviewed</li> </ul>
		2.2	Select questions most likely to be asked at an interview specific to the course/job/placement	<ul style="list-style-type: none"> <li>□ <i>Anticipated interview questions:</i> deciding which questions are most likely to be asked by the interviewer based on an understanding of the course/placement/job being applied for eg interview for job at a call centre is likely to include questions about people skills and telephone manner, interview for an ITC course likely to include questions about qualifications or experience in ICT, maths or technical areas; understanding that not all questions can be predicted</li> </ul>
		2.3	Prepare responses to questions that may be asked at interview	<ul style="list-style-type: none"> <li>□ <i>Prepare relevant answers:</i> formulating answers and reviewing the content for accuracy; relevance and appropriateness for the anticipated questions; appropriateness of language used</li> </ul>

## Information for tutors

---

### Delivery

During delivery of this unit, learners should be given as much practical experience as possible. Delivery methods could include learner-centred tasks such as group work, research tasks and learner-led presentations.

Tutors/line managers should be able to cover all the learning outcomes through practical activities. The tutor could begin by discussing the purpose of interviews and the importance of having relevant information about the employer/organisation/course when preparing for an interview. Similarly, a line manager could discuss the purpose of interviews. Learners could work in groups or individually to research key information about different employers, organisations or courses related to a specific interview situation, using websites, libraries, magazines or other publications to help them identify gaps in their knowledge and prepare questions to ask the interviewer.

An understanding of key interview questions could be explored through the use of case studies which provide 'real' interview situations. Learners could work in small groups to explore questions and answers and report back to the rest of the group. Learners should be encouraged to use the job description and person specification as a starting point, where appropriate.

Guest speakers can speak about questions they ask in different interview situations and the answers they expect. Having learned the basics, learners should have the opportunity to practise their skills with one other, using role-play. They can then analyse the role-play activities and agree good practice for interviews.

Learners could prepare questions to ask the interviewer and create a fact sheet for other learners.

The interview learners are preparing for may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1 and 1.2, the learner needs to describe key information related to a stated interview, for example what the company or organisation does (1.1) and what the job role comprises or for a course the length of the course, details of any accreditation and any entry requirements. To meet 1.2, the learner must also give a brief but clear description about why the information they have found is relevant for their interview preparation or how it will assist them in the interview situation itself.

For 1.3 and 1.4, the learner needs to suggest four relevant questions that they could ask the interviewer about the job, placement or course. The four questions should relate to information that the learner has not already obtained in advance of the interview, for example information about working hours, pay, benefits, training and promotion opportunities, travel requirements or required course materials. The



learner should suggest two questions regarding the organisation and two questions about the role or course.

For 1.5, the learner needs to devise at least three different types of key questions they could ask at interview. The tutor may support the learner in thinking about and discussing different types of interview questions, but the types of questions should be selected by the learner independently.

For 2.1, the learner needs to identify four questions likely to come up at an interview. These should be questions which they could be asked by the interviewer, for example, questions about their past experience and skills, questions about why they are interested in the placement or training opportunity, questions about why they want the job and questions about future plans, career goals, hobbies or interests. The tutor may support the learner in thinking about and discussing different types of interview questions, but the types of questions should be selected independently by the learner.

For 2.2, the learner needs to select two questions most likely to be asked be relevant to the stated purpose of the interview, and explain why they chose that question. For 2.3, the learner must give a clear example of an appropriate answer to each of the questions given in 2.1 and 2.2.

## **Suggested resource**

### **Websites**

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

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

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

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



## **Unit 17: Interview Skills**

**Unit reference number:** T/503/2866

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

This unit aims to develop learners' communication and presentation skills for successful interviews. Learners review their own skill development and consider how to improve for future interviews.

In this unit learners develop the skills needed to undertake an interview, covering the obvious and less obvious factors needed to achieve a successful interview. The focus is on the learners developing a thorough approach to their conduct and interaction with the interviewer, irrespective of the specific interview context. Learners will also develop skills needed to review their performance after an interview, understanding how to use the experience of one interview to prepare constructively for another.

The interview could be real or simulated, and could be for a course, placement or job.

### **Essential resources**

Learners need to participate in a real-life or simulated interview.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to demonstrate readiness for an interview	1.1	Present an appearance and dress code that conforms to interview requirements	□ <i>Presentation and dress code:</i> clean and smart presentation, dress code to meet interview requirements eg suit; work specific clothing if appropriate
		1.2	Demonstrate punctuality for the interview	□ <i>Arrive punctually:</i> the importance of time keeping in creating the correct impression at an interview; arrive early enough eg to collect themselves, to find entrance to building/office, to appear calm and in control
		1.3	Introduce self at the interview location	□ <i>Polite, appropriate way to introduce yourself in an interview situation:</i> use appropriate language and facial expressions, be aware of potential cultural differences around introductions
		1.4	Give the name or job role/title of the interviewer during introductions	□ <i>Information about interviewer:</i> basic but accurate details about the name/job role/title of the interviewer
2	Be able to respond to questions in an interview	2.1	Give responses to clarify an interviewer's questions if they are unclear	□ <i>Clarifying an interviewer's questions if they are unclear:</i> asking politely for unclear questions to be repeated or politely querying unclear questions eg 'I'm not sure what you mean', 'I don't understand'
		2.2	Give responses which provide answers to the questions asked by the interviewer	□ <i>Full responses which provide answers to interviewer's questions:</i> thinking about whether the answer is relevant to the question before giving the answer; not including irrelevant information in the answer; giving a full answer by providing all the information asked for, understanding that some questions need more detailed responses than others

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course	<ul style="list-style-type: none"> <li>□ <i>Appropriate non-verbal communication:</i> the importance of body language, facial expressions and volume/tone of voice in creating the correct impression at an interview; showing that you are interested in what is being said by the interviewer</li> </ul>
3	Know how to review own performance in an interview	3.1	Describe what went well in the interview	<ul style="list-style-type: none"> <li>□ <i>What went well and what did not:</i> what went well eg paid attention to all interview questions, was able to answer all questions; what did not go so well eg forgot to ask about materials required for the training course, included irrelevant information in some of the answers</li> </ul>
		3.2	Describe what did not go well in the interview	
		3.3	Suggest ways of improving own performance in a future interview	<ul style="list-style-type: none"> <li>□ <i>Suggest ways of improving performance in future interviews:</i> learning from a past interview experience to improve performance at a future interview eg arrive at interview a bit earlier in future to eliminate feelings of being rushed and anxious</li> </ul>

## Information for tutors

---

### Delivery

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

For the learning outcomes for this unit, it would be helpful for learners to gain an understanding of the different types and purposes of interviews. A question and answer session could determine this. Learners could also offer examples of their own interview experiences.

In order for learners to understand the importance of verbal and non-verbal communication in an interview situation, it would be useful for them to watch a video of an interview situation. In groups, learners could discuss and analyse the importance of communication skills and then report back to the rest of the group.

Learners should also have the opportunity to explore cultural differences in non-verbal communication which would be relevant in an interview. Where different cultures and nationalities are represented in the group or learners have experience of other cultures, learners could contribute ideas based on their own experience. Examples could include cultural differences about whether or not to make eye contact with a senior or older person or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could work in small group to prepare interview questions for different interview situations and then take part in role-play to practise their skills on each other.

For learning outcome 3, learners could work in groups to devise a checklist to use to help them to analyse their performance in an interview. Tutors/line managers could support learners in discussing why some things went well in the interview and why others did not go so well, the role of feedback and the importance of applying it, and dealing with emotions such as stress and nervousness during an interview.

