An update from Christine Arnold,  
the Level 1 Introductory Principal Standards Manager

My name is Christine Arnold and I’m the Principal Standards Manager for the new Level 1 Introductory suite. As such, I’m responsible for providing support to ensure that centres provide and maintain effective quality assurance of national standards for the new suite of qualifications.

There is Sample Marked Learner Work available on the website. Although these are only currently available for Business, Construction and IT these illustrate the principles and standards of the qualification so will still be helpful to you. The standardisation materials accessed through the OSCA system are based on one of the core units this year and will also be helpful to you. We aim to make more Sample Marked Learner Work available as soon as we can.

An update from Terry Porter,  
the BTEC Level 1 Introductory Sector Manager

I’m delighted to announce that Engineering has now been accredited and is available for first teaching from 1 August 2017. The final piece of development is to increase the number of sector units within Vocational Studies and to offer an award sized 110GLH, consisting of 1 core unit (A2 Developing a Personal Progression Plan) and any 2 sector units, providing they are from different sectors.

The proposed units can be viewed [here](#). If you have any comments regarding this proposal please contact me using the details below. I anticipate that the new award and additional units will be available by July.

Terry
e: terry.porter@pearson.com

Read more: Lead Internal Verifier and Standards verification p.13

From an Alternative Provision point of view we welcome the opportunity to access these qualifications in a way that suits our students and then to be able to differentiate the teaching and learning. To be able to produce the evidence in both a practical and alternative way enables all learners to access these qualifications and to succeed.

Pauline, Kent PRU

University College Isle of Man were searching for a level 1 qualification that offers subject choice, progression opportunities and lifelong skills for learners. The BTEC brand, which is well respected internationally as well as in the Isle of Man, offered all the strengths UCM were looking for with their BTEC Level 1 Introductory Qualifications, with the added bonus of providing supporting materials for staff.

Joanne, Isle of man College
Developed to answer your need for a distinct, graded level 1 qualification

You’ve told us that you need a graded qualification that not only gives learners an introduction to their chosen sector, but also develops the ‘learning skills’ they need to be successful at level 2 and beyond. We’ll show you what’s new, what that means for you and your learners and what we’ve retained from the current Level 1 qualifications. The new qualifications have been developed for post-16 learners, so will not be submitted for inclusion in performance measures tables.

Developed to answer your need for a distinct, graded level 1 qualification

We’ve worked with teachers so we could make sure we were building the qualifications you need. Where possible, we’ve kept the things that you liked from the current qualifications, and made changes where you’ve asked for improvement.

We’ve designed the new BTEC Level 1 Introductory qualifications for post-16 learners to develop skills rather than specific sector knowledge. The ‘softer’ skills your learners will develop help prepare them for further study or employment. It’s all about them showcasing what they can do, rather than just displaying their knowledge. You can teach these new qualifications to 14-16 year olds, but we’d recommend sticking with your current offer and checking out the BTEC level 1/2 Tech Awards and BTEC Level 2 Technical Certificates which are being developed for first teaching in September 2017.

### Current Level 1 (QCF) VS NEW BTEC Level 1 Introductory

<table>
<thead>
<tr>
<th>Current Level 1 (QCF)</th>
<th>NEW BTEC Level 1 Introductory</th>
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<tbody>
<tr>
<td><strong>Size</strong></td>
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<tr>
<td>70 GLH</td>
<td>• 180 GLH</td>
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<tr>
<td>120 GLH</td>
<td>• 360 GLH</td>
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<tr>
<td>360 GLH</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction for 14–19+ learners</td>
<td>Progression for post-16 learners</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td></td>
</tr>
<tr>
<td>Pass only</td>
<td>• Pass</td>
</tr>
<tr>
<td>• Merit</td>
<td>• Merit</td>
</tr>
<tr>
<td>• Distinction</td>
<td>• Distinction</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>Knowledge driven</td>
<td>Skills focused</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Learner experience</strong></td>
<td></td>
</tr>
<tr>
<td>What you know and don’t know</td>
<td>What you can do and demonstrate</td>
</tr>
<tr>
<td><strong>Unit levels</strong></td>
<td></td>
</tr>
<tr>
<td>• Entry 3</td>
<td>• Level 1 only</td>
</tr>
<tr>
<td>• Level 1</td>
<td></td>
</tr>
<tr>
<td>• Level 2</td>
<td></td>
</tr>
<tr>
<td><strong>Qualification structure</strong></td>
<td>Optional units (in the main)</td>
</tr>
</tbody>
</table>

**Grading**

You’ve told us that a graded qualification gives your learners the extra motivation they need to push themselves to do their best work. The grading model also helps you decide when they’re ready to move on to higher level qualifications.

