

Pearson BTEC Level 3 Award in Planning and Participating in Work Experience (QCF)

Pearson BTEC Level 3 Extended Award in Planning and Participating in Work Experience (QCF)

Pearson BTEC Level 3 Certificate in Planning and Participating in Work Experience (QCF)

Specification

First teaching October 2013

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

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Purpose of this specification

The purpose of a specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC qualifications?

Pearson BTEC qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Every unit and qualification in the QCF has a credit value.

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

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Planning and Participating in Work Experience (QCF)
QCF Qualification Number (QN)	601/1304/2
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	1st October 2013
Approved age ranges	16-18 18+ 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	55
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 3 Extended Award in Planning and Participating in Work Experience (QCF)
QCF Qualification Number (QN)	601/1415/0
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	1st October 2013
Approved age ranges	16-18 18+ 19+
Credit value	9
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	80-85
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson BTEC Level 3 Certificate in Planning and Participating in Work Experience (QCF)
QCF Qualification Number (QN)	601/1414/9
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	1st October 2013
Approved age ranges	16-18 18+ 19+
Credit value	16
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	130-155
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson <i>Access and Recruitment Policy</i> (see <i>Section 10 Access and recruitment</i>)

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

What are Pearson BTEC Level 3 qualifications in Planning and Participating in Work Experience?

These qualifications are aimed at learners undertaking a work placement to develop the work skills and experience required by employers. The qualifications have been designed to meet the requirements of the 16-19 Study Programme, to include both those learners undertaking a short period of work experience alongside their academic qualification and those undertaking a five-month work placement within a traineeship programme.

Learners can use their experience of carrying out purposeful, real tasks in a workplace towards achieving a qualification, which gives them tangible evidence of their experience to include in their CV.

The qualifications enable learners to evidence many of the attitudes and behaviours that employers look for, such as reliability, punctuality, communication skills and teamwork.

The qualifications are designed to be flexible and personalised so that they reflect the requirements of individual learners and support their broader programme of study to gain the skills and understanding, and develop the relationships they need to enter employment or to progress further within education or training.

The qualifications aim to:

- support learners in carrying out purposeful, real tasks in a workplace
- enable learners to gain transferable skills alongside sector-specific experience
- help learners progress to employment, an Apprenticeship and/or to long-term employment, they also support further study
- be flexible enough to meet individual need but also to give enough structure to ensure quality of provision and delivery.

Learners who achieve these qualifications will benefit by gaining:

- real workplace experience
- the opportunity to develop the knowledge and skills needed in any workplace
- experience in specific sectors to help them to choose a career
- a chance to prove themselves to an employer.

There are three Pearson BTEC Level 3 qualifications in Planning and Participating in Work Experience (QCF):

- Level 3 Award (6 credits)
- Level 3 Extended Award (9 Credits)
- Level 3 Certificate (16 credits).

There are two sizes of Award. The smaller 6-credit Award is designed for learners for whom time may be a constraint in undertaking a larger qualification and who are undertaking a short work experience placement, for example alongside GCSEs or A levels, following the experiential route as recommended by the Department for Education.

The 9-credit Extended Award builds on the 6-credit Award and is designed for learners who are undertaking a longer work experience placement, possibly alongside vocational qualifications. They will have the opportunity to learn about rights and responsibilities at work, in addition to developing specific work skills relevant to their placement.

The 16-credit Certificate is designed for learners undertaking a traineeship or other similar training, where it is expected that they will undertake a longer period of work experience focused on developing their employability skills

Mandatory unit

All three qualifications include the mandatory *Unit 1: Planning and Participating in a Work Experience Placement*. This unit covers the core skills specific to carry out a successful work experience placement, including:

- preparing for a work experience placement
- working effectively with others in a work experience placement
- working safely in a work experience placement
- setting realistic job goals from the learning gained.

Optional units

The Extended Award and Certificate have a range of optional units to enable learners to develop their employability skills.

Role within 16-19 Study Programmes

Following the principles of the 16-19 Study Programmes, the qualifications enable learners to develop key employability skills and help them to progress to employment or to an Apprenticeship. Employability skills also support progression to further studies.

The qualifications have been developed so that providers, schools and colleges can work together with employers to create high-quality work placements that enable learners to develop their workplace skills and gain experience of working in a particular sector. The qualifications have been designed so that learners can use the opportunity to prove themselves to an employer while they are undertaking their work placement. This is particularly relevant to learners on a traineeship programme.