The interview can be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable.

Learners need opportunities to practice their interview skills frequently before the assessment takes place.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners must be appropriately dressed for the interview and be well presented. Ideally, this will be in a suit or other suitable formal work clothing, but on occasions the interview may be in a vocational context requiring some demonstration of skills, and clothing should be appropriate. For 1.2, the learner must have identified in advance where the interview will be held and what route and means of transport they will need to take to arrive in time to collect themselves before the interview. For 1.3, the learner needs to introduce themselves to the interviewer, either initiating the introductions or in response to the interviewer introducing themselves first. For 1.4, they must use the correct name or job

title/role of the person who will be interviewing them, either at the reception of the interview location or after the interview when they evaluate their performance.

For 2.1, 2.2 and 2.3, the interviewer should ask questions clearly, introducing some fairly complex ideas or situations for the learner to consider, such as asking the learner how they would respond to a particular scenario. The interview should last around 15 minutes and be conducted by an adult who (if in a college or school context) is not the learner's usual tutor. It would be helpful, though not a requirement, if the interviewer was unfamiliar to the learner.

During the interview, the learner must listen carefully so that they can answer the questions they are asked (rather than those they would have liked to have been asked or have prepared answers for).

For 2.1, the learner must demonstrate the ability to clarify the interviewer's questions by querying or asking for a question to be repeated during the interview. Alternatively, if no unclear questions arise during the interview, the learner must explain how they could clarify interview questions during their post-interview reflection, describing what language they would use.

For 2.2, the learner needs to communicate clearly and give relevant answers of reasonable length, avoiding single word answers and rambling. They should try to create a positive picture of themselves through their answers.

For 2.3, appropriate body language can include positive facial expressions, shaking hands (if appropriate), sitting once invited to do so, sitting up straight and listening actively. The tutor/line manager should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

Evidence to support observation of the learner's performance in the interview could be a written statement by the tutor/line manager/interviewer or a video with supporting commentary from the tutor/line manager.

For 3.1, the learner must identify at least two aspects of their performance that went well (for example arriving promptly, wearing the right clothes, being confident enough to ask for a question to be repeated) and one that did not go so well (for example talking too much during the interview, forgetting the interviewer's name, slouching). They must also pick out which questions were answered well and which were not. They can reflect on the interview by watching it back on video or listening to it on a recording, discussing it with the interviewer or other observers. Following these reflections, the learner must record their self-evaluation independently. This could either be written, for example written statements from the learner reviewing their performance and/or supporting witness statements from the tutor, line manager or other person involved in a post-interview discussion and review, or through video or taped discussion.

For 3.2, the learner needs the opportunity to discuss, with a line manager, tutor or other appropriate person, how they might handle some aspects of the interview differently in future. They can seek the advice of others, but need to identify and record any areas and strategies for improvement independently. The learner must suggest at least one way they could improve their performance at a future interview.

## Suggested resource

### Websites

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

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

[www.jobcentreplus.gov.uk/jcp/Customers/outofworkhelplookingforwork/Getting\\_job\\_ready/Interviews](http://www.jobcentreplus.gov.uk/jcp/Customers/outofworkhelplookingforwork/Getting_job_ready/Interviews)

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

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



## **Unit 18: Self-assessment**

**Unit reference number:** F/503/2868

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

The aim of this unit is for learners to develop the skills to assess their own strengths, weaknesses, skills and qualities to inform personal goal setting and to review personal achievements over time.

In this unit, learners assess their own strengths, weaknesses, skills and qualities so that they can use this understanding of themselves to progress in their work and personal lives. Additionally, the learner will use this information to set their own personal goals. They will gain an understanding of the importance of self-assessment and find out how to set their own long-term and short-term personal goals and review personal achievements over time.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand self-assessment	1.1	Explain why it is important to assess personal strengths and weaknesses	□ <i>Importance of self-assessment of personal strengths and weaknesses:</i> to identify personal strengths; to identify personal weaknesses; to plan future; to set achievable goals; to plan to develop strengths and weaknesses
		1.2	Explain why it is important to assess personal skills and qualities	□ <i>Importance of personal skills and qualities:</i> to recognise personal skills; to recognise personal qualities making realistic career choices and plans; setting achievable long-and short-term goals; successful relationships at work and in personal life
2	Be able to reflect on personal strengths and weaknesses	2.1	Describe own personal strengths and weaknesses	□ <i>Describe strengths and weaknesses:</i> self-assessment; use of tools; feedback from others
		2.2	Explain why it is important to continue to develop own strengths	□ <i>Importance of developing strengths:</i> may benefit career, may benefit personal life, may improve self-esteem, career plans may be changed, enhanced or confirmed as a result, understanding your strengths helps in setting personal goals
		2.3	Explain why it is important to improve on own areas of weakness	□ <i>Importance of improving on areas of weaknesses:</i> helps in setting realistic goals, may benefit personal life, can improve employment or career prospects
3	Be able to reflect on own skills and qualities	3.1	Describe own skills and qualities	□ <i>Describe own skills and qualities:</i> use strengths and weaknesses analysis tool, reflect on past performances and achievements, consider talents and interests, receive feedback from appropriate people

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Explain why skills and qualities identified are important for own career and personal life	<ul style="list-style-type: none"> <li>□ <i>Why skills and qualities identified are important for own work and personal life:</i> in relation to own career choices, career plans and career goals; in relation to goals for personal life</li> </ul>
4	Be able to set personal goals	4.1	Identify sources of information for learning and progression	<ul style="list-style-type: none"> <li>□ <i>Sources for learning and progression:</i> eg job advertisements, college prospectuses and websites, company websites, libraries, careers advice services</li> </ul>
		4.2	Identify personal long-term goals	<ul style="list-style-type: none"> <li>□ <i>Goal setting process for short-term goals and long-term goals:</i> using a stepped process, assess strengths and weaknesses, assess skills and qualities; goal needs to be important to the individual; goal to be achievable; importance of defining the goal clearly; use SMART targets, short-term goals must link logically and progressively to long-term goal</li> </ul>
		4.3	Describe short-term goals required for meeting long-term goals	
		4.4	Describe ways in which goals may be tracked over time	<ul style="list-style-type: none"> <li>□ <i>Tracking goals over time:</i> periodically check plan of action to be taken; have short-term targets; measure achievement by comparing current and intended performance</li> </ul>
		4.5	Devise a plan for learning, showing responsibility for own learning	<ul style="list-style-type: none"> <li>□ <i>Devise plan:</i> to include goals, skills required, and timeframe</li> </ul>
		4.6	Implement own plan for learning, showing responsibility for own learning	<ul style="list-style-type: none"> <li>□ <i>Implement plan:</i> recording achievements against goals</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to review personal achievements	5.1	Identify achievements over a given period	<ul style="list-style-type: none"> <li>□ <i>Review personal achievements:</i> successful achievements and why something was successful eg successful work placement as supervisor was supportive and learner was consistently punctual; less successful achievements and why something was less successful eg coursework not fully completed as learner did not ask for necessary help, unrealistic goals</li> </ul>
		5.2	Give reasons for success in achievements	
		5.3	Explain why goals may not be reached within a set period of time	

## Information for tutors

---

### Delivery

The emphasis of this unit is to enable the learner to analyse their own strengths, weaknesses, skills and attributes and to set their own long-term and short-term goals. For much of this unit, learners will need to focus on their own personal attributes in order to develop a personal plan to achieve their goals; a mixture of tutor/line manager-led input and individual learner reflection is required.

Learners at this level will be working towards developing some autonomy in setting goals.

