

# **Pearson BTEC Entry Level 1 Award and Certificate in Workskills**

## **Specification**

BTEC Specialist qualification

First registration September 2020

Issue 1

## **About Pearson**

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# 1 Introducing the qualifications

## What are BTEC Specialist qualifications?

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

## Qualification purposes

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The Pearson BTEC Entry Level 1 Award and Certificate in Workskills are for learners who need to develop their skills and knowledge of employability in order to access the job market.

The Pearson BTEC Entry Level 1 Award and Certificate in Workskills are suitable for learners to:

- develop knowledge related to employability
- develop skills related to employability
- achieve a qualification to prepare for employment
- achieve a nationally-recognised Entry level qualification
- develop own personal growth and engagement in learning.

## Pearson BTEC Entry Level 1 Award in Workskills

This qualification enables learners to target the areas of employability they need to develop in order to achieve their progression aims. Learners can select the unit that meets their individual aims to ensure they can build the employment skills relevant to their career path.

The award sized qualification consists of a choice of two units. Unit 1 focuses on understanding the employment recruitment processes, whilst Unit 2 focuses on the practical skills learners need to develop to carry out work-related activities. This personalised approach allows learners to select the most appropriate unit to meet their learning needs.

Learners who have both knowledge and skills gaps should study the certificate sized qualification.

This gradual building of skills and knowledge will support other aspects of a learner's programme of study. Learners studying this qualification can progress into the workplace with the knowledge and skills they have gained as well as progress onto other qualifications that are aligned to the learner's career plan.

## **Pearson BTEC Entry Level 1 Certificate in Workskills**

This qualification is best placed as part of a programme of study that supports a learner towards gaining employability skills. In the Certificate learners can develop their work skills to complete vocationally-related tasks that are contextualised to their individual learning programme and progression goal. The emphasis of this qualification is the gradual application of learnt skills and knowledge in a work context and introduces continual improvement in a learner's approach to work-related tasks.

The Certificate consists of three units that reflect a process of learning, these being; awareness of recruitment processes, exploration and development of skills and the confirmation of employability knowledge and skills through practical, task-based activities and tasks.

Learners studying this qualification can progress onto other Workskills qualifications to further develop skills and knowledge or move into a vocationally specific role or qualification that is aligned with their career choices.

Learners who already have the understanding of job recruitment processes or basic practical job-related skills should consider the Award in Workskills to meet these needs.

## **Funding**

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

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level 1 Award in Workskills
Qualification Number (QN)	603/6355/1
Regulation start date	01/09/2020
Operational start date	01/09/2020
Approved age ranges	14-16 16-18 18+ 19+
Total qualification time (TQT)	45
Guided learning hours (GLH)	45
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.

<b>Qualification title</b>	<b>Pearson BTEC Entry Level 1 Certificate in Workskills</b>
Qualification Number (QN)	603/6356/3
Regulation start date	01/09/2020
Operational start date	01/09/2020
Approved age ranges	14-16 16-18 18+ 19+
Total qualification time (TQT)	122
Guided learning hours (GLH)	120
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.



### 3 Qualification structures

#### Pearson BTEC Entry Level 1 Award in Workskills

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

Unit number	Units Learners must take one of the following optional units	Level	Guided learning hours
1	Being Aware of Job Opportunities	E1	45
2	Exploring Work Related Activities	E1	45

#### Pearson BTEC Entry Level 1 Certificate in Workskills

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

Unit number	Units Learners must take all three units below	Level	Guided learning hours
1	Being Aware of Job Opportunities	E1	45
2	Exploring Work Related Activities	E1	45
3	Demonstrating Work Related Tasks	E1	30

## 4 Assessment requirements

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

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

### Language of assessment

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

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

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

### Internal assessment

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

To pass each internally-assessed unit, learners must:

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

Centres must ensure:

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

Learners who do not successfully pass an assignment are allowed to resubmit evidence at the centre's discretion for the assignment or to retake another assignment.

## Assessment of units

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

Format of assignments:

- all learning outcomes and assessment criteria must be covered
- assignments can include both practical and written tasks
- assignments are independently completed as a distinct activity after the required teaching has taken place
- the brief is issued to learners with a defined start date, a completion date and clear requirements for the evidence they are required to produce
- all or parts of units can be combined into a single assignment.

