

BTEC
Vocational
Study
Entry 3

Delivery Guide

Quick Guidance



Content

Section Content

Introduction

- 1** Pearson Level Entry 3 Qualifications
- 2** Pearson BTEC Level Entry 3 in Entry to Vocational Studies
- 3** Developing an effective learning programme
 - Top tips for planning and delivering an effective learning programme
 - Turning the Entry 3 into an effective learning programme
 - Delivery models to meet the needs and interests of the learners
 - Helping learners make informed choices
 - Practical hands-on teaching and learning
 - Embedding English and maths into the delivery of the programme
 - Meaningful and valid assessment
 - Progression opportunities
- 4** Delivering a unit effectively

Introduction

This delivery guidance aims to help you develop effective programmes for learners wanting to achieve their Pearson BTEC Level Entry 3 in Entry to Vocational Study. The information given in the guidance is not mandatory but provides information to support the delivery of these qualifications.

It is important that you, as a centre, select teaching, learning and assessment methods that will help learners progress from their initial starting point to their agreed learning outcomes.

This guidance will help you:

- understand the principles behind the suite of qualifications i.e. improve learner experience; provide flexibility in delivery and assessment; have a positive impact on engagement, retention and progression opportunities.
- migrate from old legacy qualifications by highlighting the benefits of the new suite
- identify the flexibility of the suite in terms of how the contexts can meet a range of learner and centre needs
- plan a cohesive curriculum
- enhance the quality of teaching and learning by making it clear that approaches must be practical and skills focussed
- take a 'how to' approach by providing ideas and examples that work.

This new suite of BTEC qualifications is available to centres for learners working at Entry 3 and provides an exciting, flexible alternative to the BTEC Entry 3 Vocational Studies.

These qualifications are ideal for learners who want to:

- choose areas of study that build on their prior attainment and help towards achieving their potential career goals
- work towards a qualification that includes a range of different activities that not only enhance the skills and experience they want to gain but also help enhance attitudes, behaviours and build confidence
- work towards a qualification that is relevant to their own lives and the real world
- continue to develop their mathematical and English skills throughout the study programme
- achieve a BTEC Entry 3 qualification
- gain transferable skills that are highly valued by employers
- progress to the Pearson BTEC Level 1 Introductory qualifications.

The aim of these qualifications is to give learners the opportunity to choose their own programme of learning, with the guidance of their tutor. The units are designed to ensure that learners gain a range of skills in an interesting and challenging way.

Section 1

Pearson Entry 3 qualifications.

This delivery guidance aims to help you develop effective programmes for learners wanting to achieve their Pearson BTEC Level Entry 3 in Entry to Vocational Study. The information given in the guidance is not mandatory but provides information to support the delivery of these qualifications.

	First teaching	Qualifications in Entry 3 Suite	Mandatory units	Number of possible units	Grading
Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 3)	2009	2	None	41 (some at Entry 2 and some at Level 1)	Pass
Pearson Edexcel Entry 3 Award in Personal Behaviour for Success	2012	2 (One at level 1)	None	Single unit	Pass
Pearson Edexcel Entry Level 3 Award in Planning and Participating in Work Experience	2012	2 (One at level 1)	None	Single unit	Pass
Pearson BTEC Entry Level 3 in Vocational Studies	2013	4	2	Over 100 across the suite	Pass
Pearson Edexcel Awards and Certificates in ESOL Skills for Life	2014	4	1	1 per award	pass
BTEC Entry Level Awards and Certificate in Workskills (Entry 3)	2017	3	None	54 (some at Level 1)	Pass

Pearson also offer Entry Level Functional Skills English, ICT and Maths. You will find more detailed information on each of the qualifications shown on our [web site](#)

Section 2

Principles behind the new suite of qualifications

The focus of these new qualifications is on skills development rather than sector knowledge. The units give learners the opportunity to develop attributes and behaviours that they need to progress to further study and to future employment.

Section 2

Summary of the structure of the new qualification

There are four qualifications in this suite.

Qualification title	Size and structure	Purpose of qualification
Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study (70 GLH) (Qualification Number 603/3480/0)	70 GLH (75 TQT) Two units – one mandatory and one optional	Designed for learners who may be ready to progress quickly to further study. The remainder of the study programme may be linked to specific vocational preparation or to English and mathematics.
Pearson BTEC Level Entry 3 Award in Entry to Vocational Study (110 GLH) (Qualification Number 603/3481/2)	110 GLH (120 TQT) Three units – one mandatory and two optional	Designed to give learners the opportunity to develop a relevant range of skills and to support progression to further study. The Award may complement other study, including study of English and mathematics.
Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study (180 GLH) (Qualification Number 603/3481/2)	180 GLH (190 TQT) Five units – two mandatory and three optional	Designed to be taken over one year, giving learners the opportunity to develop a wide range of skills in one or more contexts and supporting selection of and progression to further study. Learners may study for English and mathematics at the same time.
Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study (300 GLH) (Qualification Number 603/3484/8)	300 GLH (320 TQT) Eight units – two mandatory and six optional	Designed to be taken over one year, giving learners the opportunity to develop a broad range of skills in one or several contexts and supporting progression to further study. Learners may study for English and/or mathematics at the same time.

There are 20 units available, including two mandatory units. Each unit is assessed at pass and merit grade. Use our [qualification specification](#) for more detailed information.

