

# **Pearson**

# **BTEC Entry Level 2 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 2 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 2 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 2 Award in Workskills

This qualification enables learners to target the areas of employability they need to improve in order to achieve their progression aims. Learners can select the unit that meets their individual needs to ensure they can build the employment skills relevant to their career path. The Entry 2 Award is more demanding than that at Level 1, requiring learners to demonstrate greater understanding and adopt a more sophisticated approach to the demonstration of skills.

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 consider studying 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 their career plans.

## **Pearson BTEC Entry Level 2 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 Entry 2 Certificate is more demanding than that at Level 1, requiring learners to demonstrate greater understanding and adopt a more sophisticated approach to the demonstration of skills.

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 2 Award in Workskills
Qualification Number (QN)	603/6357/5
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 2 Certificate in Workskills</b>
Qualification Number (QN)	603/6358/7
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 2 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	Explore the Job Recruitment Process	E2	45
2	Participate in Job Related Activities	E2	45

#### Pearson BTEC Entry Level 2 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	Explore the Job Recruitment Process	E2	45
2	Participate in Job Related Activities	E2	45
3	Carry Out Job Related Tasks	E2	30

## 4 Assessment requirements

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

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 centres 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 unit 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: Explore the Job Recruitment Process

**Level:** Entry 2

**Guided learning hours:** 45

**Total unit time:** 45

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## Unit in brief

The aim of this unit is to help learners understand the job recruitment process.

## Unit introduction

When you leave full-time education you will begin to look for work. It may be full time or part time, perhaps an apprenticeship or you may decide to work on a voluntary basis. When you start looking for a job, you will need to decide what type of work you are interested in and what skills you have that will be useful when applying for a position. You will then carry out a job search to see what is available in your local community. This may be through a job centre, finding work advertised on the internet or perhaps word of mouth.

There may be other people wanting to apply for the job that you are interested in. You will need to give as much information as you can to help the employer decide who is best for the position. They may want to meet with you and ask you questions about yourself.

In this unit, you will explore job opportunities and find out how to apply for a specific job.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Find out about job opportunities and recruitment processes</p> <p><b>B</b> Produce a plan for a chosen job role</p>	<ul style="list-style-type: none"> <li>• Present information to support an application of their choice</li> <li>• Information directly linked to the learners choice of job role showing how they move from interest to application and then to interview</li> </ul>
<p><b>Key teaching areas include:</b></p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Types of work</li> <li>• Research work opportunities</li> <li>• Ways to apply for work</li> <li>• Employer responses</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Communication</li> <li>• Following recruitment processes</li> </ul>

## Unit content

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

- Recognise job opportunities.
- Show awareness of the recruitment process.
- Take part in a recruitment activity.

### Knowledge

#### Work opportunities

- Types of work pattern, e.g. full time, part time, voluntary, supported apprenticeship, flexible hours, working from home, shift work, fixed term contract, agency work.
- Places of work, e.g. hospital, building site, shop, care home, garden centre, office, farm.
- Job opportunities, e.g. customer facing, providing a service, front of house, back office.
- Job advertisement sources.
  - online, e.g. social media, search engines, job boards
  - offline, e.g. newspapers, word of mouth, job centres.
- Information given in advertisements, e.g. job title, hours of work, job role, skills required, closing date.
- Sources of help and advice about job roles.

#### Recruitment process

- Use job descriptions to help match own skills and interests to job role.
- Ways to apply for a job role, e.g. application forms, CV, writing a letter, phoning a potential employer.
- Interview process, e.g. formal interview, interview tasks, questions and answers, form filling, selection and appointment.
- Feedback, e.g. receiving, acting on and adapting to feedback.

## **Job seeking**

- Access information about job opportunities, e.g. search engines, smartphones, online newspapers, newspapers, adverts.
- Discovering key information and criteria found within job advertisements/listings that inform a potential candidate what an employer is looking for in the role.
- Completing job application documents, e.g. name, address, postcode, sentences about own skills and interests.
- Awareness of data protection and Equality Act when disclosing personal information.

## **Skills**

- Research, e.g. available jobs, where jobs are advertised, requirements of job roles, finding out information about companies.
- Communication, e.g. face-to-face situations, speaking clearly to share opinions, asking questions, using telephone to ask for job information, making the right first impression.
- Following standard recruitment processes, e.g. using appropriate language, style and format.