Learners could record their self-analysis, goal setting and evaluations using logbooks (or similar method). Learners are encouraged to use a variety of methods of recording information in the log, wherever possible or appropriate.

The tutor/line manager could start delivering this unit by inviting guest speakers to talk about their experiences of self-assessment. Learners would find it useful to prepare questions to ask speakers about how self-assessment benefited them in their careers and personal lives. Learners in the workplace might find it useful to ask other colleagues questions regarding self-assessment or use the internet to find information about the experiences of other people.

For learning outcome 2, the strengths and weaknesses of individual learners could be explored through tutorials or one-to-one discussions. Learners could then work on their own to consider why it is important to improve areas of weakness. They could conduct personal research using the internet or other appropriate resources for information on ways of improving areas of weakness. If appropriate, recognised personality profiling and self-assessment tools can be used in a strengths and weakness analysis. The results of the research could be shared with the group or line manager. Recognising and investigating areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of sensitivity and respect, with emphasis on the fact that everyone has strengths and weaknesses and that it is important to continue developing and accentuating the positive whilst finding ways to address weaknesses and improvement in the desired areas.

The importance of skills and qualities for all areas of life could be explored through different case studies for learning outcome 3. A question and answer session could be a useful way of determining the key points.

For learners to understand the concept of goal setting for learning outcome 4, it would be useful to develop a mind map or similar learning tool with learners, using prompts and question and answer sessions for each of the factors involved until a picture is complete. Learners will need to develop and implement their own plan for learning, drawing together their learning from previous learning outcomes.

The importance of reviewing personal achievements could be explored through group discussion including the value of reflecting on failures as well as successes.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for all the assessment criteria could be provided in the form of a logbook. The logbook could include a variety of methods of recording the appropriate information, depending on the needs of individual learners. Alternative types of evidence could be used. Evidence from tutorials or taped discussions verified by the tutor/line manager can be included in the log.

For 1.1, the learner needs to give two reasons why it is important to assess personal strengths and weaknesses. For 1.2, the learner needs to give two reasons why it is important to assess personal skills and qualities. The responses for 1.1 and 1.2 can be generic or refer to the importance of self-assessment for their own career and personal life.

For 2.1, the learner needs to give clear details about both their strengths and weaknesses. They need to refer to at least two areas of strength and two areas of weakness.

Criterion 2.2 requires the learner to give at least two reasons why it is important to continue developing the strengths identified in 2.1.

For 2.3, the learner needs to give two reasons why it is important to improve the areas of weakness described in 2.1.

The learner needs to give details about their skills and qualities for 3.1.

For 3.2, the learner needs to explain why two skills or qualities identified in 3.1 are important to their work or personal life.

Criterion 4.1 requires learners to identify the sources that inform their goal setting. For 4.2 and 4.3 the learner needs to identify two specific, measurable, attainable, realistic long-term goals and the short-term goals associated with each long-term goal. The evidence for this can be a plan included in the logbook or similar recording tool.

Details of how the success of the goals will be tracked need to be included for 4.4. In 4.5 learners should develop a learning log that incorporates their goals, skills needed and a timeframe for achievement. They should implement this and record achievements over a short period of time sufficient for them to collect evidence to meet 4.6.

For 5.1, the learner should identify their achievements over a stated period of time.

5.2, the learner should give two reasons why they were able to accomplish the achievements identified in 5.1.

For 5.3, the learner needs to explain why goals may not be reached within a set period of time. Examples can be given to support the explanation, which can be generic or in relation to the learner's own experiences.

## Suggested resource

### Websites

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

[www.careersserviceni.com/Cultures/en-GB/CareerService](http://www.careersserviceni.com/Cultures/en-GB/CareerService)

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

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

[www.reed.co.uk/CareerTools/SelfAssessments.aspx](http://www.reed.co.uk/CareerTools/SelfAssessments.aspx)





## **Unit 19:**

# **Learning with Colleagues and Other Learners**

**Unit reference number:** J/503/2872

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

This unit gives learners the opportunity to learn new skills with others by considering the importance of learning with others, planning own learning, interacting appropriately with others and reflecting on the success of learning.

This unit introduces learners to the importance of colleagues and other learners as a valuable resource in the learning process. Learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group. Learners will also reflect on their experience of learning with a group of colleagues or other learners.

### **Essential resources**

Learners should have access to situations where they learn alongside co-workers or other learners.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of learning with colleagues or other learners	1.1	Describe how learning with one's colleagues or other learners is important for own development	<ul style="list-style-type: none"> <li>□ <i>Importance of learning with others:</i> finding more effective answers and solutions to tasks or problems through interaction with other co-workers or learners eg solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others eg patience, empathy, tolerance, flexibility, loyalty, reliability</li> </ul>
2	Know how to plan the learning to be undertaken with colleagues or other learners	2.1	Select a learning goal to undertake with colleagues or other learners	<ul style="list-style-type: none"> <li>□ <i>Learning goals:</i> identifying an aspect of their learning they can undertake with co-workers or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study eg attend team training course to learn new customer service skills for call centre, work in a group to carry out research for school assignment</li> </ul>
		2.2	Describe ways to work towards achieving the learning goal	<ul style="list-style-type: none"> <li>□ <i>Working towards the learning goal:</i> eg attend training course and attempt all tasks given on the course, complete assigned part of group/team project, compile list of questions to ask visiting speaker during question and answer session</li> </ul>
3	Be able to interact appropriately with colleagues or other learners in a learning situation	3.1	Respond appropriately to advice from others	<ul style="list-style-type: none"> <li>□ <i>Responding appropriately to advice from others:</i> thanking someone for their advice, asking an appropriate question about the advice offered, being polite in expressing that you don't agree with the advice</li> </ul>
		3.2	Express beliefs and opinions to others appropriately	<ul style="list-style-type: none"> <li>□ <i>Expressing beliefs and opinions:</i> preferences and dislikes, relevance of an aspect of learning to them, how useful the learning was</li> </ul>
		3.3	Give helpful feedback to others	<ul style="list-style-type: none"> <li>□ <i>Giving helpful feedback:</i> feedback to other learners on how useful learning was, what could be improved or changed</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review the learning undertaken with colleagues or other learners	4.1	Give examples of how learning with colleagues or other learners took place	<ul style="list-style-type: none"> <li>□ <i>Examples of learning with others:</i> informal learning situations eg team-building activities or development activities, day-to-day working with a team of people at the same level; formal learning situations eg training courses, induction days, classes, workshops</li> </ul>
		4.2	Describe an example of learning with others that was successful	<ul style="list-style-type: none"> <li>□ <i>Reviewing the learning with others:</i> deciding whether the experience of learning with others was successful eg whether the group task was achieved, whether the learner found out new information from others or acquired new skills from being with others; considering anything that could have been done better eg the learner should have paid more attention to the suggestions and ideas of other learners or co-workers in the group</li> </ul>
		4.3	Discuss and example of learning with others that was not successful	

## Information for tutors

---

### Delivery

Tutors should encourage learners to talk about the importance of learning with their colleagues or other learners. They could consider, for example, how it helps their own development to learn with people at a similar level (for example team colleagues, classmates or other learners) and people who have the same level of experience as them (for example people they come into contact with during activities such as training courses or on induction sessions). These should be people who are familiar to the learner and who they come into contact with, although this may not necessarily be on a day-to-day basis.