**Assessment**

Assessment is still 100% internal, so you’ve got the flexibility to choose the right assessment methods for your learners and the facilities you have available in your centre.

**Levels**

We’ve developed this new suite, solely at Level 1, and will review Entry Level qualifications in due course. You can keep up to date by signing up to Melanie Williams’ Subject Advisor updates. Email teachingskills@pearson.com to get yourself on the mailing list.
Qualification structure – developing skills for learning in a sector context

We've designed the new qualifications to give learners the skills they need to progress to further study. The two sizes give you the flexibility to deliver in one year if that's what you need, and if you're in England, they're also big enough to count as the substantial vocational qualification in a Study Programme.

Introducing TQT?

TQT means Total Qualification Time. It's a guide to how many hours the qualification takes to deliver. It's made up of

- Teaching and learning time
- Independent or personal study
- Assessment time

Core Units

The core units are all about learners showing what they can do and demonstrate, rather than just what they know about the sector. Developing these skills will not only mean they can showcase their sector knowledge more effectively, it also sets them up for further study at level 2 and in other areas.

The core units are common to all sectors, so you can deliver to all your BTEC level 1 learners together, regardless of the sector they're studying.

The core units are

Unit 1 – Being Organised
Unit 2 – Developing a personal progression plan
Unit 3 – Working with others
Unit 4 – Researching a topic

For every unit, there's a complete summary on how to deliver in the specification.

Sector units

The sector units let your learners take the skills they've built up in the core units to really show off what they know and understand about their sector. There's a choice of 8 units for every sector so you can really tailor your course to meet the needs of your learners, your centre and local employers.

If your learners are set on studying a particular sector, these units give them a great base of knowledge to take with them to the next level. They've also been designed with progression in mind, so when your learners take the next step up, they won't be repeating what they've studied at level 1.
Certificate 180 GLH

Total 5 Units

2 Mandatory Units

A1. Being Organised (30 GLH)
A2. Developing a Personal Progression Plan (30 GLH)

3 Sector Units from a choice of 8

Sector Unit (40 GLH)
Sector Unit (40 GLH)
Sector Unit (40 GLH)

Diploma 360 GLH

Total 10 Units

4 Mandatory Units

A1. Being Organised (30 GLH)
A2. Developing a Personal Progression Plan (30 GLH)
A3. Working with Others (30 GLH)
A4. Researching a Topic (30 GLH)

6 Sector Units from a choice of 8

Sector Unit (40 GLH)
Sector Unit (40 GLH)
Sector Unit (40 GLH)
Sector Unit (40 GLH)
Sector Unit (40 GLH)
Sector Unit (40 GLH)

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**Learning aim**

**Key teaching areas**

**Summary of suggested assessment evidence**

| A | Explore the skills and behaviours needed to meet personal progression goal | Finding out about progression opportunities | Audit of skills and behaviours |
|   |                             | Setting progression goal                  | Personal progression plan      |
| B | Produce a progression plan to meet intended progression goal             | Identifying the skills and behaviours needed to meet progression goal |                           |
|   |                             | Reviewing own skills and behaviours against progression goal |                           |
|   |                             | Creating a progression plan               |                           |

**Key teaching areas include:**

<table>
<thead>
<tr>
<th>Sector skills</th>
<th>Knowledge</th>
<th>Transferable skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can reflect on the sector skills they have developed when considering their progression goal</td>
<td>Sources of information about progression opportunities and requirements</td>
<td>Written communication</td>
</tr>
<tr>
<td></td>
<td>Producing a progression plan</td>
<td>Managing information</td>
</tr>
</tbody>
</table>

**Clear guidance on what the learners have to demonstrate.**

**The skills learners will develop when studying.**
Sectors
What is on offer?

We're developing new qualifications in 15 sectors, and we're delighted to bring you the regulated specifications for the first subjects:

- Art and Design
- Applied Science
- Business
- Caring for Children
- Construction
- Digital Media
- Engineering
- Health and Social Care
- Hospitality and Tourism
- IT
- Land Based
- Performing Arts
- Public Services
- Sport
- Vocational Studies.
A wide range of materials to support your delivery

We'll be providing more support than ever before for BTEC Level 1 Introductory qualifications. As well as the materials you may have used when teaching other BTECs, there'll also be a dedicated range of training courses, and of course you can contact Melanie Williams, teachingskills@pearson.com with any questions you have about the qualifications.

