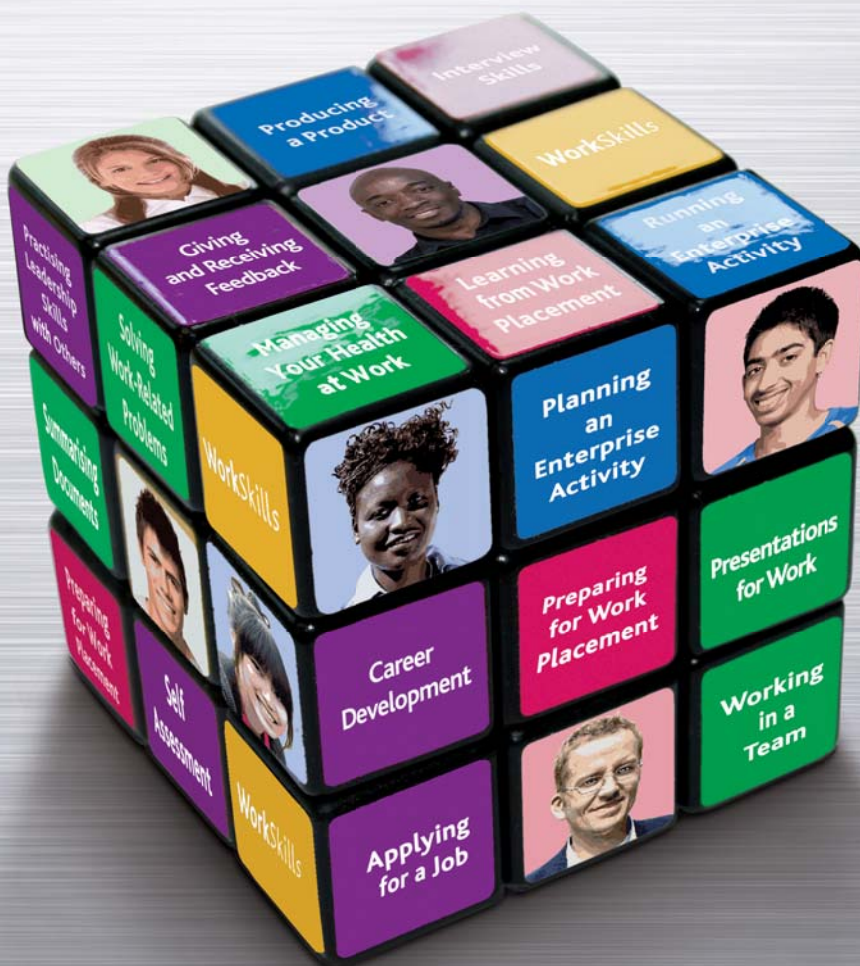


The Deloitte Employability Initiative in partnership with Pearson

Level 2 Specification

For first teaching from September 2011





Dear WorkSkills colleague,

On behalf of Pearson and Deloitte, we are pleased to introduce to you our new accredited BTEC Level 2 Employability Skills specification.

Through consultation with our centres we've made some minor changes making sure it's now even more relevant, clear and easy to use.

The Deloitte Employability Initiative in partnership with Pearson

Deloitte have developed a unique programme which helps tutors teach students the skills, attitudes and behaviours they need to secure and sustain employment.

To date over 600 college tutors from over 150 FE colleges have been trained and over 24,000 students have completed this highly successful programme. We are now working together to deliver the new BTEC Level 2 Employability Skills Award and both believe that having a workforce who are prepared for work and engaged in learning is a huge advantage. It's at the heart of ensuring your learners get the best opportunities available and have the edge against the competition.

Employability success

Learners benefit from this qualification due to its application of real life skills, which can be tailored to their needs, which motivate and get them enthusiastic about learning not just during the programme, but throughout their educational career.

Content that's truly vocational

Learners can see the bigger picture with The Deloitte Employability Initiative in partnership with Pearson – what they're going to learn, how and where it's going to get them. How it'll be of use in the future and how it can improve their chances of employment and real life success.