Progression opportunities

Learners can progress to other vocational qualifications, for example in areas where they undertook their work experience (such as the Pearson BTEC Level 3 National Award, Certificate, Extended Certificate or Diploma in Business, Health and Social Care, Sport, Performing Arts, Hospitality or Travel and Tourism).

For learners who go on to employment or an Apprenticeship, progression can be to a sector-specific competence qualification such as an NVQ, or an Apprenticeship framework.

Learners following the academic route can progress to A Levels and then university.

Developing employability skills

The key aim of these qualifications is to enable learners to develop employability skills, such as self-management, working with others, communication and problem solving. There is a range of units within the qualification that enables learners to select those units which best meet their development needs. For example, learners can undertake units in solving work-related problems and working in a team.

Stakeholder support

We have carried out detailed research with employers and providers to identify their needs. Working with major employers has shown that there is a need for work experience qualifications that align with the Confederation of British Industry's (CBI) employability framework and demonstrate that learners have achieved a high standard of learning during the work experience placement. Research from this consultation has been fed into the development of these qualifications.

3 Qualification structures

Pearson BTEC Level 3 Award in Planning and Participating in a Work Experience Placement (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	F/505/5650	Planning and Participating in Work Experience	3	6	55

Pearson BTEC Level 3 Extended Award in Participating in a Work Experience Placement (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
Number of mandatory credits that must be achieved	6
Number of optional credits that must be achieved	3
Number of credits to be achieved at Level 3	8

Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	F/505/5650	Planning and Participating in Work Experience	3	6	55
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
2	D/602/4528	Employment Opportunities and Career Progression	3	1	10
3	J/505/5651	Understanding the Work Experience Placement Organisation	3	2	15
4	R/602/4560	Using Research Skills to Solve Problems	3	1	10
5	D/602/4559	Participating through Team Leading	3	1	10
6	R/503/2891	Career Development	3	2	15
7	Y/503/2892	Maximising Potential when Applying for a Job	3	1	10
8	D/503/2893	Strategies to Improve Job Interview Skills	3	2	15
9	M/503/2896	Developing Confidence for Work	3	1	10
10	T/503/2902	Negotiation Skills and Persuasion in the Workplace	3	2	15
11	A/503/2903	Giving and Receiving Feedback	3	2	15
12	Y/503/2908	Project Management Skills	3	1	10
13	T/503/2897	Organising and Chairing Meetings	3	1	10
14	F/503/2899	Presentations for Work	3	1	10
15	A/503/2898	Personal Skills for Leadership	3	1	10
20	M/503/2879	Investigating Rights and Responsibilities at Work	2	1	10

Pearson BTEC Level 3 Certificate in Participating in a Work Experience Placement (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	16
Number of mandatory credits that must be achieved	6
Number of optional credits that must be achieved	10
Number of credits to be achieved at Level 3	15

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/505/5650	Planning and Participating in Work Experience	3	6	55
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
2	D/602/4528	Employment Opportunities and Career Progression	3	1	10
3	J/505/5651	Understanding the Work Experience Placement Organisation	3	2	15
4	R/602/4560	Using Research Skills to Solve Problems	3	1	10
5	D/602/4559	Participating through Team Leading	3	1	10
6	R/503/2891	Career Development	3	2	15
7	Y/503/2892	Maximising Potential when Applying for a Job	3	1	10
8	D/503/2893	Strategies to Improve Job Interview Skills	3	2	15
9	M/503/2896	Developing Confidence for Work	3	1	10
10	T/503/2902	Negotiation Skills and Persuasion in the Workplace	3	2	15
11	A/503/2903	Giving and Receiving Feedback	3	2	15
12	Y/503/2908	Project Management Skills	3	1	10
13	T/503/2897	Organising and Chairing Meetings	3	1	10
14	F/503/2899	Presentations for Work	3	1	10
15	A/503/2898	Personal Skills for Leadership	3	1	10
16	T/502/7893	Developing Skills for Independent Learning	3	4	30

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
17	M/502/7892	Developing Skills for Reflective Learning	3	4	30
18	K/502/7793	Developing Skills for Team Learning	3	4	30
19	A/502/7894	Developing Skills for Creative Learning	3	4	30
20	M/503/2879	Investigating Rights and Responsibilities at Work	2	1	10

4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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 the policy document *Recognition of Prior Learning Policy*, which is on our website, www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10, Access and recruitment* and *Section 11, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

Specific resource requirements

As well as the general requirements above, the following are specific resource requirements that centres must meet.