For learning outcome 2, tutors/line managers could discuss and agree the learning goal in advance with learners. For example, this could be about learning a new skill or developing their communication skills, about learning a new IT package or finding out information relevant to their work. A group or team development session, (run informally or formally as appropriate) would also be useful for learning outcome 2. For learners who have access to the workplace, this could be a formal training course, workshop or an induction session which the learner plans to attend with the agreement of their line manager/tutor.

Learning outcome 3 can be demonstrated during an activity such as a training course or in a team building or development session in which the learner's peers are also present.

For learning outcome 4, learners might find it helpful to reflect on questions about how and what they have learned with their co-workers or other learners. This could include 'What types of activity did I/the group carry out?' 'How did this help my learning?' 'What new skills/information did I learn? Did I learn anything useful that I did not expect to learn?' 'Did I make the progress I expected towards my goal, and if not, what else do I need to do?'

Learners should also be given the opportunity to reflect on their learning experience with others. They could consider what they thought the benefits were of learning in a group situation rather than learning on their own. Learners could also think about whether or not the learning experience was a positive one, and if not, what benefits they see in learning alone.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This can take the form of a taped discussion, video evidence or other appropriate form. It could be supported by written notes from the learner or tutor/line manager. For 1.1, the learner needs to describe why learning with other learners or colleagues is important for their personal development.

Evidence for 2.1 and 2.2 could be a one-to-one discussion between the tutor/line manager and the learner in which the learner describes a learning goal they will be able to undertake with peers and explains how they will work towards achieving the learning goal.

Evidence for 3.1 to 3.3 could be an observation of the learner by the tutor, line manager or other designated person, or written evidence. At least one example of each kind of behaviour is required. Evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other colleagues or learners, along with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

The learner should respond appropriately to advice from others in the group, for example advice on how to do something better. The advice given by others could be directed to the learner individually or to a group of which the learner is a part. The learner should also show that they are able to express beliefs and opinions to others appropriately. Their beliefs and opinions could relate to the general learning situation or to their own learning. Additionally, the learner must show they can give helpful feedback about their learning in an appropriate way. For example, if the learner is filling in feedback forms at a training course, they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor/line manager and the learner or a small group discussion in which the learner gives at least two examples of how they have learned with colleagues or other learners (for 4.1). 4.2 and 4.3 require the learner to reflect on their shared learning experience, describing at least one example of what they have learned, understood or gained from the experience of working/learning with others. The learners should also describe at least one example of when learning with others was difficult and why.

### **Suggested resource**

#### **Websites**

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

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



## Unit 20: Working in a Team

Unit reference number: Y/503/2875

Level: 2

**Credit value:** 3

**Guided learning hours: 30**

## Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

Team working skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will develop understanding how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

## Essential resources

Learners will need the opportunity to participate in a team working task.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Assess advantages of having a team complete a task	<ul style="list-style-type: none"> <li>□ <i>Advantages of teamwork:</i> employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued</li> </ul>
		1.2	Assess disadvantages of having a team complete a task	<ul style="list-style-type: none"> <li>□ <i>Disadvantages of teamwork:</i> needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task can be better completed by one person; task may require directing by a leader</li> </ul>
2	Understand the need for a team to work to an agreed code of conduct	2.1	Create a code of conduct for effective team work	<ul style="list-style-type: none"> <li>□ <i>Code of conduct for teamwork:</i> eg every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities</li> </ul>
		2.2	Explain likely consequences of team members not following a code of conduct	<ul style="list-style-type: none"> <li>□ <i>Consequences of team members not following code of conduct:</i> team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team	<ul style="list-style-type: none"> <li>□ <i>Teamwork skills, strengths and experiences:</i> practical skills eg ability to cook, paint, use a computer, good with numbers and money; interpersonal skills eg patient, friendly, enthusiastic, loyal; communication skills eg confident speaker, good listener; motivational skills eg good at encouraging or helping others, organisational skills</li> </ul>
		3.2	Assess relevant strengths, skills and experiences that other members bring to a particular team	
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team	<ul style="list-style-type: none"> <li>□ <i>Agree roles and responsibilities:</i> on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online</li> </ul>
		4.2	Describe how each role contributes to the team's objectives and the completion of the team task	
5	Be able to work positively as a member of a team	5.1	Identify relevant ideas and suggestions from others that will enable the team to complete the task	<ul style="list-style-type: none"> <li>□ <i>Respect ideas and suggestions of others:</i> listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions</li> </ul>
		5.2	Devise a team plan to solve a problem when working with others	<ul style="list-style-type: none"> <li>□ <i>Team task plan:</i> including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, division of labour, timelines, expected outcomes</li> </ul>
		5.3	Make a contribution to a team by sharing skills and knowledge	<ul style="list-style-type: none"> <li>□ <i>Give help, support or advice to others:</i> offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent</li> </ul>
		5.4	Offer help, support or advice to team members when appropriate	

Learning outcomes		Assessment criteria		Unit amplification
		5.5	Respond positively to advice and constructive criticism	<ul style="list-style-type: none"> <li>□ <i>Respond positively to advice or constructive criticism:</i> value of the advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks</li> </ul>
		5.6	Follow a plan to complete a task or activity on time	<ul style="list-style-type: none"> <li>□ <i>Complete own task successfully and on time:</i> carry out own task to appropriate standard within agreed timescale eg finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline</li> </ul>
6	Be able to reflect on the performance of a team	6.1	Discuss how individual performance contributed to the overall performance of the team	<ul style="list-style-type: none"> <li>□ <i>Individual performance as a team member:</i> follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task</li> </ul>
		6.2	Describe ways in which the team as a whole performed effectively	<ul style="list-style-type: none"> <li>□ <i>Performance of team:</i> team worked well together, every team member made a contribution, team task completed to satisfactory standard, team task completed on time</li> </ul>
		6.3	Select areas in which the team could improve its team work skills	

## Information for tutors

---

### Delivery

The unit has been designed to be a practical unit therefore learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. For this, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask other colleagues about the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be considered before beginning delivery of learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to a team known to the learner, the learner will need some time to get to know the other team members to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable and achievable and which match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team.

Learners could compile a logbook that includes the agreed roles and responsibilities of each member of the team. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss in a group the performance of individuals and that of the team as a whole. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1 and 1.2, the learner will need to assess at least two advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the response.

For 2.1, the code of conduct could be produced as a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include at least two likely consequences of team members not following the code of conduct for 2.2.

For 3.1, the learner must describe how at least one of their strengths, skills and experiences are relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. Evidence for 3.1 and 3.2 could to be recorded in an appropriate format such as a logbook.

For 4.1, the role of the learner played in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must describe how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the information. The logbook could take a variety of forms, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 can be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing can be used for example witness statement or observation.

The evidence for 6.1, 6.2 and 6.3 can be through a group discussion. Learners responses should be recorded for verification purposes.