Plus we provide an incredible range of support

With training, which subsequently gives you access to a full set of teaching and learning materials, access to Deloitte volunteers and an observation visit, you can focus on the teaching and getting the most from your learners.

The Deloitte Employability Initiative in partnership with Pearson can offer great opportunities to your learners and your centres and we wish you every success.

Yours sincerely,

Rod Smith
Managing Director
Pearson Vocational

Heather Hancock
Managing Partner Talent and Brand
Deloitte

Find out more

Keep informed about WorkSkills, part of our MySkills suite, designed to equip learners with essential life skills. Simply sign up to our MySkills eNewsletter at www.edexcel.com/myskills

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this specification are made in good faith. Edexcel 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.)

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Employability Skills (QCF)

Edexcel BTEC Level 2 Certificate in Employability Skills (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Employability Skills (QCF)	600/2631/5
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Edexcel BTEC Level 2 Certificate in Employability Skills (QCF)	600/2692/3
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These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These qualifications are accredited by Ofqual as being Stand Alone.

Welcome to Edexcel BTEC Level 2 qualifications in Employability Skills

We are delighted to introduce our new qualifications, which will be available for teaching from September 2011. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 2 qualifications in Employability Skills

The Edexcel BTEC Level 2 Award and Certificate in Employability Skills have been designed to offer learners a flexible, relevant course to improve their understanding and application of employability skills.

These qualifications have been developed to ensure that the knowledge, skills and understanding provided by these qualifications are relevant, current and useful for both learners and potential employers.

For the Level 2 qualifications, learners have the opportunity to follow a flexible course and centres can ensure learning takes place in a realistic or simulated employment environment.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives to ensure that they meet employer and learner needs.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how these qualifications compare with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualifications with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

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

There are three sizes of qualification in the QCF:

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

Every unit and qualification in the framework will have a credit value.

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

The credit value of a unit is based on:

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

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award is an introduction to the skills, qualities and knowledge that may be required for employment.

Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate extends the WorkSkills-related focus of the Edexcel BTEC Level 2 Award and covers additional knowledge and practical skills required for employment.

Key features of the Edexcel BTEC Level 2 Award and Certificate in Employability Skills (QCF)

The Edexcel BTEC Level 2 Award and Certificate in Employability Skills (QCF) have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which 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 2 employability skills qualification
- progress to employment
- progress to related general and vocational qualifications.

Rules of combination

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

Rules of combination for these Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 qualification in Employability Skills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Employability Skills (QCF)

- 1 Qualification credit value: a minimum of 9 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 9 credits.
- 3 All credits must be achieved from the units listed in this specification.
- 4 All units are mandatory.

Edexcel BTEC Level 2 Certificate in Employability Skills (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 9 credits.
- 3 All credits must be achieved from the units listed in this specification.
- 4 There are 9 mandatory credits.
- 5 Optional credits: 4 credits may be selected from any Level 2 WorkSkills units.

Edexcel BTEC Level 2 Award in Employability Skills (QCF)

The Edexcel BTEC Level 2 Award in Employability Skills (QCF) is a 9-credit and 90-guided learning hour (GLH) qualification consisting of six mandatory units.

Edexcel BTEC Level 2 Award in Employability Skills (QCF)			
Unit	Mandatory units	Credit	Level
6	Preparing for an Interview	1	2
7	Interview Skills	1	2
9	Self-assessment	2	2
15	Effectiveness at Work	1	2
16	Working in a Team	3	2
20	Investigating Rights and Responsibilities at Work	1	2

Edexcel BTEC Level 2 Certificate in Employability Skills (QCF)

The Edexcel BTEC Level 2 Certificate in Employability Skills (QCF) is a 13 credit and 130 guided learning hour (GLH) qualification that consists of six mandatory units **plus** optional units that provide for a combined total of 4 credits.

The optional units can be found in the Edexcel BTEC Level 2 Award/Certificate/Extended Certificate/Diploma in WorkSkills Specification, or on the WorkSkills area of the Edexcel website (www.edexcel.com/quals/WorkSkills).