## Assessment Criteria

<p><b>Learning aim A: Find out about job opportunities and recruitment processes</b></p> <p>Evidence must include:</p> <p>Examples of participation in tasks and/or activities that require simple research, e.g. screenshots, photographs of advertisements on local buildings, advertisements from local papers, printed attachments from social media.</p>
<p><b>A.P1</b> Gather information about suitable job opportunities</p>
<p><b>A.P2</b> Outline how employers recruit employees</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> learners will use at least two different sources, one online and one offline, to find two jobs that they are interested in, giving some indication of why they believe they are suitable for the role.</p>
<p><b>For P2</b> learners must give an overview of the stages involved when employers recruit employees. Each stage should be accompanied by a brief description.</p>
<p><b>Learning aim B: Produce a plan for a chosen job role</b></p> <p>Evidence must include:</p> <p>Information directly linked to the learner's choice of job role showing how they move from interest to application and then to interview. Evidence can be in audio, visual or written formats.</p>
<p><b>B.P3</b> Outline the steps you need to take for your chosen role</p>
<p><b>B.P4</b> Produce supporting information for your chosen role</p>
<p><b>B.P5</b> Take part in a work-related one-to-one discussion</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> learners must provide information that shows the steps that need to be taken in order to gain the job role they have chosen.</p>
<p><b>For P4</b> learners must create supporting information linked to the job role they have chosen. These can be audio, visual or written but relevant to the job role, e.g. CV, application form, showreel, webpage.</p>
<p><b>For P5</b> learners must communicate what they have found out about the chosen job role through discussion in a one-to-one situation.</p>

## Delivery guidance

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

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

In a small-group discussion, learners can share what they would like to do when they finish full-time education. Responses may be recorded to return to at the end of the unit.

The tutor can then explain the title and aim of the unit and provide learners with a brief but general overview of the unit.

Learners can take part in a thought-shower of as many different types of job that they can think of. Each job can be put onto slips of paper by the tutor. These can then be grouped according to relevant job sectors. In discussion, and with guidance from the tutor, learners can begin to understand that there are many job roles within one sector.

**Suggested time:** about 2 hours

### **Activities: Job recruitment processes**

Learners could be given a list of recruitment processes and their definitions and asked to match these, e.g. advertisement, shortlisting, selection, interview, appointment.

Learners could produce a timeline or flow chart reflecting the recruitment process and discussing the stages involved.

Role play of short interviews could be used to consider the types of question employers may ask.

**Suggested time:** about 2 hours

**Activities: Job opportunities**

Learners may be given the task to find the meaning of words such as full time, part time, voluntary. They may use simple dictionaries on paper or on the internet and/or ask someone. The tutor can then lead a session talking about the differences between full-time, part-time, voluntary work.

Learners could listen to simple scenarios about different people in different job roles or watch short video clips of people explaining what they do. They could then identify the sector that they are working in, if their work is full time, part time etc.

Learners could take part in a simple discussion on the advantages and disadvantages of different types of work pattern, e.g. if they work full time, they could earn more but would have less time for themselves.

Learners could take part in a thought-shower to name as many different charities that they can think of. They could be encouraged to think of the charities that have shops in their local area. A speaker may come and talk about their voluntary role in the charity shop.

**Suggested time:** about 4 hours

**Activities: Investigating work sectors and organisational structures**

In small groups, learners can match given case studies to the relevant work sectors. A speaker may be invited from different sectors to speak about their work and other jobs in those sectors.

Tutor-led discussion on how to find sources of information about different sectors.

In small groups, carry out research and collect information about different sectors and job roles. Tutors may provide links to relevant sources of information.

Learners could be given a series of cards to place in order, showing different basic organisational structures, e.g. manager, supervisor, senior employee, apprentice, trainee, work experience. This could then lead on to an appropriate discussion, e.g. Who is responsible to whom? Who would you go to if you had a problem?

Role-play activities where learners share information with another person about different job roles. The learner could either ask questions or answer questions relating to the job role.