Section 2

Features of the Pearson BTEC Entry 3 in Entry to Vocational Study

<p>Pre-employment</p> <p>The qualifications provide learners with the opportunity to develop the skills required to secure future employment.</p>	<p>Skills</p> <p>The qualifications are practical and encourage learners to demonstrate what they can do rather than what they know.</p>	<p>Demonstration of skill</p> <p>Learners are asked to demonstrate their skills within given tasks rather than theorise.</p>
<p>Grading</p> <p>This is used to motivate and stretch learners but also support centres in determining progression destinations. The qualifications are graded Pass and Merit.</p>	<p>Activity and project-based delivery</p> <p>It provides learners with the opportunity to make connections to different learning areas such as English and Maths and work experience, tutorials and career guidance.</p>	<p>Flexibility for delivery and assessment</p> <p>It provides teachers with the flexibility to apply their own relevant contexts in meeting the needs of their learners.</p>
<p>Retain your learners</p> <p>The content, structure and size of the qualifications mean that you should never lose a learner – transfer them to a smaller sized qualification to guarantee achievement or transfer to another sector if they are at risk of dropping out.</p>	<p>Improve progression</p> <p>The introduction of grading provides centres with the opportunity to think more broadly in terms of progression destinations and lessen the risk on retention and achievement at higher levels.</p>	<p>Motivating and engaging learners</p> <p>The emphasis on practical skills and grading outcomes is intended to keep learners motivated and engaged on programme</p>

Section 2

Units and their learning aims

Unit	Title	Guided learning hours	Learning Aims
1	Skills for Learning	30	Plan your skills for learning Set goals to improve your skills
2	Team challenge	30	Agree ways of working in a team Carry out your role when working with others
3	Finding Out About a Topic	40	Find out about a given topic Share findings about a given topic
4	Designing a Product	40	Design a product Share and review the design
5	Creating a Product	40	Use production skills Refine a product to improve it
6	Presenting to Others	40	Prepare for a short presentation/talk Deliver a short presentation/talk
7	Making an Event a Success	40	Contribute to the organisation of an event Contribute to running an event
8	Providing Customer Service	40	Developing customer service skills Provide customer service
9	Going on a Visit	40	Prepare for a visit Participate in a visit
10	Financial Awareness	40	Consider financial information for a given task Find ways to reduce cost for a given task
11	Living with Online Technology	40	Develop online technology skills Use online technology skills
12	Using Technology for a Purpose	40	Explore the use of technology for a purpose Use technology for a given purpose
13	Supporting Other Individuals	40	Provide support for an individual Review support given
14	Communicating with People	40	Explore ways to communicate with others Communicate with others
15	Problem Solving by Thinking Creatively	40	Explore skills for problem solving Use creative thinking for problem solving
16	Contributing to the Community	40	Explore ways of contributing to the community Contribute to your community
17	Managing Time	40	Develop time-management skills Use time-management skills for a given task
18	Responding to a Situation	40	Respond to a given brief Review your performance
19	Health and Wellbeing for the Workplace	40	Develop personal health Develop personal well-being
20	Using Guidance	40	Explore the use of guidance to help complete a task Use guidance to help complete a task

For more detailed information about each unit, please refer to the qualification specification.

Section 3

Developing an effective learning programme.

In this section, you will find suggestions on how to make your BTEC Level Entry 3 in Entry to Vocational Study into an effective learning programme. You can choose what is appropriate for your learners, use your own ideas or use a combination of both.

Top tips for planning and delivering an effective learning programme

1. Start with the learner

- What skills areas will they need to develop, practice and demonstrate?
- Use initial assessments and diagnostic evidence to help inform this.
- Map skills listing at group level identifying common areas.
- Determine the progression outcomes and purpose of the course for your cohort.

2. Select your qualification size and content

- Decide on the size of the qualification according to your learner needs.
- Decide on size according to your timetable requirements.
- Select the units according to the skills coverage you want.

3. Plan your teaching and learning

- Who is delivering each unit and when?
- When will the unit be assessed?
- Keep activities practical, avoiding worksheets in favour of scenarios that involve practical group work.
- Are there opportunities to join units together to make more efficient use of teaching or assessment time?

4. Plan your assessment

- Make sure assessment is spread across your programme to avoid putting learners under too much pressure.
- Look for a variety of assessment methods – written, practical demonstration, observation etc.
- Make a clear distinction between teaching and learning activity (where you can provide lots of guidance) and assessment (where learners should demonstrate their skills unaided).

5. Record, track and plan for progression

- Keep learners informed on their progress.
- Review regularly and use progression goals to inspire and motivate learners.

Turning the Entry 3 qualification into an effective learning programme

There are a number of different factors that will help ensure your Entry 3 provision is effective and appropriate for your learners.