Unit

Unit 2: Employment Opportunities and Career Progression

Unit 3: Understanding the Employing Organisation

Unit 6: Career Development

Resources required

Learners need access to the internet for research purposes and to a library.

It would also be useful for learners to speak with people in the vocational sector and sub-sector and to visit places of employment.

Learners need access to computers and the internet.

Learners need access to a careers centre, computers and telephones so that they can access reference materials, publications, careers advisers, websites, diagnostic tests and help/advice lines.

Unit**Resources required**

Unit 7: Maximising Potential When Applying for a Job

Learners need access to computers, printers, telephones and photocopiers so that they can locate sources of job adverts and produce their evidence. They will also need time to visit organisations such as Jobcentre Plus, Connexions, their local library, and employment agencies.

Unit 8: Strategies to Improve Job Interview Skills

Learners need access to job vacancy information. They must be given the opportunity to participate in simulated interviews. Audio and video recording equipment will be useful for delivery and assessment.

Unit 14: Presentations for Work

Video/DVD recording equipment would be useful.

Unit 20: Investigating Rights and Responsibilities at Work

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

7 Centre recognition and approval centre recognition

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the process listed below.

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the Joint Council for Qualifications policy document *Adjustments for Candidates with Disabilities and Learning Difficulties, Access and Reasonable Adjustments, General and Vocational Qualifications*.

The document is on our website at www.edexcel.com/policies.

12 Units

Units have the following sections.

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

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

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Planning and Participating in Work Experience

Unit reference number: F/505/5650

QCF level: 3

Credit value: 6

Guided learning hours: 55

Unit aim

The aim of this unit is to enable learners to develop the knowledge and skills required for employment through undertaking a work experience placement.

Unit introduction

Learners will prepare for their work placement by finding out about the company or organisation where they will be working, and planning agreed work objectives with tangible outcomes.

They will set goals for work objectives and the development of employability skills. Learners will reflect on the achievement of these goals and the skills used, and write their own development plan to improve future performance.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the role of work experience in developing employability skills	1.1 Explain the purpose of work experience in developing employability skills	<ul style="list-style-type: none"> <li data-bbox="491 174 625 1227">□ <i>Employability</i>: CBI definition: "A set of attributes, skills and knowledge that all labour market participants should possess to ensure that they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy." ; UKCES definition <li data-bbox="641 174 919 1227">□ <i>Purpose of work experience</i>: types, e.g. internship, traineeship, apprenticeship, vocational, occupational, volunteering; having a planned and structured work experience with tangible outcomes; to enhance understanding of concepts and application of skills learned in classroom; understanding and experience of the world of work; facilitating personal social development; supporting personal career planning; sampling vocational preferences; building relationships with a particular employer which may lead to the offer of a full-time job <li data-bbox="935 174 1145 1227">□ <i>Importance of work experience</i>: to develop employability skills; be sector specific to support access to the labour market; to be meaningful and relevant to career aspirations; to broaden the range of occupations previously considered; being able to test vocational preferences before committing to it; experience work to manage the transition more comfortably

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> □ <i>Employability skills</i> CBI seven-point framework: □ <i>Self-management</i>: accept responsibility; flexibility; resilience; self-starting; appropriate assertiveness; time management; readiness to improve own performance based on feedback/reflective learning; building self-confidence □ <i>Team working</i>: respecting others; cooperating; negotiating/persuading; contributing to discussions; awareness of interdependence with others; Belbin’s team role theory – action-orientated, people-orientated and thought-orientated team roles; Tuckman’s theory – forming, storming, norming and performing □ <i>Business and customer awareness</i>: basic understanding of key drivers for business success, e.g. importance of innovation, taking calculated risks and profit; the need to provide customer satisfaction and build customer loyalty □ <i>Problem solving</i>: analysing facts and situations and applying creative thinking to develop appropriate solutions □ <i>Communication and literacy</i>: application of literacy; ability to produce clear, structured written work; oral literacy, including listening, questioning and accuracy, e.g. when taking messages □ <i>Application of numeracy</i>: manipulation of numbers; general mathematical awareness and its application in practical contexts, e.g. measuring, weighing, estimating and applying formulae, analysing and using data □ <i>Application of IT</i>: basic IT skills, including familiarity with word processing, spreadsheets, file management and use