**Suggested time:** about 4 hours

**Activities: Matching skills and interests**

Learners can have the opportunity to talk with their tutor about their interests and what they enjoy doing. They could make a list of those interests and put them into order of priority, e.g. what they enjoy doing most and what they are not so keen on.

Using the list prepared in the previous activity, the learner could consider different job roles to see which ones would interest them most. A series of photographs or illustrations could be given and they could begin to match their interests. Having completed this task they could then discuss what skills the person might need to be successful in the job. These would be generic rather than specific skills, e.g. able to talk to people, like using the computer, successfully look after plants etc. The learner could then create a new priority list showing the jobs that may be achievable and they may be interested in but need to develop some skills further.

**Suggested time:** about 4 hours

**Activities: Job Advertisements and applying for jobs**

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

Learners may complete a tutor-devised checklist that helps them to compare the information provided such as job title, hours of work, payment, skills needed etc. This could lead to a discussion about the importance of reading job advertisements carefully.

Speakers from different work sectors could be invited to talk about their jobs and the skills that they need to be able to do them successfully.

Learners could take part in a tutor-devised game that asks them to decide if they could do the job that is being advertised. Examples could include senior positions in large organisations, advertisements that mention specific job skills that learners are unlikely to have at this stage, realistic job opportunities for learners.

With support, learners could fill in a tutor-devised form giving personal information, their interests and what they are good at. Learners should be encouraged to check their forms for accuracy and ask their tutor to check. They can then talk about the importance of accurate information when applying for a job or placement.

Learners could work with their tutor to answer questions that may be put to them at an interview. They could also be encouraged to think about the questions they may ask at an interview.

**Suggested time:** about 7 hours



**Activities: Communication skills**

Learners can participate in a range of different activities to help develop the communication skills that they will need for interviews.

Learners could spend time focusing on generic interview questions such as 'Tell me a bit about yourself', 'What do you enjoy doing in your spare time?', 'What are you good at?'. They could create a storyboard using illustrations as notes to refer back to when they participate in a role-play interview.

They could take part in a simulated interview where they are asked questions such as, 'What would you think you would enjoy doing in this job?' etc. This could be carried out initially between the learner and tutor and then later with someone that the learner does not know so well. After the role play, the learner and interviewer can identify what went well and what could be better.

Learners could role play telephoning to ask for information about a job advertisement. Before carrying out 'the call' they would need to decide what information they want and the types of question they are going to ask. They may also want to think how they might record the answers to their questions.

**Suggested time:** about 4 hours

**Activities: Applying for a job**

Learners can experience different ways of applying for a job. The tutor could provide a basic application form that asks for the learner's personal details, interests and skills. Learners could also fill in a CV that requires similar information. Where possible, learners can be encouraged to record their information on a computer and save it on a file.

Learners could create a letter of application, with the support of the tutor.

Learners could return to their completed work towards the end of the unit and update it. Tutors could discuss the importance of doing this to avoid information becoming outdated.

**Suggested time:** about 3 hours

**Activities: Employer and employee expectations**

Learners could watch video clips of people arriving for work. Ideally the clip would include someone who was late or absent without letting their supervisor know. This would give learners the opportunity to discuss why it is important to arrive on time and to let their employer know they are not going to be at work that day.

Learners could participate in role-play activities to experience different types of behaviour and those that are acceptable and not acceptable. This could include tone of voice, shouting if the person does not feel they are being listened to, losing their temper, being extremely shy and not responding to requests.

A number of practical workshops could be organised to encourage learners to work successfully with another person or small group. This may include being set a task that they need to complete within a given timescale. The task would not need to be work-related, however at the end of the task, the tutor can encourage learners to think about the value of working together and what everyone needs to do to make it successful.

Learners can be given a range of activities that help them understand the importance of health and safety in the workplace and who is responsible. This could include a task that asks learners to match appropriate images with either the employer or employee or both. For example, the image could be of a person in high-heeled shoes walking on a wet floor in an office. When the task is complete, the tutor can discuss the reasons for learners' choices.

Learners could produce a poster showing different employer and employee expectations. This could be completed in a small group or individually with support.

**Suggested time:** about 7 hours

### **Activities: Career planning**

Learners could be given a timeline and asked to identify the personal tasks they would need to undertake to gain and sustain employment.

Learners could add details such as potential for promotion or moving job roles within the given timeline.