## Suggested resource

### Websites

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

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

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

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

## **Unit 21: Producing a Product**

**Unit reference number:** L/503/2890

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit learners will have the opportunity to identify these skills and understand how these skills will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

### **Essential resources**

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

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

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required	<ul style="list-style-type: none"> <li>□ <i>Planning to make the product or item</i>: logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment eg knowledge of using equipment</li> </ul>
		1.2	Outline the safety measures to be taken to ensure the production process is safe	<ul style="list-style-type: none"> <li>□ <i>Safety factors</i>: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment eg tools, measuring instruments, appliances, containers</li> </ul>
		1.3	Outline the expected quality of the finished product	<ul style="list-style-type: none"> <li>□ <i>Expected quality of product</i>: eg appearance, durability, effectiveness, taste, size, shelf-life</li> </ul>
2	Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item	<ul style="list-style-type: none"> <li>□ <i>New skills needed to make the product or item</i>: personal skills eg creativity, determination, confidence; practical skills eg using new equipment, using new techniques or processes, problem-solving skills</li> </ul>
		2.2	Discuss how and where new skills will be learned	<ul style="list-style-type: none"> <li>□ <i>How and where new skills will be learned</i>: undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce the product or item in line with the plan and outlined safety requirements	3.1	Make the product using the materials and equipment specified in the plan	<ul style="list-style-type: none"> <li>□ <i>In line with the plan</i>: use materials and equipment as listed in the original plan, follow suggested timelines and production methods</li> </ul>
		3.2	Describe how the safety requirements were met during the production process	<ul style="list-style-type: none"> <li>□ <i>Planned levels of safety in producing the product or item</i>: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product</li> </ul>
4	Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1	Identify the parts of the plan that were successful	<ul style="list-style-type: none"> <li>□ <i>Impact of the original product plan on quality of the product</i>: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified</li> <li>□ <i>Future improvements</i>: suggestions for changes to plan in the light of experience eg change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly</li> </ul>
		4.2	Identify the parts of the plan that were not successful	
		4.3	Make suggestions on how to improve the plan	
		4.4	Outline the positive and negative points of the product or item	
		4.5	Make suggestions on how the product could be improved	

## Information for tutors

---

### Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

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

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

Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

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

At this level, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress made, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be simple in design-it is the learner's learning experiences which are of most importance.



## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

For 1.1, the learner must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages.

For 1.2, the learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

For 1.3, the learner must complete an outline of the intended quality of the product which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used for 1.1-1.3 such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

For 2.1, the learner must assess at least two new skills that they will need to acquire in order to produce the product or item. It can be a personal and practical skill. For 2.2, the learner should explain how and where the new skills referred to in 2.1 will be acquired.

For 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 3.2 the learner needs to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

For 4.1 and 4.2, the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused problems in the production of the product or item. The learner should be able to give at least two suggestions on how to improve the plan with regard to the final quality of the product or item.

Evidence for 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used by the learner for 1.1, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template

For 4.4 and 4.5 the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. Evidence could take the form of a recorded discussion or a written outline.

## Suggested resource

### Websites

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

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseinschools.org.uk/enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

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

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

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

[www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation](http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation)

## **Unit 22:**

# **Developing Personal Skills for Leadership**

**Unit reference number:** A/503/2870

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

The aim of this unit is to give learners the opportunity to develop their personal leadership skills. The unit covers the main features of leadership and practical leadership.

The ability to understand and use effective personal leadership skills is often a desirable aspect of employability. Whether using these skills formally as a team leader or supervisor, or informally to lead a small group of people or convey instructions to others, it is important that learners develop and reflect upon the their personal leadership abilities. In this unit, learners will develop an understanding of the main features of leadership and how to prepare to demonstrate their leadership skills in an appropriate leadership activity.

### **Essential resources**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main features of leadership	1.1	Describe the main features of leadership	<ul style="list-style-type: none"> <li>□ <i>Main features of leadership</i>: responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems</li> </ul>
		1.2	Describe how own skills and qualities relate to the main features of leadership	<ul style="list-style-type: none"> <li>□ <i>Own skills and qualities</i>: review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills</li> </ul>
2	Know how to demonstrate own leadership skills	2.1	Describe the range of skills that can be used to lead others	<ul style="list-style-type: none"> <li>□ <i>Putting a range of skills into practice</i>: supporting others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings</li> </ul>
		2.2	Describe how own leadership skills can be put into practice in order to lead others	<ul style="list-style-type: none"> <li>□ <i>Leadership skills</i>: allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on task performance; making decisions, eg making a decision to solve a problem, deciding on the best way of doing something</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to prepare for a leadership activity	3.1	Select a suitable activity to demonstrate leadership skills	<ul style="list-style-type: none"> <li>□ <i>Selecting a suitable activity</i>: considering strengths and weaknesses; using information and knowledge about particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately</li> </ul>
		3.2	Explain how the selected activity will enable demonstration of an appropriate range of skills	<ul style="list-style-type: none"> <li>□ <i>Why the activity was selected</i>: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/ or a skill they wish to improve on</li> </ul>

## Information for tutors

---

### Delivery

When introducing this unit, tutors/line managers could help learners consider what leadership means in a broad context. This could be through a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example, what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees, learners or to other people, about their safety and wellbeing, carrying out different tasks or activities in a way that benefits those they are leading, how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors might wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor/line manager. They could be encouraged to think more generally about how they have demonstrated leadership skills in the past (for example they may have been a team captain at football or rugby or been a leader in a social context, for example in guides or scouts). They could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people on different levels.

To help learners to plan for learning outcome 2, tutors could give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed by their line manager/ tutor in advance and be included in their plan as appropriate.

In preparing for a leadership activity (for learning outcome 3), if learners are in the workplace, they might wish to select naturally occurring opportunities at work that would demonstrate specific leadership skills. These opportunities can be identified with the help of a supervisor or other appropriate colleague. In a non-workplace setting, the tutor could provide examples of real-life or simulated activities where leadership skills can be demonstrated; the learner can be supported to select an appropriate activity from the examples provided.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for 1.1 and 1.2 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence etc. It can also be supported by written notes from the learner or tutor/line manager. The learner must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For 2.1, the learner needs to be able to plan how they will demonstrate some basic features of leadership. Examples of the kinds of skills that can be included in the learner's plan are detailed in the unit content. The tutor could support the learner in discussing and agreeing the skills they are planning to demonstrate.

Evidence for 2.1 and 2.2 could come via a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be of for example a taped discussion, presentation, video evidence. Evidence could also come from written notes in the form of a plan by the learner or written notes of a discussion from the tutor/line manager. The learner must describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor could support the learner in deciding how these skills could be put into practice.

In achieving 3.1, the learner needs to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the line manager or tutor and could also be a shared agreement with the group if this is appropriate.

For 3.2, the learner should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or the activity was something they selected because they thought it would be useful for developing a new skill. The explanation can also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

The learner must also be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor/line manager) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill.

Evidence for 3.1 and 3.2 should come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could take the form of a taped discussion, video evidence or written evidence. It can also be supported by written notes from the learner or tutor/line manager. The tutor can need to guide the learner to an activity that will allow them to demonstrate the appropriate range of skills. The learner must refer to at least two different types of leadership skills.

## **Suggested resource**

### **Websites**

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

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

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

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





## **Unit 23:**

# **Practising Leadership Skills with Others**

**Unit reference number:** F/503/2871

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

The aim of this unit is to give learners the opportunity to develop their leadership skills with others as well as assessing their effectiveness.

Working alongside others provides invaluable opportunities to learn how to lead. In this unit, the learner will be able to practise their leadership skills with other members of a group. Learners will gain an understanding of skills such as giving feedback, decision making and allocating tasks and responsibilities within a leadership context. In addition to developing leadership skills through working with others, learners can evaluate their ability to lead others and suggest areas for improvement.