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.2 Assess how own skills and interests inform the selected work experience placement</p>	<ul style="list-style-type: none"> □ <i>Own skills</i>: personal skills, e.g. communication, problem solving, critical thinking, self-confidence, assertiveness, flexibility, positive approach; work skills, e.g. applying technology, teamwork, leadership, project work, attendance, punctuality, telephone manner, business and customer awareness; own achievements □ <i>Own interests</i>: e.g. working with others, being creative, music, technology, building, caring for animals □ <i>Work experience placements</i>: e.g. retail, service industry, engineering, hospitality
<p>2. Understand how to prepare for the work experience placement</p>	<p>2.1 Review the information needed before starting the work experience placement</p>	<ul style="list-style-type: none"> □ <i>Type of organisation</i>: different types, e.g. public limited company, private limited company, local authority, partnership, sole trader, franchise □ <i>Structure of organisation</i>: aspects, e.g. aims, role, organisational charts, staff organisation, learners role and place in structure including the colleagues they will work with; function of organisation; for profit, not-for-profit □ <i>Sector</i>: types, e.g. finance, law, education management, hospitality, medicine, engineering, retail, social care, public services □ <i>Function</i>: scope and purpose of business, e.g. national, international, global, sales, services, profit, not for profit □ <i>Sources of information</i>: e.g. company leaflets, brochures or website, Jobcentre Plus, learners who have previously been on a work placement at the same business, during the pre-placement visit and interview

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> □ <i>Importance of key information:</i> how to get to the placement; details about terms and conditions of work, e.g. hours of work, absence procedures, dress code; line manager or supervisor; seeking advice relating to work and/or colleague relationships; work colleagues, job role and responsibilities; importance, e.g. for knowing own role and responsibilities, being able to carry out own role, knowing who to go to for help and advice
2.2	Set goals for developing employability skills during the work experience placement	<ul style="list-style-type: none"> □ <i>Goal setting:</i> goals should be realistic to placement expectation and responsibilities, SMART (specific, measurable, achievable, realistic, time-based), related to expected work experience role and career aims
2.3	Explain the responsibilities and expectations of the individual in the work experience placement	<ul style="list-style-type: none"> □ <i>Responsibilities of the individual:</i> clarity about own role and responsibilities; knowing about health and safety, e.g. policy of organisation, moving and lifting, protective clothing and equipment, first aid, fire safety, food hygiene; types, e.g. dress code, punctuality, recording and reporting, methods and reasons for sharing information, security, confidentiality, respect for diversity; environmental issues, e.g. waste and sustainability □ <i>Expectations of the employer:</i> to include, e.g. agreeing work objectives, team work, communication and interpersonal skills, attitudes and behaviours, business etiquette and personal presentation, workplace values, planning and prioritising work; completion of learning log, signatures e.g. supervisor, mentor

Learning outcomes	Assessment criteria	Unit amplification
3. Be able to work effectively with others in a work experience placement	<p>3.1 Assess own role within the work experience placement</p> <p>3.2 Make a positive contribution when carrying out a range of tasks during the work experience placement</p> <p>3.3 Demonstrate working with others to achieve specific goals in the workplace</p>	<ul style="list-style-type: none"> □ <i>Own role:</i> overview of role within organisation, e.g. provide administrative support, help colleagues, knowing extent of own responsibilities, presenting a positive image of self and organisation, knowing the limitations of role and responsibilities, using appropriate sources of support and guidance in difficult or emotional stress situations □ <i>Tasks:</i> daily routine tasks, e.g. making and receiving telephone calls, handling mail, diary management, specific tasks, e.g. administration, stock control, archiving, arranging meetings, delivering customer service, producing documents, work shadowing, checking equipment for health and safety purposes, setting up equipment, producing products, providing services such as preparing and/or serving food and drink, liaising with line manager or supervisor, keeping work area clean and tidy, project work □ <i>Following instructions:</i> using information given at induction, e.g. health and safety responsibilities, e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, security, confidentiality; work colleagues' roles and responsibilities; asking questions or requesting clarification if instructions or messages are unclear or confusing, consulting user guides or requesting further assistance when using a new piece of equipment □ <i>Working with others to achieve goals:</i> e.g. communicating appropriately with other colleagues; managing time and workload; interacting appropriately with customers in the workplace; paying attention to effective working guidelines in the place of work, e.g. codes of conduct, personal reviews/appraisals; behaving appropriately towards colleagues and customers; reviewing teamwork using Belbin's and Tuckman's theories