Edexcel BTEC Level 2 Certificate in Employability Skills			
Unit	Mandatory units	Credit	Level
6	Preparing for an Interview	1	2
7	Interview Skills	1	2
9	Self-assessment	2	2
15	Effectiveness at Work	1	2
16	Working in a Team	3	2
20	Investigating Rights and Responsibilities at Work	1	2
Unit	Optional units		
1	Alternatives to Paid Work	1	2
2	Working as a Volunteer	2	2
3	Managing Your Own Money	2	2
4	Searching for a Job	1	2
5	Applying for a Job	1	2
8	Self-management Skills	2	2
10	Career Progression	2	2
11	Developing Personal Skills for Leadership	2	2
12	Practising Leadership Skills with Others	2	2
13	Learning with Colleagues and Other Learners	2	2
14	Communicating Solutions to Others	2	2
17	Learning from More Experienced People	2	2
18	Building Working Relationships with Colleagues	2	2
19	Building Working Relationships with Customers	2	2
21	Managing Your Health at Work	1	2
22	Setting and Meeting Targets at Work	2	2
23	Solving Work-related problems	2	2
24	Summarising Documents	1	2
25	Contributing to Meetings	1	2
26	Preparing for Work Placement	1	2

Unit	Optional units	Credit	Level
27	Learning from Work Placement	2	2
28	Planning an Enterprise Activity	1	2
29	Running an Enterprise Activity	1	2
30	Producing a Product	1	2

Assessment

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

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

Guidance

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

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

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

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

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

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

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

Qualification grade

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

In Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

The Edexcel quality assurance processes for BTEC Specialist qualifications involve:

- **Centre approval** for centres not currently approved to offer BTEC qualifications
- **Qualification approval.** For existing centres, this can normally be done online via Edexcel online
- **Quality Review and Development.** This checks centre processes and prescribes remedial action where necessary.

For qualifications that include internal assessment, Edexcel's quality assurance processes also include:

- **Accreditation of lead internal verifiers.** This involves online training and standardisation of Lead Internal Verifiers via our Online Training and Standardisation system. Please note that not all qualifications are available for online training and standardisation.
- **Standards verification.** This involves sampling of assessment evidence by Edexcel's standards verifiers to ensure quality and standards. This takes place where:
 - a centre's Lead Internal Verifier has not yet achieved accreditation
 - a qualification is being sampled to confirm that it meets national standards
 - a BTEC Specialist qualification is not covered by online training and standardisation
 - learners are registered for the qualification as part of an apprenticeship programme.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as fulltime, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Award and Certificate in Employability Skills (QCF) are accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

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.

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

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

Unit format

All units in Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit code

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

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

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

Essential guidance for tutors

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

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Links* – identifies other units in the Workskills suite which relate to the content of the unit
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 6: Preparing for an Interview	17
Unit 7: Interview Skills	21
Unit 9: Self-assessment	27
Unit 15: Effectiveness at Work	35
Unit 16: Working in a Team	41
Unit 20: Investigating Rights and Responsibilities at Work	47

NB: All the optional units for this qualification can be found in the Edexcel Level 2 BTEC Award, Certificate, Extended Certificate and Diploma in Workskills Specification, or on the WorkSkills area of the Edexcel website (www.edexcel.com/quals/WorkSkills).

Unit 6: Preparing for an Interview

Unit code: M/503/2865

QCF Level 2: BTEC Specialist

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.

Unit introduction

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.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know 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 1.2 Describe key aspects of the job/placement/course drawing on application information 1.3 Identify gaps in own information about the organisation 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
2 Be able to prepare answers to interview questions	2.1 Devise questions that may be asked at an interview 2.2 Select questions most likely to be asked at an interview specific to the course/job/placement 2.3 Prepare responses to questions that may be asked at interview

Unit content

1 Know information required in preparing for an interview

Key information about interviewing organisation: main functions, what business the company carries out, the goals of the organisation

Key aspects of the application information: eg entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required

Identify questions: 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

2 Be able to prepare answers to interview questions

Key questions: 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

Anticipated interview questions: 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

Prepare relevant answers: formulating answers and reviewing the content for accuracy; relevance and appropriateness for the anticipated questions; appropriateness of language used

Essential guidance 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, mock interviews 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

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.