**Delivery models
to meet the needs
and interests of
learners**

**Helping learners
make informed
choices**

**Practical
hands-on
teaching and
learning**

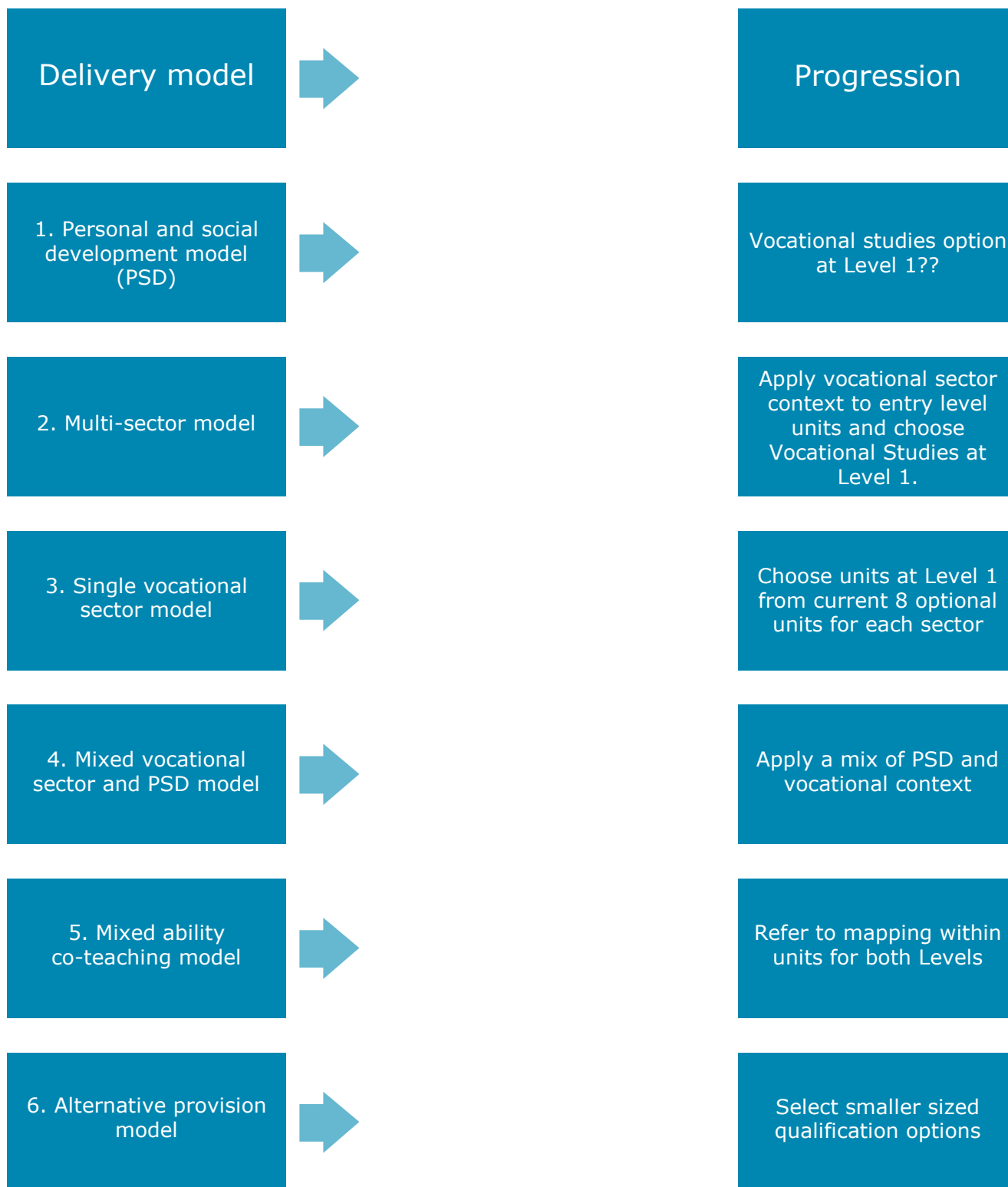
**Embedding
English and
maths into the
qualification**

**Meaningful and
valid assessment**

**Opportunities for
progression**

Delivery models to meet the needs and interests of learners

These qualifications give you the opportunity to approach the delivery of the units in a number of different ways, depending on the needs of your learners.



Examples of how you can combine units to meet each of these different approaches are given on the next few pages. However, it is important to recognise that these are suggestions and are not mandatory.

1. Possible unit combinations for a personal and social development delivery model

These new Entry 3 qualifications can help you use your own contexts for learning and assessment to meet the needs of your learners. The example below shows how you can choose units that support personal and social development at Entry 3.

All learners who want to achieve the Subsidiary Award and Award must achieve Unit 1 Skills for Learning. When they progress onto the Certificate and Extended Certificate they must achieve Unit 1 Skills for Learning and Unit 2 Team Challenge.

If you want to continue this approach onto Level 1 you should choose the new **Pearson BTEC Level 1 Introductory in Vocational Studies**.

2. Possible unit combinations for a multi-sector approach

A multi-sector approach may be something you will be considering, particularly where you have learners who are unsure of which vocational area they want to focus on.

Here you can combine vocational areas to provide learners with a broad introduction and it is easy to do by referring to the unit guidance and setting the contexts of your choice. The diagrams show six possible optional units for clusters of similar vocational sectors but you could select vocational sectors that are more diverse.

If you are adopting this model you need to make sure you are providing learners with a broad multi-sector learning experience. You can apply different vocational sector contexts to the entry level units and choose the Vocational Studies option at Level 1.

3. Possible unit combinations for a single vocational sector model

This model is suitable for centres who would like to focus their teaching, learning and assessment on one particular vocational sector. The table shows some possible combinations of units for single sectors, but there are many more.

Sector areas	Unit numbers																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Art, design and media	■	■	■	■	■	■									■					■
Business and retail	■	■						■		■				■	■			■	■	
Catering and hospitality	■	■				■		■		■				■			■		■	
Childcare	■	■							■				■	■				■	■	■
Construction and engineering	■	■	■	■	■							■							■	■
Hair and beauty	■	■		■	■			■						■			■		■	
Health and social care	■	■						■						■		■		■	■	■
IT	■	■	■	■	■						■	■								■
Land and animal	■	■						■						■		■		■	■	■
Music and performing arts	■	■		■	■	■	■					■								■
Public services	■	■						■	■							■		■	■	■
Science	■	■	■			■			■	■									■	■
Sport and leisure	■	■				■		■					■		■					■
Travel and tourism	■	■				■	■		■	■				■			■			

If you manage your 'below Level 2 provision' at departmental level, you should choose units at Level 1 from the current eight optional units available under each sector and apply vocational contexts to the entry level units.