Learning outcomes	Assessment criteria		Unit amplification
	3.4	Identify opportunities to use own initiative whilst on work placement	<ul style="list-style-type: none"> □ <i>Opportunities to use own initiative:</i> helping colleagues/team members; identifying problems and making recommendations for improvements to working practices; dealing with customer issues
4 Be able to work safely in a work experience placement	4.1	Conduct a risk assessment in the work experience placement	<ul style="list-style-type: none"> □ <i>Risks:</i> something that could cause an adverse effect, e.g. wet stairs or floor, trailing wires, loud noise, breathing in toxic substance □ <i>Hazards:</i> the likelihood that the risk will result in the adverse effect, e.g. slipping over on wet floor, tripping over trailing wires, loud noise resulting in hearing loss, breathing in toxic substance resulting in illness □ <i>Identifying risks:</i> e.g. trailing wires, wet floor, overloaded sockets, valuables left unsecured, confidential information obtained without going through usual procedures □ <i>Locating health and safety information:</i> e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials; ways to minimise risks □ <i>Risk assessment</i> identifying hazards; identifying who might be harmed by hazards; the precautions to take against hazards; recording findings
	4.2	Apply organisational codes of practice, procedures and safety rules appropriately	<ul style="list-style-type: none"> □ <i>Apply organisational procedures appropriately:</i> applying procedures when carrying out the job, e.g. following health and safety rules for dealing with hazardous substances, dealing with customer enquiries according to guidelines in the training manual, organising travel and accommodation, using office equipment

Learning outcomes	Assessment criteria	Unit amplification
5 Be able to review employability skills demonstrated during the work placement	5.1 Explain the benefits of reflecting on learning from the work placement 5.2 Analyse skills and knowledge demonstrated and learned from the work experience	<ul style="list-style-type: none"> □ <i>Reflection</i>: types of reflection, e.g. reflection-in-action, thinking on your feet and reflection-on-action, retrospective thinking, Kolb’s learning cycle, structured approach; stages in reflection □ <i>Evidence used to review learning</i>: diaries, logs, journals, completed work tasks, videos, witness statements, presentations to stakeholders; completed products, demonstrations, feedback from colleagues, customers, manager/supervisor □ <i>Benefits of reflection</i>: learning from experience e.g. standing back giving wider perspective, encouraging individuals to be honest, make balanced judgements, allowing clarity of issues, giving insight, conclusions drawn about ways personal and professional development can be developed or changed, application to work and learning; to improve future performance □ <i>Learning from the work placement</i>: e.g. knowledge of new vocational area or area of interest, confirming whether or not to work in a particular sector or industry, awareness of skills including employability and personal skills and knowledge, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation □ <i>Skills used and gained</i>: employability skills; personal skills; identifying what went well and what could be improved; challenges faced; problems solved and outcomes; new experiences; new skills developed □ <i>Analysis of employability and personal skills</i>: methods, e.g. use strengths and weaknesses analysis tool, SWOT analysis, reflect on past performances and achievements □ <i>Feedback from others</i>: e.g. tutors, supervisors, mentors, customers, colleagues, peers

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Prepare an action plan for skills development linked to career aims	<ul style="list-style-type: none"> <li data-bbox="288 197 352 1167">□ <i>Goal setting</i>: goals should be related to career aims and reflect on work experience placement, skills developed and knowledge gained <li data-bbox="368 255 432 1167">□ <i>Types of goals</i>: short term, long term, personal goals, work-related goals, skills development

Information for tutors

Delivery

Learners will attend different work settings for their placement experience and develop their own personal and professional work skills. However, this unit gives them opportunities to learn about the structure and functions of different organisations and the generic responsibilities and expectations that employees which can be applied to any work situation. Learners also have the opportunity to set goals for their work experience and, through maintaining a reflective journal, be able to consider achievement of those goals and set further long-term goals for skills development. Delivery of this unit enables learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres are expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young person's study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.'

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning in a particular vocational sector with a view to progressing future study or employment in that sector; vocational, i.e. focused on a particular vocational area to complement a study programme; or extended, i.e. focused on developing employability skills, such as self-management, team working, problem solving, communication, literacy, numeracy and IT skills, for learners who may be on a traineeship or supported internship. It is considered good practice for a work experience placement to last for at least two weeks.

Centres and learners should work with employers in planning the work placement, including the learner's role, the tasks to be carried out and the skills that the learner hopes to develop.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be in place between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which gives them clear objectives

Learners must have the opportunity to receive clear feedback at key stages of the placement from their employer and centre.