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

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

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

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.

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob

www.jobcentreplus.gov.uk

www.open.ac.uk/careers/preparing-for-an-interview.php

Unit 7: Interview Skills

Unit code: T/503/2866

QCF Level 2 BTEC Specialist

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.

Unit introduction

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.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Be able to demonstrate readiness for an interview	1.1 Present an appearance and dress code that conforms to interview requirements 1.2 Demonstrate punctuality for the interview 1.3 Introduce self at the interview location 1.4 Give the name or job role/title of the interviewer during introductions
2 Be able to respond to questions in an interview	2.1 Give responses to clarify an interviewer's questions if they are unclear 2.2 Give responses which provide answers to the questions asked by the interviewer 2.3 Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course
3 Know how to review own performance in an interview	3.1 Describe what went well in the interview 3.2 Describe what did not go well in the interview 3.3 Suggest ways of improving own performance in a future interview

Unit content

1 **Be able to demonstrate readiness for an interview**

Presentation and dress code: clean and smart presentation, dress code to meet interview requirements eg suit; work specific clothing if appropriate

Arrive punctually: 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

Polite, appropriate way to introduce yourself in an interview situation: use appropriate language and facial expressions, be aware of potential cultural differences around introductions

Information about interviewer: basic but accurate details about the name/job role/title of the interviewer

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

Clarifying an interviewer's questions if they are unclear: 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'

Full responses which provide answers to interviewer's questions: 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

Appropriate non-verbal communication: 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

3 **Know how to review own performance in an interview**

What went well and what did not: 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

Suggest ways of improving performance in future interviews: 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

Essential guidance 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

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.

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

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

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

Essential resources

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

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

www.jobcentreplus.gov.uk/jcp/Customers/outofworkhelplookingforwork/Getting_job_ready/Interviews

www.open.ac.uk/careers/interviews.php

www.worksmart.org.uk/career/interviews

Unit 9: Self-assessment

Unit code: F/503/2868

QCF Level 2 BTEC Specialist

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.

Unit introduction

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.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand self-assessment	1.1 Explain why it is important to assess personal strengths and weaknesses 1.2 Explain why it is important to assess personal skills and qualities
2 Be able to reflect on personal strengths and weaknesses	2.1 Describe own personal strengths and weaknesses 2.2 Explain why it is important to continue to develop own strengths 2.3 Explain why it is important to improve on own areas of weakness
3 Be able to reflect on own skills and qualities	3.1 Describe own skills and qualities 3.2 Explain why skills and qualities identified are important for own career and personal life
4 Be able to set personal goals	4.1 Identify sources of information for learning and progression 4.2 Identify personal long-term goals 4.3 Describe short-term goals required for meeting long-term goals 4.4 Describe ways in which goals may be tracked over time 4.5 Devise a plan for learning, showing responsibility for own learning 4.6 Implement own plan for learning, showing responsibility for own learning
5 Be able to review personal achievements	5.1 Identify achievements over a given period 5.2 Give reasons for success in achievements 5.3 Explain why goals may not be reached within a set period of time

Unit content

1 Understand self-assessment

Importance of self-assessment of personal strengths and weaknesses: to identify personal strengths; to identify personal weaknesses; to plan future; to set achievable goals; to plan to develop strengths and weaknesses

Importance of personal skills and qualities: 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

Describe strengths and weaknesses: self-assessment; use of tools; feedback from others

Importance of developing strengths: 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

Importance of improving on areas of weaknesses: 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

Describe own skills and qualities: use strengths and weaknesses analysis tool, reflect on past performances and achievements, consider talents and interests, receive feedback from appropriate people

Why skills and qualities identified are important for own work and personal life: in relation to own career choices, career plans and career goals; in relation to goals for personal life

4 Be able to set personal goals

Sources for learning and progression: eg job advertisements, college prospectuses and websites, company websites, libraries, careers advice services

Goal setting process for short-term goals and long-term goals: 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

Tracking goals over time: periodically check plan of action to be taken; have short-term targets; measure achievement by comparing current and intended performance

Devise plan: to include goals, skills required, and timeframe

Implement plan: recording achievements against goals

5 Be able to review personal achievements

Review personal achievements: 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

Essential guidance 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

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.