Learners could use given images or statements to help support their career planning process.

**Suggested time:** about 3 hours

### **Activities: Recap on prior learning**

Learners could reflect on their learning through discussion, Q and A or using quizzes and worksheets to check their understanding.

**Suggested time:** about 2 hours

### **Activities: Preparing for assessment**

Learners should be encouraged to gather appropriate evidence throughout the unit. This can include photographic evidence, completing of checklists, printouts of relevant information that they have found.

A one-to-one tutorial session between the learner and tutor would be valuable to reinforce learning.

**Suggested time:** about 2 hours

**Activities: Post assessment**

Learners can take part in a small-group discussion with their tutor about what they think they have learned about the employment process. They can also discuss how the unit has helped them prepare for looking for job opportunities.

**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:

- Outline the stages of the employer recruitment process accompanied by a brief description of each stage.
- Gather information on job roles you think are suitable.
- Provide information on the steps you now need to take in order to successfully achieve the job role you have chosen.
- Take part in a one-to-one discussion outlining what you have found out about the job role.

You will then present information to support a job application of your choice, this may be a CV, application form, online application, personal statement, profile or participation in an interview.

You will present your information in a portfolio of evidence.

## **Unit 2: Participate in Job Related Activities**

**Level:** Entry 2

**Guided learning hours:** 45

**Total unit time:** 46

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### **Unit in brief**

The aim of this unit is for learners to have the opportunity to experience a range of job related activities.

### **Unit introduction**

When working you will be asked to carry out a range of different activities associated with a specific job role. This unit provides you with the opportunity to explore these within a specific or general vocational area.

In this unit, you will experience a range of different job roles and activities associated with them. You will need to prepare for, carry out and review your performance during these activities.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Prepare for job related activities</p> <p><b>B</b> Participate in job related activities</p>	<ul style="list-style-type: none"> <li>• Information outlining appropriate equipment, materials and skills needed</li> <li>• Learner participation in four different job related activities</li> </ul>
<p><b>Key teaching areas include:</b></p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Types of job related activity</li> <li>• Understanding the purpose of job related activities</li> <li>• Work collaboratively and know the value of working with others</li> <li>• Work safely to protect self and others</li> <li>• Preparing for and participating in job related activities</li> </ul>	<ul style="list-style-type: none"> <li>• Personal and social skills</li> <li>• Communication</li> <li>• Teamwork</li> </ul>

## Unit content

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

- Apply generic skills in a job role.
- Understand work-related activities and their relevance to the job role.
- Be motivated to take part in activities.

### Knowledge

#### Understanding the purpose and impact of job role activities

- Work collaboratively and know the value of working with others, e.g. help finish an activity, everyone has different skills, supporting others.
- How own activities contribute to more complex activities.
- Know that personal performance can have consequences for others, e.g. following correct procedures, completing activities to an acceptable standard, meeting deadlines, using and storing equipment appropriately.
- Work safely to protect self and others e.g. recording accidents, reporting potential hazards, knowing who to inform.

#### Preparing for and participating in job related activities

- Check understanding of job related activities.
- Identify the skills needed for job related activities.
- Select equipment and materials required for the activity.
- Personal preparation, e.g. appropriate clothing, personal hygiene.
- Generic skills undertaken in the workplace e.g. sharing oral and printed information, following job-related instructions, solving problems with the help of others, completing activities to the required standard.
- Respect others' workspace and equipment.
- Leave a tidy, clean and safe workspace when finished.

#### Types of job related activity

In this unit an activity is defined as being a single-step process towards achieving a broader job 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.
- 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 and social skills, e.g. appropriate behaviour, empathy.
- Communication, e.g. listening and questioning to be clear about own role in activity, verbal, non-verbal.
- Teamwork, e.g. work effectively with others and ask for help when needed, respecting others.