**Plan**

You'll get an overview of the course and how to teach it in the Delivery Guide, before digging into the detail in the Specification. There'll also be Learner Profiles so you can make sure you've got the right course for your cohort, and Getting Ready to Teach Events, online and face-to-face.

**Support for teaching and learning**

Network events

**Get to know your course**

Delivery Guide Specification

**Expert help and support**

Subject Advisor

**Course planning**

Getting Ready to Teach Events

**Teach**

As you'd expect, we'll be putting on a range of Network Events focusing on various aspects of your course.

**Assess & Track**

We're helping reduce the assessment burden so you have more time to focus on teaching, with a range of material to help you plan your assessments. The Quality Assurance Handbook and Standardisation Training will give you the confidence you're assessing to the right standard. You'll also be able to get your assignment briefs checked by one of our experts by submitting them through our Assignment Checking Service.

**Guidance**

Quality assurance handbook

Standards Verifier

**Examples of the standard**

Suggested assessment activities included in units

Suggested unit delivery

Assignment Checking Service

Sample marked learner work

**Train**

Free and paid-for Training courses

Training Courses will give you help and ideas in how to deliver and assess your course and also count towards CPD.
Why have you chosen to re-develop level 1?

We decided to review the BTEC offer in light of education policy over a year ago and consider the purpose, content and progression of level 1. We needed to relate our thinking to current national policies but above all the needs of our learners. Based on customer research, we decided that level 1 should have a pre-employment focus and that it should be focussed on skills to progress to level 2. It is not subject to performance measures with regards to recognition or funding so decided that any changes we make, must focus on these key areas.

About BTEC Level 1 Introductory
The Introductory Guide

Why should I consider offering a BTEC Introductory qualification?

From the learner perspective, every unit studied requires a demonstration of the skills in completing a task. Knowledge is viewed as what is required to complete the given task or outcome. This means than learners should be learning appropriate subject information in the subject context and should not be duplicating learning that will be delivered at a higher level.

From the centre perspective, centres will be given guidance on how to differentiate learners’ achievements through the grading criteria and be better placed to judge if and when learners are ready to progress to a higher level.

You told us that plagiarism was a problem at this level and by focussing on the practical demonstration of skills we have put the emphasis on learners to prove their individual understanding and demonstration of what they can do.

Why do the qualifications include a mandatory core?

In designing the new Introductory suite we recognised that there are common skills that all learners at level 1 need to develop and master in order to progress. We wanted to ensure that there was a consistent approach across the suite regardless of chosen sector and allow the opportunity for learners to transfer across sectors on programme if necessary. We identified; being organised, developing a progression plan, working with others and researching a topic as being key areas that learners need to develop in order to be equipped to cope with the demands of level 2 learning. We anticipate that the core units may be delivered within a vocational context but may equally be delivering as part of a tutorial, work placement or enrichment programme.

What do you mean by skills and how is this reflected in the qualification design?

We have considered skills in a broad sense and highlighted in every unit the sector, transferrable and functional skills opportunities. We are not assessing functional skills but are offering
opportunities to develop and support English and Maths study.

**How do I make a decision as to whether a learner is a pass, merit or distinction grade?**

There are certain traits learners will demonstrate and as such centres should make judgments accordingly. As a general note, we as teachers can identify the learners who have shown more initiative, taken on greater responsibility, followed a more detailed approach, anticipated problems, demonstrated greater accuracy and provided solutions. This is the general approach we have taken to differentiate learner achievement and each unit outlines the expectations for awarding an appropriate grade. Please refer to the sample marked work and your standardisation material.

**What is Vocational Studies?**

Vocational Studies, allows learners to choose units from across different sectors and provide a taster before making an informed decision as to their next steps. Historically Vocational studies has met the needs of the undecided learner, those who have a general interest in a broad sector such as care or business but need to taste a variety of available units and experiences.