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

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

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

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

## 5 Centre recognition and approval

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

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

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

### Approvals agreement

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

### Centre resource requirements

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

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

## 6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

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

We are committed to making sure that:

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

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

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Reasonable adjustments and special consideration

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

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

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

## 7 Recognising prior learning and achievement

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

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

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

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

## 8 Quality assurance of centres

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

Centres will receive ongoing support and development from their standards verifier, which may result in visits and more remote support, as requires to complete standard verifications. The exact frequency and duration of standards verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

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

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

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

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

## 9 Units

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

For explanation of the terms within the units, please refer to *Section 13/14 Glossary*.

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

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



# Unit 1: Being Aware of Job Opportunities

**Level:** Entry 1

**Guided learning hours:** 45

**Total unit time:** 45

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## Unit in brief

The aim of this unit is to help learners find out about potential job opportunities and understand the job selection process.

## Unit introduction

Getting a job is very rewarding as it allows us a sense of achievement and independence, it also provides us with the financial security to afford to do other things with our lives. Understanding how to get a job and the processes involved is key to developing employability and lifelong career prospects.

In this unit, you will consider the range of opportunities available and how to apply for them. You will take part in a simulated selection process and show evidence of your understanding of this process.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Find out about job opportunities</p> <p><b>B</b> Participate in a job recruitment activity</p>	<ul style="list-style-type: none"> <li>• Information where jobs are advertised</li> <li>• Demonstration of matching role to suitability for the job</li> <li>• Demonstration of taking part in part of a job application</li> </ul>
<p><b>Key teaching areas include:</b></p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Sources of information about job vacancies</li> <li>• Types of job available</li> <li>• How jobs are advertised</li> <li>• How jobs are applied for</li> </ul>	<ul style="list-style-type: none"> <li>• Basic research</li> <li>• Communication</li> </ul>

## Unit content

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

- Follow guidance in gathering information on advertised jobs.
- Show awareness of basic recruitment processes.
- Experience a job-related recruitment activity.

### Knowledge

#### Job opportunities

- Where jobs are advertised, e.g. newspapers, local noticeboards, shop fronts, job centres, online, school/college noticeboard, word of mouth, careers advice.
- Types of employment, e.g. shift work, full time, part time, voluntary, fixed term contract, agency work, flexible working, zero hours.
- Places of work, e.g. hospital, building site, shop, care home, garden centre, office, farm, home working.
- Types of job role, e.g. customer facing, services, front of house, back office.

#### Job seeking

- Access information about job opportunities, e.g. search engines, smartphones, online newspapers, newspapers, adverts.
- Matching personal skills and interests to opportunities.
- Discovering key information and criteria found within job advertisements/listings that inform about a potential candidate what an employer is looking for in the role.

#### Job applications

- Outline of the selection process, e.g. advertise job, receive applications, hold interviews to find out more about the person, job offer or rejection.
- Sources of help and advice when considering different jobs.
- Different methods of application, e.g. completing an application form or CV with support, preparing a simple letter of application.
- Awareness of data protection and Equality Act when disclosing personal information.
- Questions asked at interviews e.g. reasons for applying for the job, talking about themselves, basic outline of personal skills, knowledge and experiences.

## Skills

- Basic research skills, e.g. available jobs, where jobs are advertised, requirements of job roles, finding out information about companies.
- Communication, e.g. skills verbal and written, asking and answering questions about themselves and the job, entering information into paper and online formats such as a CV or application form.

## Assessment Criteria

<p><b>Learning aim A: Find out about job opportunities</b></p> <p>Evidence must include:</p> <p>Information showing different types of available job, where jobs are advertised, requirements of job roles. Evidence may include photographs of job advertisements in local businesses, newspaper clippings or screenshots of online or social media advertisements.</p>
<p><b>A.P1</b> Identify an appropriate vacant job opportunity</p>
<p><b>A.P2</b> State why the selected job role is suitable for you</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> learners will select an appropriate job of personal interest.</p>
<p><b>For P2</b> learners will consider their suitability for the selected job role and briefly state why.</p>
<p><b>Learning aim B: Participate in a job recruitment activity</b></p> <p>Evidence must include:</p> <p>A record of learner performance in participating in a job recruitment process such as an observation record, individual checklists, audio or video recording.</p>
<p><b>B.P3</b> Learners will take part in a job recruitment activity</p>
<p><b>Guidance for assessors</b></p>
<p><b>For B.P3</b> learners must take part in an activity related to a job recruitment process showing that they provide information about their skills, interests and abilities.</p>

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop essential work related knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used for assessment. These are not intended as a definitive guide to cover the full breadth and depth of the unit. These activities are provided as a linear guide but can be delivered in any order.

### **Activities: Introduction to the unit**

Tutor-led activity outlining the purpose of the unit including its relationship with Units 2 and 3 if required.