To introduce learning outcome 1, the tutor could lead a discussion on the concepts of work experience. A guest speaker could explain the importance of employability skills and learners need to think about the benefits of work experience for them individually. They could record what they expect from the placement before going, and then reflect on how accurate their expectations were once the placement is finished.

A case study or role play could be used to develop learner's understanding of Belbin's and Tuckman's theories of team roles and relationships. This will enable learners to experience the different team roles that emerge. Alternatively, team roles could be allocated to learners. Discussions could follow to identify these roles and individual learners can reflect on their own performance.

To introduce learning outcome 2, the tutor could discuss with learners the importance of knowing about the structure and function of the work placement organisation with learners, including the 'big picture', before focusing on individual roles and responsibilities. Learners could carry out individual research on their organisation. Information about the type of organisation, its structure, sector and function may be gathered from the internet, marketing brochures for the organisation, the careers office or the employer during a pre-placement visit and interview. Learners could present their research to the group. This would give them the opportunity to appreciate the range of organisational types, structures and functions.

For learning outcome 2, learners will need to know and understand what SMART goals are and be able to practise setting them. Tutors could use a case study of a learning experience and relate the experiences to Kolb's learning cycle followed by group work using different case studies of practical work experiences to map them to the learning cycle. Learners need to be able to set SMART goals for developing employability skills during their work placement, these could be related to their career aims.

How to conduct a skills audit could be discussed with the group. Learners should be encouraged to share their experiences of self-assessment. The tutor could demonstrate the SWOT analysis as a self-assessment tool using a case study. Employability skills could be clarified before learners work independently to analyse their skills.

For learning outcome 3, a guest speaker could be invited to speak about the responsibilities of the employer and employee with regard to work experience. Learners could work in groups to analyse policies and procedures from a range of different departments and organisations. Learners need to understand the importance of workplace values and rules and therefore should have the opportunity to deal with any feelings of stress or confusion about what is expected of them before they go on the work placement. This can be through watching video clips of stressful workplace situations and discussing possible solutions, carrying out role play of potentially difficult situations, and talking to tutors and other learners who have previously been on similar work placements. This will help the learner gain confidence in seeking support and guidance when faced with the new experiences encountered on work experience.

For learning outcome 4, learners could find out information about health and safety and other aspects of work that apply to them and the specific sector they will be working in. Specific information about health and safety can be found on the Health and Safety Executive website, www.hse.gov.uk. Tutors should demonstrate the safe use of equipment and show video clips from the web or YouTube on health and safety issues to stimulate discussion of the consequences of non-compliance. Learners could create a simple health and safety at work checklist then check out the classroom against the list. This could be followed with a discussion on the rights and responsibilities of both employers and employees.

Tutor-led discussions could explore how reflection can help individuals develop knowledge, personal knowledge and work skills. The importance of self-appraisal needs to be explored. A format for recording reflections in a journal could be developed as a group exercise. Learners should be reminded of the need to comply with the policy of the placement organisation with regard to confidentiality and data protection. Learners could work in groups to devise a series of questions to use to aid reflection. Groups could share their suggestions with the other learners, which could be compiled into the reflective journal for all learners to use. Learners compare and contrast different examples of reflective journals.

The concept of goal setting may be new to learners. Group discussion could focus on how to set goals for the work placement to develop employability skills, which have been recognised as a result of the skills audit. The need to match goals to the particular expectations and responsibilities of the work placement should be emphasised by the tutor. The tutor could demonstrate how to use a goal setting tool such as SMART targets, with the case study used for the SWOT analysis as an example.

Each learner could describe one experience in their work placement, give a short presentation and demonstrate how they used the stages in reflection of analysis, clarification and action, in relation to one aspect of the development of personal or professional skills.

Outline learning plan

Topic and suggested assignments/activities and assessment
Introduction to the unit
Tutor introduces the unit and its focus on using a work experience placement to develop employability skills.
Introduction of Assignment 1 – examining the purpose of work experience and employability skills. Tutor-led discussion on importance of CBI employability skills. Guest speaker to explain the importance of employability skills.
Learners review own employability skills and interests using a checklist.
Develop understanding of how interests can be applied in different sectors.
Identify sectors to match own interests.
Tutor-led discussion on structure and function of organisations followed by small-group activity comparing different organisations.
Develop learner understanding of the importance of finding out responsibilities and expectations before starting the work placement.
Individual research on own placement organisation, including terms and conditions. Individual pre-placement interview to research facts relating to responsibilities and expectations of placement. Tutor input on SMART goals with activity to set own goals. Support learners to complete Assignment 1.
Introduction of Assignment 2 – working with others in a work experience placement (learning outcomes 3 and 4)
Guest speaker or tutor input to develop understanding of information to be collected during induction and about the organisation and own role in the work experience placement.
Introduction to health and safety and minimising risks
Examine information needed to work safely in a work experience placement. Encourage learners to consider the differences between risks and hazards. Use pictures and videos to identify various risks and hazards. Learners practise completing risk assessment. Role-play activities of stressful workplace situations and positive actions to resolve them to develop knowledge gained from guest speaker.
Review ways to record evidence for Assignment 2.
Undertake work experience placement. Record activities and experiences in a reflective journal.
Support learners to complete collection of evidence for Assignment 2.