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

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

Entry Level	Level 1	Level 2
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	Unit 22: Setting and Meeting Targets at Work
Unit 16: Setting and Meeting Targets at Work	Unit 23: Setting and Meeting Targets at Work	

Essential resources

There are no essential resources for this unit.

Websites

www.career-advice.monster.com

www.careersserviceni.com/Cultures/en-GB/CareerService

www.lifecoachexpert.co.uk

www.mindtools.com

www.reed.co.uk/CareerTools/SelfAssessments.aspx

Unit 15: Effectiveness at Work

Unit code: R/503/2874

QCF Level 2 BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

In this unit learners will gain the understanding and skills necessary to work effectively to achieve personal, team and organisational goals.

Unit introduction

In any workplace, it is important to work effectively to achieve personal, team and organisational goals. Understanding what makes an effective employee, and being able to demonstrate these skills, are essential aspects of employability.

This unit focuses on understanding the importance of positive attitudes and behaviours both within and outside of the workplace. Learners will have to demonstrate that they understand and can demonstrate appropriate behaviours in the workplace. They also need to show that they are able to represent their workplace appropriately with customers or others outside of the organisation. Learners will review the strengths and weaknesses of their conduct and suggest improvements to their performance.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand effective workplace behaviour	1.1 Describe different ways in which employees can behave effectively within the workplace 1.2 Describe different ways in which employees can behave effectively when representing their employer outside of the workplace
2 Be able to demonstrate effective working practice	2.1 Interact appropriately with a wide range of colleagues in the workplace 2.2 Interact appropriately with others outside the workplace to meet workplace objectives. 2.3 Apply organisational codes of practice, procedures and safety rules appropriately
3 Be able to evaluate their own practice	3.1 Review own practice to establish what went well 3.2 Review own practice to establish what did not go well 3.3 Suggest areas for improvement of performance

Unit content

1 Understand effective workplace behaviour

Different ways in which employees can behave effectively: interacting with other colleagues in the workplace eg communicating appropriately with other colleagues, managing time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the place of work eg codes of conduct, personal reviews/appraisals, human resources guidelines; working outside of the organisation eg welcoming delegates to an external meeting, behaving appropriately towards customers when visiting a client's site, behaving appropriately when attending an external training course as part of their job

2 Be able to demonstrate effective working practice

Interact appropriately with others in the workplace: interactions with different types of colleague in carrying out day-to-day work eg senior managers, team members, line managers, unfamiliar colleagues

Represent the workplace positively when dealing with others outside of the workplace: show appropriate behaviour when on company/organisation business outside of the workplace or talking to customers eg conferences, external meetings, training courses, visits to customer's place of work

Apply organisational procedures appropriately: applying procedures when carrying out the job eg follow health and safety rules for dealing with hazardous substance in a factory, deal with customer enquiries according to guidelines in the training manual, fill in relevant form to request time off work for a hospital appointment

3 Be able to evaluate their own practice

Evaluation of own practice: identify what went well eg dealing promptly with customers, receiving positive feedback from colleagues; identify what did not go so well eg not understanding what was requested by senior colleagues or customers; suggesting areas for improvement eg better communication with other team members, ask supervisor for help when needed

Essential guidance for tutors

Delivery

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

Learning outcome 1 could be delivered through group discussion or discussion between the learner and their line manager, supervisor, tutor or another appropriate person familiar to the learner. Tutors/line managers could support the group or individual learner in facilitating a broad discussion about what the learner thinks it means to be an effective employee. This could include aspects such as their interactions with others and how they manage their workload, their interactions with customers. Learners could create presentations, posters or leaflets to record their ideas.