Tutor-led activity explaining the words, terms and phrases associated with this unit, e.g. employer, employee, advertisement, CV, application form, selection, shortlisting, interview, appointment.

Learners could be given images or words associated with the key terms and asked to match them with their definitions or basic descriptions.

Learners could access online videos that provide an introduction to job seeking activities.

Learners could produce a visual representation of the types of job that interest them.

**Suggested time:** about 3 hours

### **Activities: Exploring job opportunities**

Tutor-led activities based around employment opportunities and how these are advertised.

Tutor-led activities based on a specific job advertisement, drawing out key information and eliciting responses. These may be presented in a variety of formats, e.g. a newspaper ad or a notice in a shop window, web-based advertisements.

Learners could be asked to consider what the advert is asking for or the type of person the role requires.

If appropriate, learners could visit a local job centre and find out about the process of receiving and advertising vacancies.

Careers advisers may be invited to speak and learners could prepare questions to ask.

**Suggested time:** about 4 hours

**Activities: Understanding recruitment processes**

Tutor-led activity explaining the overall process of recruitment.

Learners could be given a series of cards and asked to order them in an appropriate sequence, e.g. application, shortlisting, interview, appointment.

Guest speakers could be invited in to talk through their recruitment processes.

**Suggested time:** about 4 hours

**Activities: Personal profiling**

Tutor-led activities based around themes such as the things I enjoy, I am good at, things I need to develop, my interests.

Learners could compile personal profiles using given statements, key words or images to produce an audio, visual or written profile of themselves.

Learners could produce a visual representation of themselves using images to describe their interests, skills and understanding.

Learners could be given simple statements to respond to, e.g. like to be outdoors, work with others or alone, use computers.

Tutors could use pre-set written documents to capture information towards producing a straightforward CV.

A writing frame could be used to begin to compile a basic personal statement.

Tutor led introduction to CV writing, as above, given pre-set documents could be used to compile personal CVs.

If applicable, online applications could be used to generate personal CVs and applications.

Learners may also be given a series of statements to use to compile their personal profile.

Learners could be given completed forms to discuss.

**Suggested time:** about 6 hours

**Activities: Job applications**

Learners could explore a range of employer statements and expectations and asked to respond to them e.g. be flexible, reliable.

Learners could be given a simple form and asked to input details, with support.

Learners could be given a range of statements or images that they are asked to select in order to complete a form e.g. gets on with others, positive, eager to learn, able to follow instructions.

Learners could be given simple statements and asked to sequence them or add to relevant areas within application forms.

Voice recognition technology could be used to generate personal responses.

**Suggested time:** about 5 hours

**Activities: Interview skills**

Tutor led activity on how interviews are used to select appropriate candidates.

Exploration of the use of questions and appropriate answers e.g. why do you want this job, what are you good at. The use of prompts and probes to elicit further information.

Tutor led activities on basic body language maybe some things to be aware of such as posture and maintaining eye contact.

Tutor led simulated interviews asking learners to engage and respond to straightforward questioning and encouraging learners to ask questions at the end of the interview.

Local employers may be invited in to talk about their business and recruitment processes, learners may compile questions to ask and record feedback.

Role play could be used to simulate interviews focusing on basic key questions and answers.

If appropriate the use of audio and video equipment to aid review and reflection of interview performance.

**Suggested time:** about 6 hours



**Activities: Exploring job roles**

Learners could be given straightforward scenarios to help them understand a range of job roles and demonstrate through role-play activities e.g. dealing with a simple customer query concerning a product's price or where a product is located.

Learners could be given a range of straightforward job-related tasks and asked how they would respond to them without carrying them out.

Short simulated activities could be used to give learners a taste of different job roles.

**Suggested time:** about 4 hours

**Activities: Exploring employment patterns**

Tutor-led activities explaining the meaning and factors associated with part-time, full-time, voluntary employment.

Scenarios could be used and compared based on employment statuses, discussing differences.

**Suggested time:** about 2 hours

**Activities: Recap and revisiting prior learning**

Tutor-led activities based on prior learning experiences with the intention to check or recap on learning and understanding.

Tutors will identify areas of learning that may need to be revisited and consider different approaches to convey and approach the content.

**Suggested time:** about 4 hours

**Activities: Work preparation**

Tutor-led activities preparing learners to start work.

Activities involving checklists to consider for first day of work.

Activities to consider additional information required by the employer, e.g. emergency contacts, health profiles, proof of ID, proof of address.

Supervised activities concerning time, travel in preparation for day one of work, money for travel and lunch.

Other requested forms and information that employers may request and sources of support to help complete them.