## Assessment Criteria

<b>Learning aim A: Prepare for job related activities</b>
Evidence must include: Information outlining appropriate equipment, materials and skills needed in preparation for each of the four given job related activities, e.g. written or verbal checklists.
<b>A.P1</b> Outline the equipment you will require for given job related activities
<b>A.P2</b> Outline the materials you will require for given job related activities
<b>A.P3</b> Outline the skills you will require for given job related activities
<b>Guidance for assessors</b>
<b>For P1, P2 and P3</b> learners will list appropriate equipment, materials and skills required for four job related activities, these could be specific sector related or cross sector job activities. Some activities may not require equipment, materials and skills but learners will be expected to cover these over the four examples.
<b>Learning aim B: Participate in job related activities</b>
Evidence must include: Learner participation in at least four different job related activities, e.g. observation, audio, visual, written records.
<b>B.P4</b> Take part in job related activities
<b>Guidance for assessors</b>
<b>For P4</b> learners will actively participate in given job-related activities

## Delivery guidance

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

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

Working with the tutor or in a small group, learners could share ideas of what kind of activities they may be asked to do when they go to work. Some learners may be able to share prior experience. Learners may create a visual aid to record their answers or tutors could write their responses. They can then return to their ideas and add to them as they progress through the unit. Having started with this practical session, tutors can then explain what the unit is about and why it is important to know what is expected of them and the type of activities they are likely to be asked to do.

Tutors could provide appropriate tools and equipment and ask learners to complete a simple activity. Ideally this should be work related but could also be an activity that learners are familiar with. Learners will listen to the instructions, watch a demonstration and then try the activity themselves or with support. At the end of the activity, the learner and tutor can share their experiences and talk about expectations.

An employer could be invited to share their expectations of learners when they work for them, in relation to completing activities.

**Suggested time:** about 3 hours

### **Activities: Skills needed to complete activities**

Tutors can encourage learners to think about the skills they need to complete a familiar activity such as getting dressed, making a snack, answering a phone.

Learners could be given cards showing different images of activities and the skills required to complete the activity in hand. Learners could place the skills under the relevant activities. Tutors can then take the opportunity to highlight that many activities require similar skills in order to complete them successfully.

Learners could take part in short activities set by the tutor. On completion, they can discuss the skills they needed to be able to complete them.

Learners can work with their tutor to develop simple targets that they will work towards throughout the delivery of the unit. They can record the targets and keep them in a visible place as a reminder.

**Suggested time:** about 3 hours

**Activities: Sector specific activities**

Learners could be provided with a range of cards showing different sector specific activities. They can then place them under the relevant headings, e.g. hair and beauty, hospitality, care worker, horticulture. Learners could discuss with their tutor the skills they may need to complete given activities, how to prepare for them and what the employer will expect from them.

Tutors from sector specific departments within the centre could be invited to demonstrate basic activities. With support, learners could then carry out the activity. On completion, they could share what they enjoyed about the activity and what they found hard.

**Suggested time:** about 3 hours

**Activities: Working safely**

Learners could complete online quizzes relating to health and safety at work and watch relevant video clips showing what can happen in the workplace. The tutor could lead a discussion on who is responsible for health and safety at work. Learners could prepare and provide basic information on general safety processes when handling equipment and tools.

Learners could identify potential hazards in tutor-provided worksheets. They could then go on to talk about what they could do to help prevent an accident.

**Suggested time:** about 3 hours

**Activities: Working with others**

Learners should have the opportunity to carry out a range of activities that require them to work with one other person or as part of a small group. Examples could include going shopping for the cooking class, planting seeds, caring for a small animal. Each of the activities can be related to a potential job opportunity for learners. When the activity is finished, learners can discuss the value of working with others and what the challenges were.

Where possible, learners could carry out a simple peer review sharing their experiences of working with others. This could include a discussion on the effect that own actions can have on others, e.g. What happens if someone does not finish their activity? What impact does it have on the others in the group?

**Suggested time:** about 5 hours

### **Activities: Following instructions**

Learners can take part in a number of different practical sessions that require them to follow instructions. The instructions may be images, simple sentences, audio instructions or perhaps video clips. Activities could include working with others to follow a recipe, searching for information online, knowing appropriate health and safety symbols etc.

Learners could take part in a practical session where they follow instructions to get from one place to another. This may be instructions spoken by the tutor or support worker or could be following simple diagram, signs or maps.

Learners could be provided with tutor-devised cards showing instructions for activities. They would then be required to place them in the correct order and give reasons for doing so.