4. Possible combinations for a mixed vocational sector and personal and social development model

Depending on your learning programme, you may want to offer a combination of sector and generic contexts for learning, guided by the needs of your learners. You can choose any of the optional units along with the core units to meet the qualification requirements.

5. Possible unit combinations for a mixed ability co-teaching model

This model gives you the opportunity to deliver units to a mixed-ability group working at Entry 3 and Level 1 without possible duplication in content or assessment. Learners working at different levels can benefit from each other by:

- sharing skills already achieved,
- being a mentor to learners who have not yet acquired those skills,
- experiencing how everyone has their own strengths and how to use them to improve outcomes.

The content of the units at Entry 3 and Level 1 are mapped to ensure co-teaching is possible.

The table below shows how the learning aims are similar between Level 1 Introductory and Entry 3 units.

	Unit A3 Working with Others	Unit 2 Team Challenge
Learning aims	Demonstrate the ability to work with others on a given activity	Agree ways of working in a team
	Review own and others performance on a given activity	Carry out your role when working with others

This table summarises the links between Entry 3 units and the core units in the Pearson BTEC Level 1 Introductory qualifications.

BTEC Level 1 Introductory core units (30 guided learning hours)		Entry 3 Units (30 guided learning hours)	
A1	Being organised	1	Skills for learning
		8	Making an event a success
		9	Going on a visit
		11	Living with online technology
		12	Using technology for a purpose
		16	Contributing to the community
		17	Managing time
		20	Using guidance
A2	Developing a personal progression plan	1	Skills for learning
		17	Managing time
		19	Health and wellbeing for the workplace
A3	Working with others	2	Team challenge
		8	Making an event a success
		8	Providing customer service
		12	Using technology for a purpose
		13	Supporting individuals
		14	Communicating with people
		16	Contributing to the community
		17	Managing time
		20	Using guidance
A4	Researching a topic	1	Skills for learning
		3	Finding out about a topic
		6	Presenting to others
		11	Living with online technology
		15	Problem solving by thinking creatively
		19	Health and wellbeing for the workplace

This table shows how learners can progress from Entry 3 units to similar units at Level 1. The information may also help when planning a single sector, co-teaching or multi-ability model of delivery.

Entry 3 Unit number and title		Level 1 Unit code and title	
Art, design and media			
4	Designing a product	AD8	Designing a Product
18	Responding to a situation	AD5	Creating an Art Image
6	Presenting to others	AD7	Presenting an image using a camera
18	Responding to a situation	AD10	Creating a Mood Board
		AD12	Creating Prints
Business and retail			
4	Designing a product	B7	Branding a product
		B8	Creating a visual display
6	Presenting to others	B8	Creating a visual display
		B9	Presenting a business idea
7	Making an event a success	B10	Contribute to running an event
8	Providing customer service	B10	Contribute to running an event
9	Going on a visit	B5	Finding out about businesses in your area
10	Financial awareness	B11	Recording income and expenditure
		B9	Presenting a business idea
11	Living with online technology	B6	Organising a meeting
12	Using technology for a purpose	B11	Recording income and expenditure
13	Supporting individuals	B6	Organising a meeting
		B10	Contributing to running an event
14	Communicating with people	B9	Presenting a business idea
		B12	Communicating with customers
15	Problem solving by thinking creatively	B9	Presenting a business idea
16	Contributing to the community	B10	Contributing to running an event
17	Managing time	B6	Organising a meeting
		B10	Contributing to running an event
18	Responding to a situation	B8	Creating a visual display
20	Using guidance	B10	Contributing to running an event

Entry 3 Unit number and title		Level 1 Unit code and title	
Catering and Hospitality and Travel and Tourism			
3	Finding out about a topic	HT7	Exploring Local Visitor Attractions
4	Designing a product	HT12	Promoting hospitality and tourism events
5	Creating a product	HT5	Preparing and cooking food
		HT6	Serving food and drink
		HT7	Exploring local visitor attractions
		HT8	Exploring travel and tourism in the UK
6	Presenting to others	HT12	Promoting hospitality and tourism events
7	Making an event a success	HT9	Contributing to running a hospitality and tourism event
8	Providing customer service	HT6	Serving food and drink
		HT10	Delivering customer service in hospitality and tourism
9	Going on a visit	TT2	UK Travel and tourism destinations
10	Financial awareness	HT9	Contributing to running a hospitality and tourism event
11	Living with online technology	HT11	Using websites to make holiday choices
13	Supporting individuals	HT9	Contributing to running a hospitality and tourism event
14	Communicating with people	HT10	Delivering customer service in hospitality and tourism
17	Managing time	HT9	Contributing to running a hospitality and tourism event
18	Responding to a situation	HT5	Preparing and cooking food
19	Health and wellbeing for the workplace	HT5	Preparing and cooking food
20	Using guidance	HT5	Preparing and cooking food
		HT10	Delivering customer service in hospitality and tourism
Childcare			
15	Problem solving by thinking creatively	CfC5	Providing an activity to support children's emotional and social needs
18	Responding to a situation	CfC6	Planning a safe childcare environment
5	Creating a product	CfC10	Providing a children's creative activity
13	Supporting other individuals	CfC12	Supporting children's learning through everyday experiences