**Suggested time:** about 4 hours

**Activities: Preparation for assessment**

Tutor-led activities on how to prepare for assessment using checklists, prompts, images, flow charts to support learners.

Questions and answers.

Recap on ways to present information.

**Suggested time:** about 2 hours

**Activities: Post assessment**

Group and individual reflection on learning.

Discussion on future planning and how learning may be taken forward.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

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

### **Suggested task(s):**

Your task is to present information to support your understanding of job recruitment processes.

You will select a vacant job role that that you are the best match for, showing why you believe this to be the case.

You may include photographs of job advertisements or screenshots of online advertisements. You should give a short reason why you are interested in this role.

You will then take part in a recruitment activity, e.g. filling out part of an application form, part of a covering letter, part of a CV.

You will need to present your findings as a portfolio of evidence using suitable formats.

## **Unit 2: Exploring Work Related Activities**

**Level:** Entry 1

**Guided learning hours:** 45

**Total unit time:** 46

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### **Unit in brief**

The aim of this unit is for learners to use work-related contexts to develop their organisation, listening and communication skills.

### **Unit introduction**

When you go to work you need to be prepared to complete tasks that are given to you. Each task can be broken down into individual activities, the activities you will learn in this unit can be applied in different work roles, for example. being polite when answering the phone is an activity that can be used as part of responding to a customer query.

In this unit, you will have the opportunity to practise using skills that you need for the workplace, learn how to prepare for the activities you are given and complete them successfully.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Prepare for being in a work environment</p> <p><b>B</b> Demonstrate work related skills</p>	<ul style="list-style-type: none"> <li>• Audio, video or photographic evidence</li> <li>• Observation record</li> <li>• Individual checklist or video/audio recordings of communications between the learner and tutor</li> </ul>
<p><b>Key teaching areas include:</b></p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Work-related expectations</li> <li>• Generic skills used in at work</li> <li>• Personal preparations and work area preparations</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Personal social skills</li> <li>• Communication</li> <li>• Organisation</li> </ul>

## Unit content

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

- Understand work related activity and its purpose.
- Use appropriate skills within a work related environment.
- Take part in work related activities.

### Knowledge

#### Preparing for a work environment

- Appropriate behaviour and dress code, e.g. arrive and leave at the agreed times, take allocated breaks, notify if absent, avoid booking appointments during work time.
- Following instructions, e.g. what is required, when needs to be completed by.
- Health and safety at work, e.g. personal protective equipment, know key safety signs and symbols.
- Take responsibility for personal possessions, e.g. wallet, mobile phone, keys.
- Personal expectations, e.g. sense of satisfaction, recognition for completing work, meeting others, learning new skills.
- Sources of help and support, e.g. line manager, supervisor, tutor.
- Planning for work, e.g. snack and/or meal, money, security pass, travel pass, phone, personal details, uniform and/or PPE, transport, travel time, using time effectively.
- Personal details required by the employer, e.g. emergency contact details, next of kin, personal details, health requirements, residency status.
- Employment access, e.g. security pass, passwords for equipment.

#### Types of work related activities

In this unit an activity is defined as being a single-step process towards achieving a broader work related task e.g.

- Checking duties for the day, e.g. checking communications, interacting with colleagues, supervisor or manager, responding to handover notes if required.
- Preparing work area for a working day, e.g. cleaning surfaces and area, gathering tools and equipment, making sure equipment works.
- Interaction with customers, e.g. being polite, referring to supervisor or manager when needed, following expected behaviours.
- Tidy up after work has finished, e.g. put tools and equipment in correct storage, clean surfaces and area.

- Knowing what is expected on next working day, e.g. check work roster, deadlines.
- Welcoming visitors, taking food orders, answering a call, money transactions, acknowledge an email.
- Serving food, cleaning, valeting, stacking trolleys, collecting trolleys, sorting recyclable items, replenishing stock on shelves, returning items to their rightful place, folding clothing.
- Cooking a food item, wrapping an item, making an item, e.g. baking cakes, making a pot.
- Preparing soil for planting, clearing a site of weeds, collecting litter.
- Filing, photocopying, setting up a meeting room, ordering stationery.

## **Skills**

- Personal social skills, e.g. appropriate behaviour, empathy.
- Communication, e.g. listen to and follow instructions, verbal, non-verbal.
- Organisation, e.g. preparation of equipment, time management, structured work area.