I'm looking at Vocational Studies, can I choose 6 units from 6 different sectors for the diploma?

Yes, although such a choice will provide a broad sector coverage, it could hinder progression as it may be considered that the learners have not had enough sector exposure.

The rules of combination mean that at least 3 sectors are chosen, this is to provide a broad range of coverage for learners. The transferability of skills means that some sector units can be applied to other sectors. The purpose of this qualification is to provide a broad and holistic introduction to a range of sectors. However, when planning your programme of study you should ensure that it contains enough opportunities for learners to gain access to their chosen sector at their next stage of progression.

Can we deliver 2 Vocational Studies certificates?

We do **not** advise this, there would be little benefit for the learner and centres would not be able to duplicate core unit evidence. We suggest that the diploma be delivered.

I am teaching in a school and notice that the new Introductory qualifications are mainly for 16+ learners. Can we still deliver this qualification?

The new qualifications will be available for 14+ learners, however schools will need to decide if these qualifications are of the appropriate size for the curriculum and be aware that they will **not** attract performance points.
Are Pearson planning on developing smaller sizes e.g. 120 hours?

Smaller sized qualifications are not planned within the BTEC Introductory development. We will be offering a 110 GLH award in Vocational Studies that will be available August 2017.

Will the suite be funded for 19+ learners?

These qualifications are funded and details can be found on the hub.

Do we have to switch to these new qualifications if we are currently delivering the ungraded level 1s?

Centres can continue to deliver the current specification if they feel this is more appropriate for their learners. The existing qualifications will remain available for at least 1 more year i.e. 2017/2018 as they have been extended to December 31st 2017. However, we do believe the new qualifications to be a more appropriate level 1 suite and encourage centres to consider switching.

Is there any further training available?

We are planning a series of Getting Ready to Teach events. The training is scheduled for the Summer term and more details can be found on the website. Please note these are a repeat of the events run in 2016.

We will also be running Network events which are an opportunity for centres already delivering the qualifications to meet with colleagues, share best practice, resources and develop new delivery strategies.

What is the QA model for these new qualifications?

The BTEC Level 1’s will follow the same assessment rules as other BTECs where learners will be given one re-sit assessment and one re-submission opportunity. A single standards verifier will be assigned to centres to sample ALL Level 1 portfolios.

Can the qualifications be delivered over one academic year?

The qualifications have been designed so that the diploma can form a substantial part of a learner’s study programme and that the certificate size can be utilised to help fast track learners onto their next stage of learning. This means that centres can recruit learner cohorts mid-year and progress learners on quicker if they are ready.
How will these qualifications support learner progression?

The grading element will help centres differentiate achievement and motivate learners to succeed and progress. The focus on learners demonstrating ‘what they can do’ will also give an indication of whether they are interested and able to progress to higher level learning.

Are these qualifications graded?

These qualifications are graded following the BTEC PMD rules and point system. Guidance on grading is within our specifications.

Is there an element of external assessment involved?

There is no requirement for external assessment, All assessment is internally assessed and externally verified.

Will there be performance points available?

These qualifications are intended primarily for 16+ learners and therefore are not subject to performance measures.

Are you going to re-develop Entry Level Qualifications?

We will be reviewing our Entry level portfolio in light of our Level 1 developments.

Where can we get more information?

Further information can be found on our website and in the brochure and if you have any questions you can email teachingskills@pearson.com and if you would like to be kept update you can email with sign up in the subject heading e-update.
Training

At these full day free face to face events you will learn about the Pearson BTEC Level 1 Introductory Suite and gain support and guidance in planning, implementation, delivery and assessment.

May 2017

MANCHESTER | 16 May 2017, 10am - 3:30pm
Getting Ready to Teach the new Pearson BTEC Level 1 Introductory suite - Generic (FREE)

Code: 16BVJ17/11

LONDON | 24 May 2017, 10am - 3:30pm
Getting Ready to Teach the new Pearson BTEC Level 1 Introductory suite - Generic (FREE)

Code: 16BVJ17/13

June 2017

CARDIFF | 22 June 2017, 10am - 3:30pm
Getting Ready to Teach the new Pearson BTEC Level 1 Introductory suite - Generic (FREE)

Code: 16BVJ17/12

LONDON | 28 June 2017, 10am - 3:30pm
Getting Ready to Teach the new Pearson BTEC Level 1 Introductory suite - Generic (FREE)

Code: 16BVJ17/14

July 2017

NEWCASTLE UPON TYNE | 5 July 2017, 10am - 3:30pm
Getting Ready to Teach the new Pearson BTEC Level 1 Introductory suite - Generic (FREE)

Code: 16BVJ17/15

What is the purpose of these events?