Entry 3 Unit number and title		Level 1 Unit code and title	
Construction and Engineering			
3	Finding out about a topic	ENG8	Assembling Electronic Circuits
4	Designing a product	CON5	Drawing a Plan of a Room
		ENG11	Producing Engineering Drawings Using CAD
5	Creating a product	CON6	Building a Simple Wall
		CON7	Making Carpentry Joints
		ENG5	Manufacturing an Engineered Product Using Hand Tools
10	Financial awareness	CON9	Costing a small repair job
12	Using technology for a purpose	ENG6	Manufacturing a Component Using Machining Processes
		CON12	Making an Electrical Circuit
15	Problem solving by thinking creatively	ENG11	Producing Engineering Drawings using CAD
18	Responding to a situation	ENG8	Assembling Electronic Circuits
Health and Social Care			
3	Finding out about a topic	HSC5	Finding out about health and social care services
5	Creating a product	HSC7	Making healthy snacks when caring for people
6	Presenting to others	HSC8	Advising others about healthy lifestyles
9	Going on a visit	HSC12	Visiting a health and social care setting
11	Living with online technology	HSC5	Finding out about health and social care services
13	Supporting individuals	HSC6	Communication skills for health and social care
		HSC10	Supporting others to use adaptive equipment safely
14	Communicating with others	HSC6	Communication Skills for Health and Social Care
		HSC8	Advising Others About Healthy Lifestyles
16	Contributing to the community	HSC8	Advising Others About Healthy Lifestyles
19	Health and wellbeing for the workplace	HSC8	Advising Others About Healthy Lifestyles

Entry 3 Unit number and title		Level 1 Unit code and title	
IT			
4	Designing a product	IT11	Developing a digital product
5	Creating a product	IT9	Creating a website
		IT11	Developing a digital product
6	Presenting to others	IT6	Using digital communication technologies
8	Providing customer service	IT7	Solving technical IT problems
10	Financial awareness	IT8	Creating a spreadsheet to solve problems
11	Living with online technology	IT5	Developing digital information using IT
12	Using technology for a purpose	IT5	Developing digital information using IT
		IT6	Using digital communication technologies
14	Communicating with people	IT6	Using digital communication technologies
15	Problem solving by thinking creatively	IT9	Creating a website
		IT10	Creating a computer programme
18	Responding to a situation	IT9	Creating a website
Land and animal			
3	Finding out about a topic	LBS5	Finding out about the land-based sector
5	Creating a product	LBS10	Using workshop tools in a land-based setting
9	Going on a visit	LBS5	Finding out about the land-based sector
11	Living with online technology	LBS5	Finding out about the land-based sector
16	Contributing to the community	LBS9	Caring for and keeping plants healthy
17	Managing time	LBS9	Caring for and keeping plants healthy
Music and performing arts			
8	Providing customer service	PA10	Acting in a performance
13	Supporting individuals	PA6	Designing technical support
15	Problem solving by thinking creatively	PA5	Using a stimulus for performance
18	Responding to a situation	PA5	Using a stimulus for performance

Entry 3 Unit number and title		Level 1 Unit code and title	
Public services			
3	Finding out about a topic	PS5	Finding out about public services
6	Presenting to others	PS11	Contributing to your community
8	Providing customer service	PS10	Assisting members of the public
		PS11	Contributing to your community
9	Going on a visit	PS5	Finding out about public services
11	Living with online technology	PS5	Finding out about public services
13	Supporting individuals	PS11	Contributing to your community
14	Communicating with people	PS10	Assisting members of the public
15	Problem solving by thinking creatively	PS9	Planning and navigating a route
16	Contributing to the community	PS11	Contributing to your community
17	Managing time	PS9	Planning and navigating a route
18	Responding to a situation	PS8	Responding to an incident
20	Using guidance	PS6	Taking part in fitness testing
Science			
3	Finding out about a topic	ASc7	Investigating variations in plants and animals
		ASc12	Investigating crime scene evidence
4	Designing a product	ASc10	Making a chemical product
12	Using technology for a purpose	ASc6	Carrying out a scientific experiment
15	Problem solving by thinking creatively	ASc9	Practical actions to protect the environment
16	Contributing to the community	ASc9	Practical actions to protect the environment
18	Responding to a situation	ASc12	Investigating crime scene evidence
20	Using guidance	ASc6	Carrying out a scientific experiment
		ASc10	Making a chemical product

Entry 3 Unit number and title		Level 1 Unit code and title	
Sport and leisure			
7	Making an event a success	SP10	Contributing to running a sport event
9	Going on a visit	SP11	Getting people active
10	Financial awareness	SP10	Contributing to running a sport event
13	Supporting individuals	SP9	Assisting in a sports activity
14	Communicating with people	SP8	Coaching skills in sport
15	Problem solving by thinking creatively	SP11	Getting people active
16	Contributing to the community	SP9	Assisting in a sports activity
17	Managing time	SP10	Contributing to running a sport event
19	Health and wellbeing for the workplace	SP5	How exercise affects the body
		SP12	Keeping active and healthy

6. An alternative provision model

The 'alternative provision' model is ideal if you are looking for:

- an alternative to GCSE
- units that provide vocational tasters or
- qualifications that help to re-engage learners.