## Assessment Criteria

<p><b>Learning aim A: Prepare for being in a work environment</b></p> <p>Evidence must include:</p> <p>Examples of the learner showing preparation for work related activities including behaviours and communication. This could be video, audio, tutor observations, checklists.</p>
<p><b>A.P1</b> List requirements for work related activities</p>
<p><b>A.P2</b> Prepare for work related activities</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1 and P2</b> learners will prepare for a range of work related activities by providing a checklist of requirements that includes dress code, health and safety, timing and finance across the activities and show they have completed those preparations.</p>
<p><b>Learning aim B: Demonstrate work related skills</b></p> <p>Evidence must include:</p> <p>The organisational steps including items, information and skills that the learner needs for a working day and the activities carried out during the day. This could be video, audio, tutor observations, checklists.</p>
<p><b>B.P3</b> Participate in activities to demonstrate work related skills</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> learners will provide evidence of participating in work related activities that allows them to demonstrate organisational, communication and personal skills across the activities.</p>



## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop essential work related knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used for assessment. These are not intended as a definitive guide to cover the full breadth and depth of the unit. These activities are provided as a linear guide but can be delivered in any order.

### **Activities: Introduction to the unit**

Tutor-led activity outlining the purpose of the unit.

Tutor-led activity identifying and explaining key words, terms and phrases associated with the unit, e.g. employer, employee, expectations, work standards.

Learners may be given images associated with key terms and asked to match them with definitions given by the tutor. Activities may be used to help learners understand the meaning of the term 'standard'. For example, learners could be asked to think about a snack or meal they enjoy. They could then consider what would make it a really good snack or meal and what would make it disappointing.

**Suggested time:** about 3 hours

### **Activities: Health and safety in the workplace**

Learners could watch a range of video clips that focus on different aspects of health and safety in the workplace. They could also complete worksheets that encourage them to highlight potential risks and hazards.

Learners could look at the area that they are working in for the unit and identify potential risks and hazards. Tutors could highlight that it is not just the employer but also the employee who has responsibility for their health and safety in the workplace.

This topic can be highlighted throughout the delivery of the unit.

**Suggested time:** about 2 hours

### **Activities: Work-related expectations**

Tutors could provide worksheets showing people dressed appropriately and inappropriately for different types of job, e.g. a person working in a kitchen could be wearing a lot of jewellery, sandals, clothes with fringes at the end of the sleeves etc. Learners could highlight the issues and give reasons why it is inappropriate. Examples of good practice can then be given.

A speaker from a workplace could be invited to talk about their expectations of people at work, such as arriving on time, letting them know if they are going to be absent.

Learners could watch a video clip of someone at work losing personal possessions or having them stolen. This may be a real situation. The learner can then talk with the tutor about taking personal possessions to work and if they do how they can make sure they are safe. This could include talking about the use of lockers, keeping them in a pocket, if appropriate to the job etc.

Learners could take part in a discussion to consider their expectations of work. Responses could be recorded and kept. Ideas could be added throughout the delivery of the unit.

Learners could be given a range of illustrated cards of different people they may meet at work who can provide help and advice. To help learners understand the concept, the activity could begin with photographs of people they already know. Learners could then be asked, 'Who would you go to if you needed information?', 'Who would help you if you were not feeling well?'

Where possible, learners could visit different workplaces to observe workplace expectations in practice such as health and safety, appropriate dress, looking after personal possessions, who to go to for help.

**Suggested time:** about 6 hours

### **Activities: Preparing for work**

Learners could watch a video clip of someone getting ready for and going to work. This would give learners the opportunity to talk about the different events that they need to consider, such as getting up on time, dressing and having breakfast, travelling, arriving on time.

A series of cards could be given to learners to arrange in a logical order. The aim of the activity would be to help them plan their day. A similar activity could be given showing items that they must take with them and items that they should leave at home. They could then sort the information under appropriate headings.

If learners need to use public transport to get to work, they could work out how long it will take them to either get from their home or centre to the bus stop or train station. They could use a stopwatch to time the walk. Learners could then find out what time the transport leaves to get to their workplace and how long it will take. They could then calculate how long the journey will take in total, allowing for extra time to wait on the transport. Learners could find timetables on the internet or at their local library. With support, they could work out the times of the transport that they would need to use going to and returning from work. If possible, learners should have the opportunity of putting this type of activity into practice to give them confidence travelling.

Learners could talk about different types of security that they use in their own class, such as security passes and passwords for accessing different types of equipment. Learners could talk about the importance of looking after their security passes and not giving passwords to others and relate this to the world of work.

**Suggested time:** about 5 hours

**Activities: Recap and revisiting prior learning**

Tutor-led activities based on prior learning experiences with the intention to check or recap on learning and understanding.