It might also be useful for tutors/line managers and learners to discuss examples from the workplace that show what different organisations and workplaces consider to be 'effective', for example in the construction industry this might be about completing a job on time and to a certain quality standard, in a call centre this could be about the number of calls dealt with and the quality of the service provided, in retail it could be about helping customers and improving sales figures. Tutors/line managers could then move to discussing the conduct and behaviour expected of employees when working outside of the organisation, for example when working with customers off-site or representing the organisation at conferences. Examples of representing the organisation could include: welcoming delegates at a conference, handling basic enquiries at an exhibition, dealing with customers on the phone when outside of the place of work, directing clients or visitors to meetings.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate the relevant behaviours. Where the demonstration of working practice is not in the workplace, learners should be encouraged to demonstrate that they can interact positively with unfamiliar people, for example visitors to a college or training venue.

Learners could be observed undertaking a range of day-to-day activities to demonstrate that they can follow organisational procedures. They could be using organisational systems appropriately (for example human resources systems such as timesheets, annual leave forms), using the correct forms and documents (for example headed paper, forms for procurement or for finance), using IT appropriately (for example email and the internet), telephone systems (for example voicemail, answering calls). There may be opportunities for learners to demonstrate following other organisational procedures, for example if there is a fire drill they could show that they have understood and can act on the organisational procedures governing this.

For learning outcome 3, learners could evaluate their own practice through a one-to-one discussion with the tutor/line manager and the learner. Learners and tutors/line managers would discuss how the learner fared in their demonstration of effective practice. Learners should have the opportunity to talk through how they

might handle some aspects differently and improve in the future. The tutor/line manager might wish to support the learners in identifying appropriate people to seek advice or feedback from about their performance.

Assessment

For 1.1 and 1.2, the learner must describe at least two ways in which employees can behave effectively within and outside of the workplace. Evidence to support this could be records of group or individual discussion. These can be written by the tutor/line manager, by the learner with sign-off from the tutor/line manager, or be via video or audio recording.

For 2.1, the learner must demonstrate effective working practice by interacting with a wide range of colleagues in the workplace, including people not familiar to them, for example a senior manager. Whatever the types of colleague, it is important that the learner is able to interact with them positively at a range of levels and familiarity.

For 2.2, the learner needs to know how to represent the workplace positively when dealing with customers or others outside of the workplace. They would not be expected to represent an organisation at a high level or to take responsibility for decision making on behalf of an organisation. The learner does not have to be outside of the workplace to demonstrate 2.2.

For 2.3, the learner must apply at least two organisational procedures, codes of practice or organisational rules appropriately.

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

For 3.1 and 3.2, the learner must describe at least two aspects of their performance that went well (for example dealing with a customer promptly or receiving a positive response from a colleague or customer on their performance) and one aspect that did not go so well (for example getting nervous when speaking to a senior manager) and be able to suggest areas for improvement. The learner can reflect on their performance by discussing it with the tutor or other observers. Following these reflections, the learner must identify and record independently any areas and strategies for improvement.

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

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

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

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

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 16: Working in a Team
Unit 9: Self-management Skills	Unit 17: Working in a Team	Unit 18: Building Working Relationships with Colleagues
Unit 13: Working in a Team	Unit 19: Building Working Relationships with Colleagues	Unit 8: Self-management Skills
	Unit 9: Self-management Skills	Unit 19: Building Working Relationships with Customers

Essential resources

Learners need access to copies of organisational procedures for different types of organisation as appropriate for example school or college procedures for staff and/or learners relating to conduct and behaviour (or if in the workplace, copies of workplace procedures).

They also need information regarding relevant training or development courses relating to good conduct (for example assertiveness, communication skills etc).

They also need copies of any appraisal system documents which recognise good conduct/performance.