Learners could follow instructions that are work related, e.g. using a recipe to make a snack or drink, instructions to make a piece of equipment work, e.g. photocopier. This would be print or illustrations. Learners can also find different ways of checking that their work is correct, e.g. asking someone to check, going back over the process.

**Suggested time:** about 5 hours

### **Activities: Effective communication**

To encourage active listening skills, learners could listen to a simple conversation where a person is giving information. The context of the activity should be job-related, e.g. a customer is asking for items from their shopping list, the supervisor is asking the learner to collect a range of different tools or pieces of equipment. As the learner becomes familiar with this type of activity, the information requested could become more complex.

Learners could take part in role play using the telephone. The learner has to listen to the information being given and then share the information with another person. The person receiving information could ask the learner to gain further clarification from the caller.

Whilst participating in practical sessions, learners can be encouraged to ask questions to check their understanding of the instructions being given.

Learners could watch short video clips showing the potential consequences of not being clear about information provided or checking for clarity.

Learners could participate in practical IT sessions where they send emails. The context of the email could be attaching information about a job, sharing a simple message with a work colleague.

**Suggested time:** about 5 hours

**Activities: Generic workplace skills**

Learners could take part in a simple discussion on the importance of staying safe when using information technology and how to do this. Topics could include using unique security settings, changing them on a regular basis, not writing them down etc.

Learners can be given the opportunity to use information technology to find relevant information about work sectors and job roles. They can also search local websites for information about job opportunities. This information could be stored as part of a portfolio or displayed in the learning centre. If possible, learners could also search social media for information about local job opportunities.

Learners can participate in a number of different practical workshops that help them to gain mathematical skills used in the workplace. The activities set can be job related, e.g. measuring a piece of furniture to see if it will fit a particular space, using measuring tools and scales as part of a cooking process, recording the speed on a digital clock of someone running a set distance etc.

Practical workshops that involve the use of money can be organised for learners. These may be included as part of a charity event or running a snack shop.

**Suggested time:** about 6 hours

**Activities: Participating in job-related activities**

Learners should have the opportunity to participate in as many different work-related activities as possible. For each activity, learners could be expected to prepare for the activity by gathering tools, equipment, materials or relevant information necessary for the activity. They could then listen to or follow instructions. As they progress through the activity, learners could be encouraged to ask or answer questions to make sure they are completing the activity appropriately. When they finish, they can share their understanding and opinions of completing the activity.

Learners could complete a tutor-devised checklist for each activity to make sure that all the stages are followed or they could create a checklist with the support of the tutor.

**Suggested time:** about 10 hours

**Activities: Preparing for assessment**

Learners should be encouraged to gather appropriate evidence throughout the unit. This can include photographic evidence, completing of checklists, printouts of relevant information that they have found.

A one-to-one tutorial session between the learner and tutor would be valuable to reinforce learning.

**Suggested time:** about 1 hour

**Activities: Post assessment**

Learners can take part in a small-group discussion with their tutor about what they think they have learned about the employment process. They can also discuss how the unit has helped them prepare for looking for job opportunities.

**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 take part in four different job-related activities.

You will need to identify the equipment, materials and skills needed to complete the activity.

You will need to participate in four job-related activities.

You will need to present your evidence that may use visual, audio or written formats.

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## **Unit 3: Carry Out Job Related Tasks**

**Level:** Entry 2

**Guided learning hours:** 30

**Total unit time:** 31

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### **Unit in brief**

The aim of this unit is for learners to gain experience of following procedures on job related tasks.

### **Unit introduction**

Job related tasks are a series of activities that need to be carried out to complete a process. These require communication, teamwork and application of skill.

In this unit, you will have the opportunity to experience different tasks that you might be expected to carry out when you are working with others in a specific job sector. You will be required to demonstrate your communication, teamwork and skills in each of these tasks and know where you must improve these for the future.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Carry out job related tasks</p> <p><b>B</b> Review performance when carrying out job related tasks</p>	<ul style="list-style-type: none"> <li>• Learner participation in job related tasks that demonstrates some understanding of the purpose and ability to follow processes towards achieving an outcome</li> <li>• Individual checklists and/or records of discussion between the learner and tutor</li> </ul>
<p><b>Key teaching areas include:</b></p>	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Types of Job related task</li> <li>• Preparation for job related tasks</li> <li>• Applying skills and knowledge for job related tasks</li> <li>• Reviewing own performance</li> </ul>	<ul style="list-style-type: none"> <li>• Personal social skills</li> <li>• Communication</li> <li>• Teamwork</li> </ul>

## Unit content

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

- Be able to use skills and understanding to complete job related tasks.
- Be able to use appropriate tools and equipment safely.
- Be able to review their own work.
- Work constructively with others on job related tasks.