Tutors will identify areas of learning that may need to be revisited and consider different approaches to convey and approach the content.

**Suggested time:** about 4 hours

**Activities: Skills for activities**

Before carrying out an activity learners could be encouraged to observe the activity. They could then put the instructions into the correct order. This may be words or images on cards or illustrations on a computer.

Learners could participate in different activities to help develop concentration, e.g. memory tasks, repeating instructions, listening games.

Learners can participate in a range of work-related activities that require them to follow instructions, e.g. preparing a snack, turning on a computer and entering information into a file, planting seeds, caring for an animal, making a shopping list.

Learners could highlight key words in instructions, with support.

The tutor could provide learners with a series of visual cues for learners to follow, e.g. health and safety signs, hand-washing procedures, how to wear personal protective equipment.

Tutors could give short demonstrations of activities to help learners consider processes, timing, equipment needed.

Learners try out a range of activities and identify the skills involved.

**Suggested time:** about 8 hours

**Activities: Skills for working with others**

Learners could take part in a range of activities that focus on working successfully with others, e.g. they could bake and sell food in their centre to raise money for a local charity. Learners would need to work together to decide what they are going to make, who is going to take on different tasks, when they are going to hold the event, how they will advertise it. This would be done with tutor support. Following the event, learners could talk about what went well and what they found hard about working with other people. They could also talk about what they would change if they were to do a similar activity.

Learners could also work with another person on individual activities, e.g. completing a worksheet together, playing a game, building a structure using different materials. Learners could talk about the advantages of working with someone else.

Learners could work on a visual representation using key words and images to show effective and ineffective teamwork.

**Suggested time:** about 8 hours

**Activities: Personal social skills**

Ideally learners should be aware of the importance of developing their personal social skills throughout the delivery of the unit. However, activities could focus on specific aspects.

Learners could watch video clips showing people at work using inappropriate behaviour. This could then be used as a focus for talking about what is acceptable behaviour and what is not.

Short role-play situations could highlight everyday problem-solving skills.

**Suggested time:** about 4 hours

**Activities: Preparing for assessment**

Learners will need time to talk about employer expectations and how they are going to record their responses. They will also need to consider the work-related activities that they will participate in as part of their assessment. Time should be given throughout the unit to practise a range of different work-related activities.

The tutor could remind learners of the assessment process and outline the expectations and evidence required.

The tutor could use a list of prompts and probes to help check understanding.

**Suggested time:** about 2 hours

**Activities: Post assessment**

Individual reflection on learning.

Discussion about future planning and how their learning may be taken forward.

The tutor could use a list of prompts and probes to help review the activities.

**Suggested time:** about 1 hour

## Suggested assessment activity

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

### **Suggested task(s):**

You have been given a set of work activities. You will need to list the requirements needed in preparation for the activities, and then carry out those preparations.

You will carry out activities and demonstrate your workskills and ability to organise and prepare yourself.

Your tutor may use observation, photographic, audio or video methods to capture your work evidence.

## **Unit 3: Demonstrating Work Related Tasks**

**Level:** Entry 1

**Guided learning hours:** 30

**Total unit time:** 31

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### **Unit in brief**

The aim of this unit is for learners to follow and complete work related processes and review own performance.

### **Unit introduction**

When you are working you will be asked to carry out different tasks. Your tasks will involve a combination of subject knowledge, concentration, communication and personal social skills in order to complete multi-step activities. To be successful you will need to follow instructions that may be written or perhaps use signs and symbols. Some instructions will be in a set order and you will need to follow them step-by-step in order to complete the task.

In this unit, you will have the opportunity to follow different types of procedure to help you complete work related tasks successfully. You will also review how well you did.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Prepare for work related tasks</p> <p><b>B</b> Follow given instructions to complete work related tasks and review performance</p>	<ul style="list-style-type: none"> <li>• Audio, video or photographic evidence</li> <li>• Observation record</li> <li>• Individual checklists or video/audio recordings of communications between the learner and tutor</li> </ul>
<p><b>Key teaching areas include:</b></p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Follow a process and procedures for the preparation of work related tasks</li> <li>• Importance of following instructions to complete a work related task safely</li> <li>• Review own performance</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration</li> <li>• Personal social skills</li> <li>• Communication</li> <li>• Self-reflection</li> </ul>



## Unit content

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

- Be able to use personal social and communication skills to complete a task.
- Recognise when their work is successful and when it is not.
- Know how to follow instructions, with support.
- Respond constructively to others when receiving information.