### **Essential resources**

Learners need access to relevant sources of information about leadership such as texts, websites and magazines. Learners will need to participate in a group task that allows them to demonstrate leadership skills.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to lead a group activity	1.1	Describe how leadership skills contribute to a given group activity	<ul style="list-style-type: none"> <li>□ <i>Group activities</i>: in the workplace within a small team, in a school or college (or other place of learning) in a group project eg cross-curricular project, assignment within a vocational or subject-based area</li> <li>□ <i>Leadership skills in a group activity</i>: leading in a way that is appropriate to the requirements of the situation and people involved eg giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions</li> </ul>
2	Be able to demonstrate effective leadership skills with others	2.1	Give support to other members of the group	<ul style="list-style-type: none"> <li>□ <i>Giving support to others</i>: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members</li> </ul>
		2.2	Allocate tasks and activities appropriately to other members of the group	<ul style="list-style-type: none"> <li>□ <i>Allocating tasks and activities</i>: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members</li> </ul>
		2.3	Give and receive appropriate feedback for members of the group	<ul style="list-style-type: none"> <li>□ <i>Giving and receiving feedback</i>: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of task</li> </ul>
		2.4	Make decisions about tasks and activities to solve problems	<ul style="list-style-type: none"> <li>□ <i>Making decisions</i>: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review own leadership performance	3.1	Assess own leadership performance	<ul style="list-style-type: none"> <li>□ <i>Different ways of evaluating performance</i>: formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor/line manager; using feedback from different sources when evaluating your performance</li> <li>□ <i>Assessing performance</i>: considering communication, allocating tasks and planning, feedback, making decisions; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about time set for the task</li> </ul>
		3.2	Suggest areas for improvement of own leadership performance	<ul style="list-style-type: none"> <li>□ <i>Suggesting areas for improvement</i>: based on their own assessment (and feedback from others, if appropriate) eg get feedback and suggestions from all team members before deciding on solution to problem in the team task, listening more, allowing team members more autonomy</li> </ul>

## Information for tutors

---

### Delivery

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

When thinking about how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher, their tutors). They could also discuss leaders in their local community or that they know socially.

For learning outcome 1, a suitable group activity could be a discussion with the group and the tutor/line manager could provide examples of activities which require leadership. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context.

In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor/line manager should encourage the learner to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, the learner should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, when carrying out the activity and will need therefore to have a clear idea of what the activity is and how they want to achieve it.

When allocating tasks and activities appropriately, it would be appropriate for learners to take some responsibility for making decisions about who should be allocated which activity. They could review the strengths of group members and decide which members would be most appropriate to carry out the tasks. They could show that they can discuss and agree their allocations with others and communicate to others why decisions have been made. Tutors/line managers could support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate not only communication skills but also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. They should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner, or an individual discussion with the tutor/line manager. This could be a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. It can also be supported by written notes from the learner or tutor/line manager.

Evidence for 2.1, 2.2, 2.3 and 2.4 could be an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation could be of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner or (if appropriate), a small group discussion in which the learner reviews their performance, describing what went well and what did not go so well. The learner needs to discuss at least one aspect that they felt pleased with (for example making a good decision which improved the group's performance) and one that they did not feel went so well (for example interrupting another member of the group). The learner must also suggest at least one area where their leadership performance could be improved.

## Suggested resource

### Websites

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

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

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

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



## Unit 24: Preparing for Work Placement

Unit reference number: F/503/2885

**Level:** 2

**Credit value: 1**

**Guided learning hours: 10**

## Unit aim

This unit enables learners to prepare for the work placement, by identifying a work placement, finding out about the organisation including the aims of the organisation and the terms and conditions of the work placement. Learners will consider their skills and set goals to maximise their skills during the work placement.

Attending a work placement gives the learner the opportunity to experience a work setting. They will find out about the roles and responsibilities of individual employees, specific types of careers and general workplace skills. However, if the learners are not prepared for the work placement, and do not know what they expect to learn, then this valuable experience cannot reach its full potential.

In this unit, learners find out, before starting their work placement, about the company or organisation where they are going to be working. It will also raise their awareness of the skills and knowledge they already have and could use during the work placement. Learners will look at how to set goals which meet their employer's expectations. All these skills will be crucial when learners begin the job seeking process.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner can be preparing.

## Essential resources

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the company or organisation where the work placement is planned	1.1	Describe the company or organisation providing the work placement	<ul style="list-style-type: none"> <li>□ <i>Information about the company/organisation:</i> type of company or organisation; ownership eg public or private; function eg service provision, retail, construction, logistics, administrative; location; size eg small, large, number of employees, number of departments, international, national or local organisation; internal and external customers; key purpose eg to make money, to expand, to widen the customer base, to build houses</li> <li>□ <i>Sources of information:</i> eg company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, Connexions, Jobcentre Plus, learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement</li> </ul>
		1.2	Describe the key purpose of company or organisation	
2	Know the information needed before starting the work placement	2.1	Describe the terms and conditions of the work placement	<ul style="list-style-type: none"> <li>□ <i>Terms and conditions of work:</i> hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities eg evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; seeking advice relating to work and/or colleague relationships</li> </ul>
		2.2	Describe the tasks to be performed as part of the work placement	<ul style="list-style-type: none"> <li>□ <i>Tasks:</i> daily routine tasks eg opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
3	Know what the company or organisation expects of the learner during the work placement	3.1	Describe why workplace values are important for success at the work placement	<p><i>Workplace values</i>: definition of values eg concepts and ideas that lead to workplace satisfaction; different types of values eg place customer service at heart of business, produce quality products, celebrate diversity, promote mutual respect, encourage creativity, recognise and reward achievement and good work</p> <p>□ <i>Importance of workplace values in a work placement</i>: helps learner understand what is expected of them by employer and helps in meeting those expectations eg how to treat other staff and customers appropriately, how to do job to a high standard, how to prioritise daily tasks, how to make decisions</p>
		3.2	Describe personal presentation requirements appropriate to the work placement	<p>□ <i>Personal presentation</i>: appropriate clothing for job role; personal hygiene; attitudes and behaviours; body language</p>
		3.3	Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement	<p>□ <i>Dealing effectively with situations of emotional stress, difficulty or confusion</i>: use appropriate sources of support and guidance in situations of emotional stress eg speak to work placement supervisor if there are difficulties in getting along with another colleague, ask questions or request clarification if instructions or messages are unclear or confusing, ask for help or guidance from other people if a task is difficult or unclear, consult user guides or request further training and assistance if nervous about using a new piece of equipment</p>
4	Be able to set goals relating to the work placement	4.1	Set goals for skills development relating to the work placement	<p>□ <i>Goal setting for the work placement</i>: different types of goals eg personal goals, work-related goals, skills development; goals for the work placement should be in line with employer's expectations for the work placement; setting a goal that draws on current skill or knowledge, or on skills and knowledge the learner would like to acquire</p>
		4.2	Set goals for personal development relating to the work placement	

## Information for tutors

---

### Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Before starting to find out about their work placement, learners could discuss what information they need to know about the organisation in which they are going to be working. Learners could compile a checklist to help direct their research. They could collect information on aspects such as the function of the organisation, the key purpose, its structure (if relevant) and types of customers. Information can also be gathered from the internet and visits to the careers office to find out about the organisation providing the work placement.

To help learners understand the concept of 'terms and conditions' of work, they could compare different terms and conditions of work to identify the common elements. Although some aspects will not be relevant for work placement (for example annual leave entitlement) learners should be able to identify those terms and conditions that are relevant for example dress code, absence notification, hours of work.

Learners will need to extract the relevant details about the main tasks relating to what they will be doing at the company or organisation. This could be done from leaflets or marketing brochures for the organisation, visits to the careers office and/or tutor-led discussions. Ideally, the learner will have an interview with the employer before starting the work placement. This would give them an opportunity to find out about the tasks they will be expected to undertake. Alternatively, learners who have previously participated in the same or similar work placement could be asked to speak to learners in small groups.