Networking

These free face to face half day events are intended to support centres currently delivering the BTEC Introductory qualifications. Their focus is on sharing good practice and establishing a centre support network. These events are facilitated by Pearson but reliant on centre input. Delegates are asked to be prepared to share their experiences, materials, issues and concerns both on the day and prior to events. Round table discussions on common concerns, solutions, examples of what is working, learner and centre case studies as well as how Pearson can further support centres is the focus of the day.

To contribute or raise an agenda item please email me terry.porter@pearson.com.

Getting Ready to Teach and Assess

Our National training programme introduces new centres to the BTEC Introductory suite. These free full day face to face events cover the purpose, delivery, assessment and processes for recording learner achievement. Please note that these events are repeats of those delivered previously.

Coming soon!

We are aiming to provide further examples of sample marked learner work and assignment briefs to support our events in the summer term.
Network events

NORTH WEST | 17 May
LONDON | 22 May
MIDLANDS | 23 May
SOUTH WEST | 6 June
EAST MIDLANDS/YORKS | 8 June
WALES | 12 June
NORTH EAST | 14 June

An update from Christine Arnold,
the Level 1 Introductory Principal Standards Manager cont.

Lead Internal Verifier

The Lead IV for the Introductory Level 1 registers across the suite and not as individual sectors, one Lead IV is registered for Introductory Level 1 for each centre. This person acts as the point of accountability for the quality assurance of these programmes.

The Lead Internal Verifier should;

• Register as Lead IV via the OSCA system, accessed through Edexcel Online
• Undertake annual standardisation by accessing the annual standardisation materials available via the OSCA system and work through these with your team
• Support assessment and internal verification within your centre

Standards verification

Standards verification is how we check that you are operating appropriate quality assurance and maintaining national standards. This is carried out annually, between January and June, and we will allocate your centre a separate Standards Verifier for the Level 1 Introductory suite. If you are delivering six sectors or less then this will be by post.

Your allocated Standards verifier will ask for your assessment plan to agree;

• Units to be sampled (only completed units can be sampled, including any resubmissions)
• Date by which the Standards Verifier will receive the sample

Your agreed sample should include;

• Assignment briefs for agreed units to be sampled
• Internal verification of assignment briefs sent
• Learner work as selected by the standards verifier
• Internal verification of the learner work