### Knowledge

#### Types of job related tasks

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.

#### Preparation for job related tasks

- Dress appropriate for job related tasks, e.g. PPE.
- Understanding the job role, e.g. checking understanding, asking questions where appropriate, being clear on objectives, knowing your place in the team.
- Select materials and equipment required to complete the tasks.

## **Applying skills and knowledge to job related situations**

- Understanding that skills and knowledge differ across job related situations.
- Following instructions and expected behaviours when completing job related tasks.
- Communicating with different stakeholders, e.g. managers, colleagues, customers.
- Work safely to protect self and others.
- Using equipment and materials appropriately for the tasks.

## **Reviewing own performance**

- Identify what went well and what could be improved.

## **Skills**

- Personal social skills, e.g. accept and respond to feedback, respect others, positive interaction with others.
- Communication, e.g. verbal, non-verbal, active listening, acknowledging understanding of what is required, seeking guidance when needed.
- Teamwork, e.g. working with others to achieve job related tasks.

## Assessment Criteria

<p><b>Learning aim A: Carry out job related tasks</b></p> <p>Evidence must include:</p> <p>Learner participation in job related tasks that demonstrates some understanding of the purpose and ability to follow processes towards achieving an outcome. Evidence may include tutor observations, audio, video or written information.</p>
<p><b>A.P1</b> Prepare for job related tasks</p>
<p><b>A.P2</b> Complete job related tasks demonstrating appropriate skills</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> learners will show preparation for three job related tasks (each task must consist of at least two activities). This will show the steps the learners have taken and must include the selection and preparation of equipment, materials and appropriate dress across the three tasks.</p>
<p><b>For P2</b> learners must show that they can work safely when using equipment and materials when working on three job related tasks. Learners will demonstrate a range of skills while completing the job related tasks.</p>
<p><b>Learning aim B: Review performance when carrying out job related tasks</b></p> <p>Evidence must include:</p> <p>Individual checklists and/or records of discussion between the learner and tutor. Evidence may include tutor observations, audio, video or written information.</p>
<p><b>B.P3</b> Review performance following completion of job related tasks</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> learners will review their performance on three job related tasks and identify what was successful and outline improvements for one of the job related tasks.</p>

## Delivery guidance

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

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

The aim of this unit is to give learners the opportunity to use skills required for work in as close as possible to 'real-time' experiences of specific job roles. The unit can therefore be delivered by and/or within specific work sector areas of the school or college such as hospitality, construction, land-based, creative arts etc. or it could be delivered as an enterprise project, e.g. supporting the local community's garden, organising a charity event that requires retail skills etc.

The tutor can explain the aim of the unit to learners. They will participate in a range of practical workshops that will use job-specific skills that may lead to producing a final product or service.

Where possible, learners will have the opportunity to choose the job areas that they would like to work in. If this is not practical then it may be more appropriate to work towards an enterprise activity.

**Suggested time:** about 3 hours

### **Activities: Health and safety in a specified workplace**

The tutor can begin by explaining the importance of health and safety in the workplace. Practical tasks such as identifying potential hazards in the chosen workplace can be undertaken, e.g. hazards on a building site, in a kitchen, in a shop, in a garden etc. Learners could suggest potential hazards when carrying out their enterprise project.

Learners could have the opportunity to practise using different types of personal protective equipment such as reinforced working boots, face coverings, gloves, overalls, aprons, goggles etc. Learners could also be shown how to use guards for cutting equipment, screens etc.

Watching video clips of health and safety practices in the workplace can be a useful starting point for discussion. Television programmes that show products being upcycled or repaired show the use of PPE when using different materials.

Tutor-devised checklists may be completed as part of a basic risk assessment of the work area.