It would be useful for tutors to stress the importance of workplace values and rules and the possible skills or qualities needed to satisfy the requirements of the work placement. To help learners understand the concept of 'workplace values', they could think about their own values, for example, honesty, being trustworthy, or respect for others. This could then be translated into the workplace situation and how it relates to day-to-day working and enhances the chances of a successful work placement experience.

Employers could be invited as guest speakers to discuss expectations of learners during work placement. It is important that learners are given the opportunity to discuss these qualities and expectations so that they can identify a range of possible skills and goals to aim for. These should be linked to their course requirements or career ideas, to help them get the most out of their time on work experience.

Learners going on a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are asked to do. It would, therefore, be beneficial to prepare learners to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role-play activity could be used to explore different types of stressful, confusing or difficult situations in a work placement; this could help learners in developing skill and confidence in asking appropriate questions or asking others for help and guidance. Alternatively, learners could watch a TV or film clip that depicts a stressful or confusing scene in the workplace and then hold a group discussion

about what could be done to address the stress, difficulty or confusion in that scenario. This could help address learners' fears and concerns about handling any uncertain or difficult situations they can encounter.

Learners can discuss possible work placement goals in group situations and/or individually with tutor or careers advisers, but should be encouraged to come up with their own final action plan, identifying personal targets and opportunities to develop of skills or knowledge on the placement. Time will need to be spent helping learners produce goals which are relevant to their situation and realistic.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1 and 1.2, the learner must describe key information about their proposed work placement. The description needs to include information on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant) as well as the main purpose or objective of the company or organisation.

For 2.1, the learner must describe the terms and conditions of work that are relevant to their work placement. Information could include details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures.

For 2.2, the learner must describe the tasks that they are likely to do during work placement. This description should provide detailed information for each task and should not simply be a list. Details could include information on the procedures to be followed, health and safety issues, quality checking processes for example check work has been completed to a satisfactory standard by the line manager, timescales (if relevant).

For 3.1, the learner must describe the importance of at least two workplace values and why they are important to a work placement experience. Part of this description should demonstrate the learner's understanding of what workplace values are.

Evidence for 3.2 could be included as part of 3.1. The learner must describe at least two personal presentation requirements for the upcoming work placement.

For 3.3, the learner needs to provide at least two examples of situations in the workplace where they might encounter stress, difficulty or confusion. For each example, they must explain at least one positive action they could take to help resolve the stress, difficulty or confusion. The learner's description of the positive action must be appropriate and relevant to the nature of the stressful, difficult or confusing situation they have given as an example.

For 4.1 and 4.2 the learner must demonstrate their ability to set specific, realistic goals for the work placement. The learner needs to provide at least two goals related to skills development and at least two goals related to personal development. The skills development goals may relate to existing skills which the learner would like to use during the work placement or to a new skill the learner would like to develop during the work placement. The personal development goals may relate to working well with colleagues, getting to work on time, answering the telephone in following company procedures etc.

## Suggested resource

### Websites

<http://morethanwork.net>

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

[www.projectsmart.co.uk/smart-goals.html](http://www.projectsmart.co.uk/smart-goals.html)

[www.qmr.com/products/adventure/docs/workbook/chapter4.asp](http://www.qmr.com/products/adventure/docs/workbook/chapter4.asp)

[www.trident-edexcel.co.uk](http://www.trident-edexcel.co.uk)

[www.work-experience.org](http://www.work-experience.org)

## **Unit 25:**

# **Learning from Work Placement**

**Unit reference number:** L/503/2887

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 20

---

### **Unit aim**

The aim of this unit is to ensure that learners reflect on their work placement and use this experience to set career related goals.

Work placement can be a valuable experience for all learners, helping them to develop new skills and increase their knowledge of a vocational area. However, to achieve this, the learner must reflect on what they have learned and use that learning for future development and goal setting. The unit has been designed to be used after a learner has experienced a work placement, however as they need to have gathered evidence from the work placement to complete the unit, learners will need to be familiar with the requirements of the unit before undertaking their work placement.

### **Essential resources**

Learners need to have undertaken a period of work experience.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to reflect on what was learnt on the work placement	1.1	Maintain a log of work placement tasks and personal development	<ul style="list-style-type: none"> <li>□ <i>Log of tasks undertaken:</i> employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended</li> </ul>
		1.2	Describe skills and knowledge gained during the work placement	<p><i>Skills:</i> personal skills eg self-management, teamwork, business and customer awareness, communication; knowledge: of work sector, of the requirements of the workplace, of products and services; personal qualities eg enthusiasm, patience, confidence, curiosity</p> <ul style="list-style-type: none"> <li>□ <i>Describe knowledge gained during work placement:</i> what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced</li> </ul>
2	Know how to improve the work placement experience	2.1	Identify aspects of the work placement experience that could have been improved	<ul style="list-style-type: none"> <li>□ <i>Aspects that could have been improved:</i> eg additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently</li> </ul>
		2.2	Describe how improvements could be made to tasks carried out during work placement	
3	Be able to use learning from the work placement to set career-related goals	3.1	Describe how the work placement experience might assist them in making choices about a future career	<ul style="list-style-type: none"> <li>□ <i>Making choices about a future career as a result of work placement:</i> eg knowledge of new vocational area or area of interest, confirming whether they do or do not wish to work in a particular sector or industry, awareness of personal skills, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Set short-term and long-term goals which build on own learning from the work placement	<ul style="list-style-type: none"> <li>□ <i>Setting goals:</i> SMART goals; skills and knowledge development eg further study, investigate specific career options or work areas; employment opportunities or goals eg apply for full-time employment, seek voluntary work in a particular area</li> </ul>

## Information for tutors

---

### Delivery

To achieve this unit, learners must have experienced a work placement.

The length of time spent in the work placement is not defined, but sufficient time must be given to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of new skills or knowledge they have acquired as a result of various work placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken (perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated). In this regard, the learner would need to adhere to the company policy on confidentiality and intellectual property.

Different methods of record keeping could be discussed with learners. Examples of previous learner work could be shown. Paper-based and/or electronic record keeping methods can be used.

Learning outcome 1 focuses on skills and knowledge gained during the work placement experience. The skills discussed should be based on the CBI employability competencies detailed in their *Time Well Spent* report found on the CBI website: [www.cbi.org.uk](http://www.cbi.org.uk).

The skills required for employability include self-management, team working, business and customer awareness, problem solving, communication, number and ICT skills. It would be appropriate to spend time discussing the meaning of these skills and how they relate to individual learners. Learners could develop checklists which allow the learner to describe when they demonstrated their skills during their work placement. These could also be used to describe those aspects of the work placement experience that could have been improved, and how they could have been improved. Learners also need to consider their strengths based on their personal skills, knowledge and experience. One-to-one or small group discussions can be used to identify what the learner's strengths are. Alternatively, learners can ask their employer to help them identify their strengths. Small group discussions could be used to help the learner identify the challenges of the work placement. Record sheets can be developed to allow the learner to identify the challenges and then state how they overcame them.



For learning outcome 3, the learner will need to know and understand what SMART goals are. This method of target setting is often used as part of performance development review processes and it is important for learners to understand how to set such goals. The acronym has a number of variations:

**S** – specific, significant, stretching

**M** – measurable, meaningful, motivational

**A** – agreed upon, attainable, achievable, acceptable, action-oriented

**R** – realistic, relevant, reasonable, rewarding, results-oriented

**T** – time-based, timely, tangible, trackable.

A useful website for more detailed information on SMART targets is [www.projectsmart.co.uk/smart-goals.html](http://www.projectsmart.co.uk/smart-goals.html)

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For 1.1, learners must create and maintain a detailed log of the work placement tasks. The log should include the skills and knowledge related to the work activities as well as personal development such as confidence. Tutors could provide a pro-forma for the learner to complete.