The grading and flexibility of these qualifications give you the opportunity to adapt learning contexts that will meet the needs of your learners and help them progress to higher levels of education and employment.

Please note that this suite of qualifications **does not** attract performance points for schools in England.

Helping learners make informed choices

This new suite of qualifications gives learners the opportunity to choose units that they have an interest in. You can help learners make informed choices by:

- providing initial advice and guidance
- tailoring your initial assessment process to help identify starting points and learning needs
- using individual and group tutorials to enhance learning acquired in individual units
- providing opportunities to learn more about the world of work
- giving learners the opportunity to change their learning plans to meet their needs

Initial advice and guidance

Centres will have high expectations of learners working towards Entry 3 qualifications. The aim of these qualifications is to help learners gain the necessary skills for future sustainable paid employment.

Initial assessment to help clarify starting points and learning needs

It is anticipated that centres will have their own initial assessment process to help learners identify their own specific needs and interests. However, you may be interested to view a new site on the Pearson website called [Career Choices](#).

This site gives information about career areas learners may be interested in. There is a Careers interest quiz that will help learners identify what their interests are, what they feel they are good at and what they would like to learn more about. Tutors can use this quiz with learners as part of their initial advice and guidance sessions.

Learners can also complete a Skills Match quiz for specific sectors. Learners may need support to complete the quiz but they will gain an understanding of the skills they need for specific sectors.

Qualification specification - This provides detailed information on who the qualification is for, unit content and unit assessment. Where possible, learners should be involved in choosing the units that they would like to work towards.

Individual and group tutorials

Unit 20 Using Guidance may be appropriate as a framework for individual and group tutorials. The aims of the unit are to help learners:

- explore the use of guidance to help complete a task
- use guidance to help complete a task

You could use the unit content and deliver it in the context of individual and group tutorials. For example, learners could develop rules that focus on attitudes and behaviours in work and in the learning situation. Both you and the learner could use different forms of guidance to share information such as process charts, verbal instructions and visual guidance.

The benefit of this type of approach is that the learner will gain credit for the work that they do during individual and group tutorials. This in turn, will go towards their full qualification.

Work related learning and work experience

Where possible learners should have the opportunity to experience work in a real setting. This can be challenging but learners should be able to listen and talk with employers about the world of work and gain sector specific information. Learners can also gain valuable information from their peer group who are working at different levels and have undertaken work experience.

Benefits of work related learning and work experience

- Builds confidence
- Helps understand the skills and behaviours that are expected in work
- Develop skills and independence
- Helps motivate the learner to do well whilst working towards their qualification
- Improves their chances of gaining employment
- Learn about the different job opportunities available with a sector

Opportunities to allow learners to change their individual learning plans

In the previous section, the guidance gave a wealth of examples on how this suite of qualifications can provide flexibility for individual learners. We do not always make the rights choices at the beginning of a new course but the way in which the units can be delivered can allow the learner to change and modify their goals if it is appropriate to do so.

Practical hands-on teaching and learning

This table provides an overview of some of the suggested delivery activities given across the qualification specification. E and M refers to English and Maths.

Practical demonstrations e.g. explaining the purpose of different types of equipment and how to use them safely or demonstrating procedures	Guest speakers e.g. employers, work-place supervisors	Linking units to progress interviews
Practical workshops e.g. using different types of equipment correctly and safely, under supervision	Sector specialists to demonstrate specific skills	Work-based learning
Practising and repeating tasks to help reinforce skills development. Encouraging the learner to ask and answer questions. (E)	Working in pairs on short tasks with specific aims	Visits to places of employment to include planning and budgeting (M)
Group work and discussions (E)	Sector specific videos that can demonstrate skills or provide opportunities for discussion	Using skills to prepare for and evaluate work experience
Individual tasks using text to help understand the main points of the content (E)	Sector-specific case studies and scenarios	Opportunities to apply skills to unfamiliar contexts
Obtain information through detailed reading, on given topics (E)	Group tasks and challenges (E) (M)	Small group teaching
Creating mind maps of tasks and identification of skills	Problem solving tasks that involve using skills gained	Question and answer sessions (E)
Mood boards or collection of materials to help focus learners' ideas	'Lessons learned' activities	Giving and receiving feedback on own and peer performance (E)
Individual research (E) (M)	Opportunities to review and reflect on own performance	Using creative visualisation or presentation skills to show work
Video extracts from TV reality shows	Compare different techniques, good and poor examples	Tutor guidance to help break down skills required or helping to set realistic goals
Plan and display exhibitions of own or group work. This could include budgeting (M)		

The table below provides a summary of the suggested delivery context for generic and single vocational sectors.