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

www.worksmart.org.uk/career

Unit 16: Working in a Team

Unit code: Y/503/2875

QCF Level 2 BTEC Specialist

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.

Unit introduction

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.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand the advantages and disadvantages of having a team complete a task	1.1 Assess advantages of having a team complete a task 1.2 Assess disadvantages of having a team complete a task
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 2.2 Explain likely consequences of team members not following a code of conduct
3 Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.2 Assess relevant strengths, skills and experiences that other members bring to a particular team
4 Be able to allocate roles and responsibilities within the team in relation to a given task	4.1 Agree with other team members the roles and responsibilities of each member of the team 4.2 Describe how each role contributes to the team's objectives and the completion of the team task
5 Be able to work positively as a member of a team	5.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task 5.2 Devise a team plan to solve a problem when working with others 5.3 Make a contribution to a team by sharing skills and knowledge 5.4 Offer help, support or advice to team members when appropriate 5.5 Respond positively to advice and constructive criticism 5.6 Follow a plan to complete a task or activity on time
6 Be able to reflect on the performance of a team	6.1 Discuss how individual performance contributed to the overall performance of the team 6.2 Describe ways in which the team as a whole performed effectively 6.3 Select areas in which the team could improve its team work skills

Unit content

1 **Understand the advantages and disadvantages of having a team complete a task**

Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: 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

2 **Understand the need for a team to work to an agreed code of conduct**

Code of conduct for teamwork: 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

Consequences of team members not following code of conduct: team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

3 **Be able to recognise the different strengths, skills and experiences different people bring to a team**

Teamwork skills, strengths and experiences: practical skills 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

4 **Be able to allocate roles and responsibilities within the team in relation to a given task**

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 Be able to work positively as a member of a team

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Team task plan: including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, division of labour, timelines, expected outcomes

Give help, support or advice to others: 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

Respond positively to advice or constructive criticism: 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

Complete own task successfully and on time: 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

6 Be able to reflect on the performance of a team

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team worked well together, every team member made a contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance 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

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.

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

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

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

Essential resources

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

Websites

- www.career-advice.monster.com
- www.lifecoachexpert.co.uk
- www.projectsart.co.uk/team-building.html
- www.worksmart.org.uk/career

Unit 20: Investigating Rights and Responsibilities at Work

Unit code: M/503/2879
QCF Level 2 BTEC Specialist
Credit value: 1
Guided learning hours: 10

Unit aim

This unit aims to develop learners' understanding of the importance of rights and responsibilities in the workplace and the responsibilities of employees and employers in upholding them.

Unit introduction

Employees and employers have responsibilities to each other and should also expect their rights to be upheld. These rights and responsibilities relate to areas such as the provision of terms and conditions of employment, privacy of personal information, health and safety, equal opportunities and the right to be paid a minimum wage.

In this unit the learner will develop understanding of what is meant by the terms 'rights' and 'responsibilities' and how they are enforced in the workplace. They will also gain an understanding of some of the responsibilities of both employers and employees. Learners will learn how to find sources of help and advice relating to their rights and responsibilities in the workplace.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand why rights and responsibilities are important in a workplace	1.1 Explain reasons why rights and responsibilities are important in a workplace 1.2 Explain how rights and responsibilities are enforced in a workplace
2 Understand rights and responsibilities of employees and employers	2.1 Outline the responsibilities employers have to employees 2.2 Outline the rights and responsibilities an employee has at work 2.3 Explain the implications of employee rights and responsibilities in a workplace 2.4 Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace
3 Know how to obtain guidance and information about rights and responsibilities at work	3.1 Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities 3.2 Describe the type of advice given by key representative bodies

Unit content

1 **Understand why rights and responsibilities are important in a workplace**

Reasons why rights and responsibilities are important: safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees and employers

Types of rights: rights eg human rights, workplace rights, rights of the child, legal rights, informal rights eg club membership

Types of responsibilities eg member of society, workplace responsibilities, family responsibilities

How rights and responsibilities are enforced: use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations

2 **Understand rights and responsibilities of employees and employers**

Responsibilities of employers: health and safety; pay and benefits; job recruitment and advertising; terms and conditions at work; contract of employment; appraisal, promotion and training; dismissal, redundancy and retirement, privacy of personal information

Rights and responsibilities of employees: rights eg to fair pay, to be kept safe, given equality of opportunity; responsibilities eg follow procedures for safety, punctuality, fulfil contracted duties

Implications: safe work environment; policies and procedures; work culture

Data protection: in relation to most recent data protection legislation and guidance

3 **Know how to obtain guidance and information about rights and responsibilities at work**

Representative bodies: eg Health & Safety Executive (HSE), Citizens Advice Bureau (CAB), Equality and Human Rights Commission, trade unions, staff associations, Criminal Records Bureau (CRB)

Type of advice: safety of working environment and practices; financial; legal; benefits, equality and diversity

Essential guidance for tutors

Delivery

Although this unit could be delivered through small group discussions, it is important to use a range of delivery methods. Television programmes or extracts from films can be a valuable learning tool. Similarly, speakers invited to share their experiences can also be a useful source of information.

Learners could consider the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, children's rights, consumer or patient rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings, for example within a school, society or club: they could consider issues such as justice, fairness, equality, citizenship and safety. They could then go on to relate these to the context of the workplace.

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

For each assessment criterion, it is likely that group discussion and shared research will be appropriate. However, learners should independently record their assessment evidence.

Assessment

For 1.1, the learner explains at least one reason why rights are important in the workplace, and at least one reason why responsibilities are important in the workplace. In addition, the learner's explanations must show a clear understanding of the terms 'rights' and 'responsibilities'.

For 1.2, the learner will need to consider how rights and responsibilities are enforced at work. The learner could be given a case study which requires them to explain how certain aspects of legislation could be enforced. Alternatively, the learner could select two different rights and explain how they are enforced in the workplace.

For 2.1 the learner needs to give an outline of at least four employer responsibilities.

For 2.2, the learner needs to outline two employee rights and two employee responsibilities. Examples can be provided to support the responses to 2.1 and 2.2.

For 2.3, the learner must explain the implications of the employee rights and responsibilities. For example, a learner listing an employee's right to one week's notice for every full year worked, could note that this means an employer cannot dismiss a member of the workforce on the spot simply because they are no longer needed.

For 2.4, learners must describe data protection and confidentiality procedures as relevant to a workplace. These will vary according to the type of workplace.

Learners should identify at least three key points regarding data protection and confidentiality in the workplace.

For 3.1, the learner must identify three key representative bodies. For 3.2, they must then describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade

associations can be used as sources of information and guidance. A case study can be used.

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

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

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

Essential resources

Learners need access to appropriate sources of information about rights and responsibilities in the workplace.

Websites

www.acas.org.uk

www.adviceguide.org.uk

www.direct.gov.uk/en/RightsAndResponsibilities/Yourright

www.eco.org.uk

www.equalityhumanrights.com

www.tuc.org.uk

www.worksmart.org.uk

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel BTEC qualification framework for MySkills

Progression opportunities within the framework.

Level	BTEC specialist courses
3	Edexcel BTEC Level 3 Award and Certificate in WorkSkills (QCF)
2	Edexcel BTEC Level 2 Award, Certificate, Extended Certificate and Diploma in WorkSkills (QCF) Edexcel BTEC Level 2 Award and Certificate in Employability Skills (QCF) Edexcel BTEC Level 2 Certificate in Science, Technology, Engineering and Mathematics Leadership Skills (QCF)
1	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate and Diploma in WorkSkills (QCF) Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Mathematics Leadership Skills (QCF)
Entry	Edexcel BTEC Entry 3 Award and Certificate in WorkSkills (QCF)

Annexe B

Wider curriculum mapping

Study of Edexcel BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of these qualifications applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in these qualifications. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout these qualifications to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website – see: 'Accreditation Information'.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Publications Code BA027171 July 2011

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