For 1.2, the learner must describe the skills and knowledge they gained during the work placement. The learner could identify specific challenges that they faced, and how these helped to develop specific skills and knowledge.

For 2.1, the learner needs to identify any aspects of the work placement experience that could have been improved. This could be cross-referenced to the evidence provided in 1.1 and 1.2. Alternatively, a separate piece of work which is more generic could be provided.

For 2.2 the learner must describe at least two ways that improvements could be made to the tasks carried out during work placement. Learners could consider improvements such as more effective communication, time keeping, and positive attitude.

In 3.1, the learner needs to make straightforward value judgements on how their work placement has helped them in planning their career choices. The learner must describe at least one way in which the work placement experience has influenced their thinking about their future. This does not need to be lengthy or complex.

In achieving 3.2, the learner must set and produce appropriate evidence of two short-term and two long-term SMART goals as a result of what they have learned from their work placement. Evidence for the learner's goals could be a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

The learner can use their short-term goals to build towards their long term goals.

## **Suggested resource**

### **Websites**

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

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

[www.work-experience.org](http://www.work-experience.org)

## **Unit 26:**

# **Planning an Enterprise Activity**

**Unit reference number:** R/503/2888

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have a broad introduction to prepare to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service	<ul style="list-style-type: none"> <li>□ <i>Key aspects of a viable product or service:</i> providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place</li> </ul>
		1.2	Describe why people might want to buy their product or service	<ul style="list-style-type: none"> <li>□ <i>Possible customers:</i> clear idea of what the product or service is and what it will do or provide for the customer eg handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants eg people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery</li> </ul>
2	Be able to prepare a plan for implementing an enterprise activity	2.1	Describe the tasks that need to be completed to carry out the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Planning to implement the enterprise activity:</i> key activities needed eg administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience</li> </ul>
		2.2	Present the timelines required to carry out the tasks identified	
		2.3	Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified	

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the risks involved in running the enterprise activity	3.1	Assess main risks that may occur in implementing the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Assess main risks:</i> different types of risks eg lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers</li> </ul>
		3.2	Discuss ways to minimise the risks	<ul style="list-style-type: none"> <li>□ <i>Factors that might lessen risks:</i> eg start up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support</li> </ul>

## Information for tutors

---

### Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a

small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

For 1.1, the learner must describe their choice of product or service, what it will provide to the customer, and how it will be provided. For 1.2, the learner needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

For 2.1, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. For 2.2, the learner needs to estimate and present a timeline showing how long it will take to carry out the tasks.

For 2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should also include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and they must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

For 3.1, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions. For 3.2 the learner must consider ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

## Suggested resource

### Websites

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

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseinschools.org.uk/enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

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

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

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

[www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation](http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation)





## **Unit 27: Running an Enterprise Activity**

**Unit reference number:** Y/503/2889

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

---

### **Unit aim**

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have the opportunity to carry out an enterprise activity. Learners will develop an understanding of the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly. They will also develop the ability to evaluate the success of their activity and review their personal involvement.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	Identify what is required in an operational plan	<ul style="list-style-type: none"> <li>□ <i>Features of an operational plan:</i> research eg current marketplace provision, customer research, product research, competitors; practical implementation eg facilities, resources, quality assurance, skills; finance and cash flow</li> <li>□ <i>Features of an effective strategy for success:</i> importance of planning for success eg conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills</li> </ul>
		1.2	Create an operational plan for the actual enterprise activity	
2	Be able to carry out an enterprise activity using appropriate skills and procedures	2.1	Demonstrate a range of skills and techniques to sell the product or service	<ul style="list-style-type: none"> <li>□ <i>Selling the product or service using appropriate skills, techniques and materials:</i> suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated</li> </ul>
		2.2	Demonstrate good customer care	<ul style="list-style-type: none"> <li>□ <i>Customer care:</i> communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems eg defective goods, unsatisfactory level of service, incorrect price charged</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Demonstrate correct handling money procedures for an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Importance of handling money correctly:</i> knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation</li> </ul>
		2.4	Explain the importance of correct handling money procedures for an enterprise activity	
3	Be able to evaluate the profitability of the enterprise activity	3.1	Present financial records to show the set up costs, running costs and other costs	<ul style="list-style-type: none"> <li>□ <i>Using financial records to explain the success or failure of the enterprise:</i> evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity</li> </ul>
		3.2	Present financial records showing sales and profit or losses	
		3.3	Give reasons for the financial success or financial failure of the enterprise activity	
4	Know how to review personal involvement in an enterprise activity	4.1	Describe skills gained from running the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Role in the enterprise activity and skills gained:</i> roles eg salesperson, planner, team motivator, finance person, administrator, overseeing production; skills eg planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Describe personal strengths which were demonstrated during the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Identify strengths and weaknesses of their personal involvement:</i> strengths eg strong leadership skills, good customer relations, effective selling techniques; weaknesses eg lack of time management</li> </ul>
		4.3	Describe skills that need to be improved as a result of participating in the enterprise activity	

## Information for tutors

---

### Delivery

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

An enterprise activity does not have to be a large activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, or making jewellery, or providing a service, for example, selling ice cream or car washing.

Learners should be given as much practical experience as possible.

Learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

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

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

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

For 1.1, the learner needs to identify what needs to be included in their operational plan. The learner should consider the customer, what they intend to do, resources, and how and when they are going to do it. This work can form the basis of material for 1.2.

For 1.2, the learner must produce a plan for achieving success in a chosen enterprise activity. This could be in a written report, a brief presentation, as video-based evidence or a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should also include reference to the times, the venue, the staffing, quality control, any additional relevant information should be included, such as health and safety information or special arrangements for dealing with cash.

For 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve 2.2, the learner must demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). For 2.3, the learner must demonstrate appropriate handling of money. For example, the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.4 the learner must explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1 and 3.2, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied for 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

For 4.1, learners should describe the skills they have learnt in the course of their activity. For 4.2, the learner must evaluate their involvement in the activity and comments on the skills that have been gained through the activity. The learner should describe at least two personal strengths. This feeds into 4.3, where the learner must describe at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

## Suggested resource

### Websites

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

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

[www.enterpriseinschools.org.uk/enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

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

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

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

[www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation](http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation)

## 13 Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

### Additional resources

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

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



## 14 Professional development and training

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

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

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

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

### BTEC training and support for the lifetime of the qualifications

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

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

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

### Your Pearson support team

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

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.
- Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)



## Annexe A

---

### The Pearson/BTEC qualification framework for employability

---

Progression opportunities within the framework.

Level	BTEC specialist courses
<b>3</b>	Pearson BTEC Level 3 Award and Certificate in WorkSkills
<b>2</b>	Pearson BTEC Level 2 Award, Certificate, Extended Certificate and Diploma in WorkSkills Pearson BTEC Level 2 Award and Certificate in Employability Skills Pearson BTEC Level 2 Certificate in Supporting Employability and Personal Effectiveness
<b>1</b>	Pearson BTEC Award, Certificate, Extended Certificate and Diploma in WorkSkills Pearson BTEC Level 1 Award and Certificate in Supporting Employability and Personal Effectiveness
<b>Entry</b>	Pearson BTEC Entry 3 Award and Certificate in WorkSkills

**July 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit  
[qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**