	Generic	Art, design and media	Business and retail	Catering and hospitality	Childcare
Unit 1	Use the library to help develop your organisation skills and produce notes to help improve your time management.	Prepare a practise plan for a technical art or design skill	Compile a list of skills you need to develop when working in an office	Create a list of essential cookery skills involved in decorating a cake and how you can develop them	Match the skills required to help you follow a procedure in a childcare setting
Unit 2	Work as a team to plan, prepare and support a centre open day	Work as a team to plan, prepare and support an art exhibition or fashion show	Work as a team to launch a new product or brand campaign	Work as a team to provide a lunchtime food service	Plan and prepare as a team, an activity day for children under five
Unit 3	Summarise key findings in relation to a personal interest and share with the group	Find out about an influential art movement and produce a poster based on it	Compare high-street window displays and present your findings	Produce a flyer to attract new customers or promote an event	Create a poster on healthy foods for children aged 12-18 months
Unit 4	Design a futuristic learning environment for a small group of children	Design a storyboard that could be used to tell an animated story	Design a new logo to advertise a health-food business	Design a wedding cake for a couple's big day	Design an educational entertainment activity as a service for young children
Unit 5	Create a product for a classroom display for young children	Create a festive holiday card to send to a friend	Create an appropriate business card for a sector of your choice	Create a healthy smoothie from different fruits or vegetables	Create a toy for a young child to play with
Unit 6	Talk about a Saturday job	Talk about a favourite artist or movement	Present information on a specific retail company	Introduce how to look after customers at a catering event	Talk about a children's nursery
Unit 7	Take part in an event as part of Black History Month	Take part in an event to exhibit/showcase learner artwork	Take part in an event to promote the services of local small businesses	Take part in a themed/festive event for a community group	Take part in a play activity event for young children
Unit 8	Support a business function in your centre such as reception, enquiries, catering, security	Meet, welcome and take care of visitors at an exhibition	Respond to requests from customers concerning product information	Meet, welcome and take care of customers during a lunch service	Provide feedback to a parent or carer on their child's experience of an activity day
Unit 9	Visit a theme park as part of an enrichment activity	Visit a gallery, artist's studio or media company	Visit a local high-street chain store or local business	Visit a local hotel or restaurant	Visit and tour around a local crèche
Unit 10	Plan and carry out a task budgeting for costs of materials based on a household task	Work out the cost of holding an exhibition	Launch a new product, breaking down costs into essential and desirable, such as web, marketing, venue hire, catering and staff	Calculate the price of a meal on the menu, to ensure costs of ingredients are covered and ensure a profit margin to account for time and labour	Work within a given budget when buying new toys for a nursery

Embedding English and maths into the delivery of the programme

English and maths are skills that are essential for further education and employment. In the previous section we have given examples of different teaching and learning methodologies. Reference has been made to where English (E) and maths (M) skills can be reinforced.

For example, when facilitating group discussions, learners will be gaining valuable experience of:

Functional Skills English Skills standards: **Speaking, listening and communication**

- Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges
 - 1.1 Follow the main points of discussions
 - 1.2 Use techniques to clarify and confirm understanding
 - 1.3 Give own point of view and respond appropriately to others' point of view
 - 1.4 Use appropriate language in formal discussions/exchanges
 - 1.5 Make relevant contributions, allowing for and responding to others' input

OR when asking learners to obtain information from different text sources they will be gaining valuable experience of:

Functional Skills English Skills standards: **Reading**

- Read and understand the purpose and content of straightforward texts that explain, inform and recount information
 - 2.1 Understand the main points of texts
 - 2.2 Obtain specific information through detailed reading
 - 2.3 Use organisational features to locate information
 - 2.4 Read and understand texts in different formats using strategies/techniques appropriate to the task

OR when asking learners to write an email or letter to invite a speaker to visit they could be gaining valuable experience of:

Functional Skills English Skills standards: **Writing**

- Write texts with some adaptation to the intended audience
 - 3.1 Plan, draft and organise writing
 - 3.2 Sequence writing logically and clearly
 - 3.3 Use basic grammar including appropriate verb-tense and subject-verb agreement
 - 3.4 Check work for accuracy, including spelling

Similarly, learners can reinforce their mathematical skills through meaningful practical situations. The aim of Unit 10 Financial Awareness is to help 'learners develop their skills in managing money and budgeting to reduce costs and expenditure'.

The remaining units have information highlighting where there are opportunities to develop mathematical skills.

Meaningful and valid assessment

Each unit has clear guidance on how to assess learners. Pearson are providing examples of marked assessments. Visit our website for more detailed information [here](#).

Progression opportunities

The learner's journey		
Pre-vocational study Entry 1 and 2	Pearson BTEC Level Entry 3 in Entry to Vocational Study	Pearson BTEC Introductory Level 1
Target date September 2019.	Available September 2018	First teaching September 2016
Approximately 25 – 30 units	20 units	Over 100 units
Themed around independent living, supported employment, citizenship, life skills, team working skills	Generic with a vocational context	15 vocational sectors
Pass only	Graded pass and merit	Graded pass, merit and distinction
Possibly E1 and E2 combined	Mandatory and optional content	Mandatory and optional content

Planning an effective learning unit

All qualifications in the suite require learners to achieve Unit 1 Skills for Learning. The skills they gain from this unit will underpin the other units that the learners choose. Learning Aim A can provide a framework to help learners succeed in different tasks, irrespective of the context of the unit.

The information given in this section may help you to plan your sessions to ensure effective learning. However, it is important to remember that there are many ways to deliver units and you should choose those that are most appropriate for the needs and interests of your learners.

Step 1

Learning Aim A from Unit 1 Skills for Learning

Before introducing the unit to the learner, it is important that you know the skills that underpin the content of the unit. Take time to identify the skills learners need to have to achieve the unit. For example, in Learning Aim A you may identify the following skills.