### Knowledge

- Methods of receiving instructions, e.g. verbal, written, email, diagrams, audio recordings, lists, short statements, signs and symbols, observation and demonstrations.
- Recognising and following signage in the workplace, e.g. health and safety signs, information signs.
- Knowing your role within a task, e.g. your responsibility, working with other, your inputs, your outputs.
- Know what equipment or resources are needed to complete tasks, e.g. asking your manager, lists.
- Following a process to complete tasks, e.g. method statements, task lists, asking questions, working in a safe environment, checking progress, review performance.
- Working to agreed time limits.
- Knowing what success looks like.

### Types of work related activities

In this unit a task is defined as being more than one activity to achieve an outcome e.g.

- Receiving and responding to a customer enquiry.
- Reviewing given information and planning for a course of action.
- Preparation of work area, carrying out the task, tidying work area.
- Booking and setting up a meeting room.
- Selecting, checking and using equipment appropriately.
- Collecting and sorting refuse.
- Welcoming and taking customer orders.
- Preparing and serving food.
- Checking and replenishing stock.

- Cleaning and replacing items.
- Clearing land, preparing the area and planting.

### **Reviewing own performance**

- Respond constructively to others when receiving information about own performance.
- Know that feedback is a way to improve own performance.
- Share feelings and opinions about the task.
- Recognising what went well and ways to improve for the next time.

### **Skills**

- Concentration, e.g. staying focused on the task and when receiving instructions.
- Communication, e.g. verbal, non-verbal, active listening, acknowledging understanding of what is required, seeking guidance when needed.
- Personal social skills, e.g. accept and respond to feedback, respect others, positive interaction with others.
- Self-reflection, e.g. understanding feedback, sharing feelings, respond constructively.

## Assessment Criteria

<p><b>Learning aim A: Prepare for work related tasks</b></p> <p>Evidence must include:</p> <p>Details of processes followed including what materials and equipment may be needed, working safely, what the task is. This may be through tutor observation, checklists, records of discussions between the tutor and learner or audio/visual formats.</p>
<p><b>A.P1</b> Use a process to prepare for work related tasks</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> learners will show evidence of preparing for work related tasks and the process followed. The learner must prepare at least four tasks as part of a job role or two tasks in two job roles. Learners will demonstrate communication, personal social and concentration skills across the evidence.</p>
<p><b>Learning aim B: Follow given instructions to complete work related tasks and review performance</b></p> <p>Evidence must include:</p> <p>Demonstration of communication, personal social and concentration skills across the tasks. The learner must complete at least four tasks as part of a job role or two tasks in two job roles. The evidence may be in the form of checklists, observation records, audio and/or video recordings or photographic evidence of the learner undertaking work related tasks and reflections on performance.</p>
<p><b>B.P2</b> Follow work related processes and procedures to complete tasks</p>
<p><b>B.P3</b> Provide feedback on own performance</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b> learners will be given instructions to complete tasks. The instructions may be verbal, auditory and/or visual. Learners will carry out the instructions to complete the tasks.</p> <p><b>For P3</b> learners will identify what went well during the work-related task. Prompts and probes may be used to elicit responses.</p>

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop essential work related knowledge and skills. The following are suggestions for activities and workshops that can engage learners and be used for assessment. These are not intended as a definitive guide to cover the full breadth and depth of the unit. These activities are provided as a linear guide but can be delivered in any order.

### **Activities: Introduction to the unit**

Tutor-led activity to help learners understand the purpose of the unit and what they will be doing to help them gain the skills and knowledge required.

Tutors could use the experiences of studying Unit 2 (if appropriate) and highlight the different expectations, skills and knowledge, e.g. linking a range of activities together to complete a task and the level of demand required.

Tutor input on key words associated with the unit.

A variety of activities may be used to help learners understand the concept of following processes and procedures. Learners could follow signs as part of an evacuation procedure. When they complete the task successfully, they could share their opinion on how successful it was.

Learners could be given a series of cards to show a work related process, e.g. preparing vegetables for a meal, planting seeds, laying a table. The illustrated cards could be placed in logical order. There could be an opportunity for discussion if the cards are not placed in the correct order.

Learners could discuss with their tutor or support worker why they think following instructions is important.

**Suggested time:** about 4 hours

### **Activities: Following instructions to complete tasks**

Learners could take part in a number of different tasks where instructions are given using different methods, e.g. aural, signs and symbols, simple statements, diagrams and lists. The tasks could be job-related. Examples of tasks could include collecting and laying out equipment for a sports activity, gathering tools for a creative task, sorting money into a cash register, creating a poster with specific information about an event. The aim of each of the activities will be to give learners experience of following different types of instructions.