Topic and suggested assignments/activities and assessment
<p>Introduction of Assignment 3 — reviewing work goals, employability skills used and gained during work experience and setting realistic career goals from learning gained (learning outcome 5).</p> <p>Tutor input on SMART goals with activity to set own goals.</p> <p>Tutor input on learning cycle and reflection followed by individual work towards assessment with activity to identify own learning preference.</p>
Review the value of the workplace experience.
<p>Analysis of employability skills used and gained from the workplace experience.</p> <p>Learners gather feedback received from others.</p> <p>Develop understanding of short- and long-term goals for knowledge, skills and personal development based on learning gained from work experience, using scenarios.</p> <p>Tutor-led discussion on experiences in the work placement, followed by individual reflection on one experience in relation to skills and knowledge.</p>
Support learners to set realistic goals as a result of learning gained in the work experience placement to complete Assignment 3.
Complete unit review and evaluation.

Assessment

For assessment criterion 1.1, learners need to identify and explain in detail the purpose of work placements. A minimum of two purposes should be given with explanations of the role of work experience in developing employability skills. This evidence could be written, given in a presentation or form part of a report.

For assessment criterion 1.2, learners should give at least three examples of their own interests and assess how these have helped to inform the choice of work placement. Learners need to examine the strengths and weaknesses of both their personal and professional work skills, linking these to employability skills. A self-analysis tool may be used to present the evidence.

For assessment criterion 2.1, learners must give clear details about their work placement organisation. Information needs to include facts about the sector the organisation operates in and the function and structure of the organisation. Evidence for the structure may be in the form of an organisational chart and a brief background to the organisation, the type of organisation, for example, sole trader, public limited company, private limited company, function of the organisation, together with details about where this information was obtained. A brief explanation of the terms and conditions of work that are relevant to the learner's work placement should also be included.

For assessment criterion 2.2, learners need to set goals for the development of the employability skills they intend to improve on during the work placement. The goals produced must be SMART, practical in terms of the time available and the tasks the individual will be performing and relate to the self-analysis undertaken in assessment criterion 1.2. These goals will be reviewed as part of assessment criterion 5.2.

For assessment criterion 2.3, learners need to explain the requirements specific to the responsibilities and expectations of their work placement. The response must refer to the health and safety policy and procedures of their proposed work placement, as well as other policies and procedures relevant to the role.

For assessment criteria 3.1, 3.2, 3.3 and 3.4 learners need to keep a portfolio of evidence to show the activities carried out and demonstrate working practice by interacting with others. This could contain a log or diary, observation reports, witness testimonials, and a learner reflective account of activities completed, skills learned etc. Details could include information on the procedures to be followed, health and safety issues, quality checking processes, for example checking work has been completed to a satisfactory standard by the line manager, timescales (if relevant). Whatever the types of colleague, it is important that the learner is able to interact with them positively at a range of levels and familiarity.

To achieve assessment criterion 4.1, learners should carry out a risk assessment within their work experience placement. Learners could be given a risk assessment template to complete.

For assessment criterion 4.2, learners must apply at least two organisational procedures appropriately, with supporting evidence from an observation report or witness testimonial. For example, producing business documentation in the correct format, answering telephone calls, undertaking reception duties, following security procedures, using engineering or construction tools, producing a product, carrying out a service such as changing a tyre.

For learning outcome 5, learners must review what they learned from the tasks undertaken in order to inform their employability skills development.

For assessment criterion 5.1, learners need to give a clear assessment of different ways reflection can help the development of sector knowledge, personal and work skills. The assessment will need to demonstrate an understanding that reflection allows individuals to learn from experience. Examples may be given to support the response. This could form part of a report or come from a reflective journal.