Step 2

Breaking down the skills required for Learning Aim A

Step 3

Turn the skills into a learning and assessment plan

Learning objective	Skills	Key learning areas	Activities to support skill development
Be able to describe what the task is	Skills needed to understand what the task is	Strategies to use when listening to instructions	<ul style="list-style-type: none"> <input type="checkbox"/> Use different strategies to find out how to complete an on-line questionnaire about career choices <input type="checkbox"/> Repeat information to check understanding <input type="checkbox"/> Note important information in different ways e.g. highlighting, summarising <input type="checkbox"/> Ask questions <input type="checkbox"/> Prepare for the 'listening session' e.g. if you know someone is giving you details on the telephone or voicemail what type of information might they give.
		Strategies to help understand text	<ul style="list-style-type: none"> <input type="checkbox"/> Illustrations often give clues <input type="checkbox"/> Headings can give a summary <input type="checkbox"/> If the heading is a question, the answer will be given below <input type="checkbox"/> Design a dictionary of technical words using IT Look for lists or diagrams <input type="checkbox"/> Use information on products to understand how to handle and store them
		Strategies to record information <ul style="list-style-type: none"> <input type="checkbox"/> emails <input type="checkbox"/> forms <input type="checkbox"/> letters <input type="checkbox"/> notes <input type="checkbox"/> booking systems e.g. hair and beauty <input type="checkbox"/> using and understanding abbreviations 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete simple forms using appropriate language e.g. accident reports <input type="checkbox"/> Counting stock and calculating stock needed <input type="checkbox"/> Using spell checkers effectively

Learning objective	Skills	Key learning areas	Activities to support skill development
		Using non-verbal communication to help understand the task	<input type="checkbox"/> Different types of non-verbal communication
Be able to identify the skills needed to complete a task	Know skills needed to complete a task	Identify the practical skills needed to complete the task e.g. handling tools and equipment, preparing food and drink, communicating with others of a different age etc.	<input type="checkbox"/> Organising a charity event to raise money for a local cause. <input type="checkbox"/> Set up and use large and small equipment.
		Identify English and mathematical skills needed to complete the task.	<input type="checkbox"/> Presenting information accurately and in an appropriate way <input type="checkbox"/> Handling money confidently <input type="checkbox"/> Pricing goods <input type="checkbox"/> Measuring materials for construction
Be able to manage time effectively	Know how to use different ways to manage time for a day and longer periods of time	Identify information needed to plan time effectively: <ul style="list-style-type: none"> <input type="checkbox"/> start times <input type="checkbox"/> finish times <input type="checkbox"/> how long tasks/activities will take <input type="checkbox"/> Setting targets <input type="checkbox"/> prioritising tasks <input type="checkbox"/> building in additional time for unexpected situations 	<input type="checkbox"/> Planning and carrying out travel on public transport <input type="checkbox"/> Preparing a meal for a specific time
		Finding different ways to record time management	<input type="checkbox"/> Using personal timetables on phones, computer or paper-based <input type="checkbox"/> To-do lists <input type="checkbox"/> Electronic and paper-based diaries and calendars

Learning objective	Skills	Key learning areas	Activities to support skill development
Be able to find information from different sources	Know where to find different sources of information	Different sources of information: <ul style="list-style-type: none"> <input type="checkbox"/> internet <input type="checkbox"/> library or learning resources centre <input type="checkbox"/> public library <input type="checkbox"/> community centre <input type="checkbox"/> health centre <input type="checkbox"/> job centre <input type="checkbox"/> newspapers or magazines <input type="checkbox"/> sector experts <input type="checkbox"/> television etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learners asked to gather information on facilities for families in their local area.
	Know ways to gather information	Methods <ul style="list-style-type: none"> <input type="checkbox"/> cuttings <input type="checkbox"/> hand-outs, leaflets <input type="checkbox"/> print-outs <input type="checkbox"/> photographs <input type="checkbox"/> videos <input type="checkbox"/> recordings of speakers <input type="checkbox"/> power point slides <input type="checkbox"/> portfolio, file 	Build a portfolio of information using different methods.
Be able to record information effectively and accurately	Know different ways of representing information found	<ul style="list-style-type: none"> <input type="checkbox"/> Record sources and dates of information <input type="checkbox"/> Different methods e.g. list, diagrams, print outs with sections highlighted 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a poster highlighting key areas of information found. <input type="checkbox"/> Draw a diagram to show a simple process or procedure.
	Know different ways of recording information accurately	<ul style="list-style-type: none"> <input type="checkbox"/> Note taking <input type="checkbox"/> Using appropriate grammar, spelling and punctuation <input type="checkbox"/> Ways to check accuracy of work 	Identify the spelling errors in a given text. The text could be an article from a magazine, a piece of written work from a child

Learning objective	Skills	Key learning areas	Activities to support skill development
Be able to reflect on what has gone well and what to develop	Know ways to assess own skills	Different types of feedback <ul style="list-style-type: none"> <input type="checkbox"/> ask friends <input type="checkbox"/> tutor report <input type="checkbox"/> personal references <input type="checkbox"/> employer report <input type="checkbox"/> on-line questionnaire 	Build a portfolio of all feedback from different sources. This could become a valuable tool for job-seeking.
	Identify own strengths	Using different forms of feedback identify the strengths.	Identify own strengths at different times during the Unit or course. Note changes.
	Identify skills to develop	Ways to identify skills <ul style="list-style-type: none"> <input type="checkbox"/> make a priority list <input type="checkbox"/> breakdown skill into more achievable units <input type="checkbox"/> build on strengths <input type="checkbox"/> celebrate personal and group challenges 	Find out about a job you might be interested in. What skills do you need? What do you need to develop?

It is really important that learners do not learn these skills in isolation. As they develop the skills, they need opportunity to practice using several skills at one time in order to complete a task. You will also notice that there is overlap in some areas but this is essential for learners to gain confidence in the skills they are developing.

For additional activities, please refer to the Delivery Context section in the specification.