Your Standards Verifier is there to support you through the process, so please talk to them if you have any concerns!
<table>
<thead>
<tr>
<th>Sector</th>
<th>Group B units</th>
<th>Hours</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD5</td>
<td>Creating an Art Image</td>
<td>40</td>
<td>Art and Design</td>
</tr>
<tr>
<td>AD8</td>
<td>Designing a Product</td>
<td>40</td>
<td>Art and Design</td>
</tr>
<tr>
<td>AD10</td>
<td>Creating a Mood Board</td>
<td>40</td>
<td>Art and Design</td>
</tr>
<tr>
<td>AD12</td>
<td>Creating Prints</td>
<td>40</td>
<td>Art and Design</td>
</tr>
<tr>
<td>ASc6</td>
<td>Carrying out a Scientific Experiment</td>
<td>40</td>
<td>Applied Science</td>
</tr>
<tr>
<td>ASc9</td>
<td>Practical Actions to Protect the Environment</td>
<td>40</td>
<td>Applied Science</td>
</tr>
<tr>
<td>ASc10</td>
<td>Making a Chemical Product</td>
<td>40</td>
<td>Applied Science</td>
</tr>
<tr>
<td>ASc12</td>
<td>Investigating Crime Scene Evidence</td>
<td>40</td>
<td>Applied Science</td>
</tr>
<tr>
<td>B6</td>
<td>Organising a Formal Meeting</td>
<td>40</td>
<td>Business</td>
</tr>
<tr>
<td>B7</td>
<td>Branding a Product</td>
<td>40</td>
<td>Business</td>
</tr>
<tr>
<td>B9</td>
<td>Presenting a Business Idea</td>
<td>40</td>
<td>Business</td>
</tr>
<tr>
<td>B10</td>
<td>Running an Event</td>
<td>40</td>
<td>Business</td>
</tr>
<tr>
<td>B12</td>
<td>Communicating with Customers</td>
<td>40</td>
<td>Business</td>
</tr>
<tr>
<td>CfC5</td>
<td>Providing an Activity to Support Children’s Emotional and Social Needs</td>
<td>40</td>
<td>Caring for Children</td>
</tr>
<tr>
<td>CfC6</td>
<td>Planning a Safe Childcare Environment</td>
<td>40</td>
<td>Caring for Children</td>
</tr>
<tr>
<td>CfC10</td>
<td>Providing a Children’s Creative Activity</td>
<td>40</td>
<td>Caring for Children</td>
</tr>
<tr>
<td>CfC12</td>
<td>Supporting Children’s Learning Through Everyday Experiences</td>
<td>40</td>
<td>Caring for Children</td>
</tr>
<tr>
<td>CON5</td>
<td>Drawing a Plan of a Room</td>
<td>40</td>
<td>Construction</td>
</tr>
<tr>
<td>CON6</td>
<td>Building a Simple Wall</td>
<td>40</td>
<td>Construction</td>
</tr>
<tr>
<td>CON7</td>
<td>Making Carpentry Joints</td>
<td>40</td>
<td>Construction</td>
</tr>
<tr>
<td>CON8</td>
<td>Fixing a Water Pipe</td>
<td>40</td>
<td>Construction</td>
</tr>
<tr>
<td>CON12</td>
<td>Making an Electrical Circuit</td>
<td>40</td>
<td>Construction</td>
</tr>
<tr>
<td>Sector</td>
<td>Group B units</td>
<td>40</td>
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<tr>
<td>DM5</td>
<td>Creating a Storyboard</td>
<td>40</td>
<td>Digital Media</td>
</tr>
<tr>
<td>DM6</td>
<td>Designing an interactive Presentation</td>
<td>40</td>
<td>Digital Media</td>
</tr>
<tr>
<td>DM9</td>
<td>Creating an Animation</td>
<td>40</td>
<td>Digital Media</td>
</tr>
<tr>
<td>DM10</td>
<td>Shooting a Short Film</td>
<td>40</td>
<td>Digital Media</td>
</tr>
<tr>
<td>ENG5</td>
<td>Using Engineering Hand Tools to Make a Product</td>
<td>40</td>
<td>Engineering</td>
</tr>
<tr>
<td>ENG10</td>
<td>Carrying out Electrical Installation</td>
<td>40</td>
<td>Engineering</td>
</tr>
<tr>
<td>ENG11</td>
<td>Producing Engineering Drawings using CAD</td>
<td>40</td>
<td>Engineering</td>
</tr>
<tr>
<td>ENG12</td>
<td>Carrying out Routine Service Tasks on a Motor Vehicle</td>
<td>40</td>
<td>Engineering</td>
</tr>
<tr>
<td>HSC6</td>
<td>Communication Skills for Health and Social Care</td>
<td>40</td>
<td>Health and Social Care</td>
</tr>
<tr>
<td>HSC7</td>
<td>Making Healthy Snacks When Caring for People</td>
<td>40</td>
<td>Health and Social Care</td>
</tr>
<tr>
<td>HSC8</td>
<td>Advising others About Healthy Lifestyles</td>
<td>40</td>
<td>Health and Social Care</td>
</tr>
<tr>
<td>HSC11</td>
<td>Measuring Older Adults’ Fitness Levels for Everyday Task</td>
<td>40</td>
<td>Health and Social Care</td>
</tr>
<tr>
<td>HT5</td>
<td>Preparing and Cooking Food</td>
<td>40</td>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>HT6</td>
<td>Serving Food and Drink</td>
<td>40</td>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>HT7</td>
<td>Exploring Local Visitor Attractions</td>
<td>40</td>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>HT8</td>
<td>Exploring Travel and Tourism in the UK</td>
<td>40</td>
<td>Hospitality and Tourism</td>
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Melanie Williams
Skills qualifications advisor

I am currently setting up community groups on Facebook if you are interested in joining please email me on teachingskills@pearson.com.

@pearsonsskills
Follow me on twitter