**Suggested time:** about 2 hours

**Activities: Tasks and tools for the job**

Tutors may provide images of different tools, equipment and materials that are required for specific jobs. The tools that learners are going to use may also be available. Tutors can explain their purpose and demonstrate their use, if appropriate. With support, learners could complete tutor-devised worksheets that match the tools or equipment to the task. Learners can also learn the names of each of the tools or pieces of equipment being used.

During practical workshops, learners can be given the opportunity to handle and use tools and equipment correctly and safely, under supervision.

**Suggested time:** about 5 hours.

**Activities: Following instructions and processes**

Learners can have the opportunity to work on a task that may result in an end product. To achieve this, they will be provided with relevant instructions. These may be presented in a variety of ways such as images, short sentences, oral instructions, audio instructions etc. On completion of the task, learners can share their experience with their tutor or supervisor. Learners should be encouraged to ask questions and answer questions to make sure they understand what they are doing and why they are doing it.

The tutor could lead a discussion on the purpose of having processes to follow in the workplace.

Learners could follow instructions to demonstrate safe evacuation procedures in the centre or workplace. Having completed the task successfully, learners could talk about why it is important to have procedures to follow.

**Suggested time:** about 5 hours

**Activities: Preparing the work area**

Learners can discuss the importance of keeping a well-organised work area and the importance of cleaning tools and equipment when they have finished the task. Learners could then take part in a practical activity where they are asked to collect a range of tools, equipment and/or materials for a given task. When they complete the task, they would be expected to clean the tools, return them to the correct place and leave the work area tidy.

**Suggested time:** about 1 hour

**Activities: Working together**

Learners can discuss why it is important to work well together. They can then participate in different tasks that require them to work with another person. The learner can be encouraged to share information, tell them what they are doing, if they are finding any parts difficult etc.

Learners could work on tutor-devised scenarios where a problem arises on a particular task. They can then share how they could solve the problem.

**Suggested time:** about 1 hour

**Activities: Working on and completing given tasks**

Learners can work on a specific job-related task.

They will use work-related skills such as following instructions, observing, using appropriate health and safety equipment, following processes, using tools and equipment correctly and safely. They will also demonstrate people skills such as sharing ideas, talking about their plans and working together to help each other and solve problems.

On completion, learners should have the opportunity to share their experiences with their tutor or supervisor. This may include what they enjoyed doing, what they found hard and what they would do differently next time.

To help learners understand the importance of working with others and following instructions, they could take part in a joint project such as a charity event or community project. Learners could choose their own roles or be allocated specific tasks to complete, some of which would be on their own and some would be working with others. Learners would have timescales to work to. When they finish the project, learners could review their own performance and get feedback from others.

**Suggested time:** about 8 hours

**Activities: Reviewing own performance**

Tutors could provide short video clips of people carrying out a task. The tasks could be familiar to learners, e.g. a personality trying to take a lively dog for a walk or someone cooking a meal as part of a competition with everything going wrong. Learners could say if they felt the person did a good job and if not why not. They could also suggest how they could improve.

Learners could be encouraged to share times when they did something new and it was very successful and when it did not go so well. They could then suggest why it went well and what they might have done differently. Job-related examples could include going into a new situation for the first time, trying to learn a new skill, getting on with people they don't know.

Learners could be encouraged throughout the unit to review their own performance. They could also ask others for their opinion.

With support, learners could design a checklist to complete to help them review their performance. This could include scales from 1 – 5 or illustrations showing different facial expressions.

**Suggested time:** about 3 hours

**Activities: Preparing for assessment**

Learners should be encouraged to gather appropriate evidence throughout the unit. This can include photographic evidence, completing of checklists, printouts of relevant information that they have found.

A one-to-one tutorial session between the learner and tutor would be valuable to reinforce learning.

**Suggested time:** about 1 hour

**Activities: Post assessment**

Learners can take part in a small-group discussion with their tutor about what they think they have learned about themselves and how successful they were in completing the given tasks. They can also discuss how the unit has helped them prepare for work.

**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 complete three given job related tasks. You will need to follow the correct processes for each task and work safely.

You will need to prepare for each task by making sure you have all the equipment and materials you need and you are dressed appropriately at the beginning of the task.

You will then carry out and complete the tasks.

You will review how you did in the three tasks and then identify where you could improve on one of the tasks.

## 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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