After each task learners could complete a tutor-designed feedback form with either numbers from 1 – 5 or illustrations to help the learner assess their performance.

**Suggested time:** about 4 hours

**Activities: Skills for work related tasks**

Tutors could use scenarios highlighting the importance of skills for tasks and the impact of not having the skills to complete the task, e.g. concentration and the risks to health and safety, not meeting timelines or outcomes being unsatisfactory.

Tutors could also focus on teamwork and communication and their impact, e.g. not achieving the desired outcome, confusion over roles, breakdown in communication.

Learners could take part in a range of tasks that help to improve their speaking and listening skills, e.g. asking questions to clarify the meaning of tasks. Learners could be given simple single-step instructions and then asked to describe to the tutor what they are being asked to do. If learners are able, they could be given more complex instructions such as, 'Before you put the kettle on, you need to collect the cups from the cupboard'.

Learners could be encouraged to draw images, illustrations or basic flow charts after listening to simple instructions. For example, the learner could be asked to collect the equipment for cleaning a horse. They could draw relevant pictures and put them into the order that they will collect them, if appropriate to the task.

Processes for tasks could be provided by the tutor and learners asked to order the stages appropriately. Follow up on identifying the skills involved.

**Suggested time:** about 5 hours.

**Activities: Workplace signs and symbols**

Learners could match workplace signs and symbols to their specific functions, i.e. warning signs, first aid and fire safety signs and prohibition signs.

Learners could watch short video clips on health and safety in the workplace and how employees follow instructions.

Learners could talk with their tutors or support workers about the importance of these signs in the workplace and knowing their meaning.

A simulation exercise could be led by the tutor to ensure learners follow a correct procedure e.g. fire evacuation.

**Suggested time:** about 3 hours

**Activities: Observing others**

Learners could visit different workplaces to observe how others follow instructions to complete a job-related task. Examples may include visiting the local leisure centre where a member of staff is setting out equipment for a fitness class. The member of staff could explain that they need to speak to the fitness instructor to find out what type of class is being offered, the equipment required and any health and safety issues that need to be considered. The worker could explain that they can find out from the instructor if they have done the job well and what changes they may need to make for the next class.

Alternatively, learners could visit a supermarket to observe someone restocking shelves. The member of staff could explain that they need to know where the items are going on the shelves, how many will fit, how they should be placed on the shelf and health and safety issues to consider. The worker may have a plan or diagram that they need to follow that can be shown to learners.

Learners could be given a basic checklist to use whilst observing a practical demonstration, this could be live or taken from internet sources.

**Suggested time:** about 5 hours

**Activities: Recap and revisiting prior learning**

Tutor-led activities based on prior learning experiences with the intention to check or recap on learning and understanding.

Tutors will identify areas of learning that may need to be revisited and consider different approaches to convey and approach the content.

**Suggested time:** about 4 hours

**Activities: Reviewing own performance**

Learners can use different ways to review their own performance such as checklists, playing back video recordings, talking to their tutor or work supervisor, feedback from employees or peer group.

Learners could talk with their tutor about the value of reviewing their own performance and getting feedback from others. They could also talk about how they might feel if the feedback is positive and negative and that it is an opportunity to improve.

Tutors could use pre-set prompts and probes to elicit responses.

**Suggested time:** about 2 hours

**Activities: Preparation for assessment**

Learners should be involved in the choice of work-related tasks with support.

Tutor-led activities on how to prepare for assessment using different types of evidence, checklists, prompts, images, diagrams and flow charts to support learners.

Portfolio building activities led by the tutor.

Learners should have an opportunity to ask questions about the process.

**Suggested time:** about 2 hours

**Activities: Post assessment**

Individual reflection on learning.

Discussion about future planning and how their learning may be taken forward.

**Suggested time:** about 1 hour

## Suggested assessment activity

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

### **Suggested task(s):**

Your task is to prepare for and complete four work related tasks and give feedback on how well you did.

You will need to follow correct processes and procedure including working safely in the preparation and completion of the tasks.

You will need to provide evidence of your preparation, completion and review of the given tasks. The evidence may include tutor observation, audio, video, visual or written formats.



## 10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

# 11 Malpractice

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice* available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

### **Sanctions and appeals**

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- temporarily withholding certification of learners
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ appeals booklet: *A guide to the awarding bodies' appeals process*.

## 12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).
- Books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk).
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK Information Manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson)

### **Publisher information**

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

# 13 Glossary

## Part A – General terminology used in specification

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Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

## Part B – Terms used in knowledge and understanding criteria

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Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument.  OR  Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

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