For assessment criterion 5.2, evidence for sector knowledge, personal and work skills demonstrated in work placement could be collected from reflective journals, learning logs or witness statements. Learners need to draw the information together in a clear and precise way. Learners could annotate their learning log/reflective journal or provide a précis of the personal and work skills. The documents alone will not provide the evidence required. In addition, learners need to receive feedback from at least two appropriate people regarding their work experience placement. This can be in written form or in the form of a recorded discussion. Learners need to show that they are able to make a formal assessment of the value of the work they have carried out and recorded evidence must be available for external verification.

Learners need to scrutinise the employability skills and knowledge they demonstrated in their work placement. This must include successful aspects and aspects that were less successful. The reasons why the actions were taken need to be given. The learner must consider what aspects need to be approached differently and give reasons for this. The effectiveness of achieving goals planned for work placement also needs to be reflected on. This can be developed for assessment criterion 5.3 to set specific, realistic goals for skills and personal development. It is sufficient to set four goals – two short-term and two long-term SMART goals as a result of what learners have learned from their work placement. One goal must be related to employability skills development.

Suggested resources

Websites

www.cfa.uk.com	Council for Administration
www.hse.gov.uk	Health and Safety Executive
www.projectsmart.co.uk	Article on setting SMART goals
www.work-experience.org	National Council for Work Experience

Unit 2: Employment Opportunities and Career Progression

Unit reference number: D/602/4528

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to allow learners to research and analyse their chosen vocational sector and sub-sector, gaining an overview of economic importance and structure as well as the career opportunities on offer.

Unit introduction

In this unit learners will research their chosen vocational sector, looking at turnover and staffing locally and nationally, to assess its impact on the economy. They will consider the factors which might bring about change in the sector, as well as the key organisations within that sector including regulatory bodies and trade unions.

Learners will then focus their research by looking at a subsector, again considering its size and scope but also its role within the overall vocational sector.

Finally, learners consider the career routes offered by their sector, the qualifications required for entry and the training which might lead to future progression giving them a broad overview of the career opportunities available.

Essential resources

Access to the internet for research purposes and to a library are essential requirements.

It would also be useful for learners to speak with people in the vocational sector and subsector and to visit places of employment.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1	<p>1.1 Explain the contribution that a vocational sector makes to the economy and society</p> <p>1.2 Analyse factors causing change in a vocational sector</p> <p>1.3 Explain the roles of key organisations in a vocational sector</p>	<ul style="list-style-type: none"> □ <i>Contribution to economy and society</i>: assessment of size of sector, e.g. turnover and numbers employed locally and nationally; size of sector in relation to size of local economy; size of sector in relation to size of national economy □ <i>Factors causing change in the vocational sector</i>: reasons for future change within sector, e.g. economic environment, change of government, change of legislation, technological developments □ <i>Roles of key organisations in the vocational sector</i>: roles of representative bodies, regulatory bodies, trade unions, trade associations; eligibility for entry to these organisations; services provided; Trades Union Congress; Trade Union Freedom Bill; professional bodies
2	<p>2.1 Define the main subsectors and their roles within a vocational sector</p> <p>2.2 Describe the composition of a vocational subsector in terms of public, private and voluntary organisations</p> <p>2.3 Assess the local impact of a subsector in terms of employment and participation</p>	<ul style="list-style-type: none"> □ <i>Main subsectors</i>: identification of main subsectors within a vocational sector; identification of the roles of these subsectors within the sector; contribution to the overall turnover of the sector □ <i>Composition of a vocational subsector</i>: public organisations, private organisations, voluntary organisations as appropriate □ <i>Impact of subsector</i>: employment within the subsector; participation within the subsector; turnover of subsector; contribution of subsector to local vocational sector; contribution of subsector to national vocational sector; participation within the subsector

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to establish own employment and career opportunities in a vocational sector	3.1	Explain the main job roles within a vocational sector	<ul style="list-style-type: none"> □ <i>Main job roles</i>: identification of the main job roles within vocational sector locally; comparison with main job roles within vocational sector nationally
		3.2	Explain potential career pathways and their requirements in a vocational sector	<ul style="list-style-type: none"> □ <i>Potential career pathways</i>: academic qualifications required pre-entry to vocational sector; apprenticeship opportunities; contracts, e.g. probationary or training contract, temporary contract, permanent contract; ways of finding out about job vacancies; progression structure; case studies of senior staff in variety of job roles; recruitment of managers in the vocational sector
		3.3	Assess possibilities for further training within a vocational sector	<ul style="list-style-type: none"> □ <i>Possibilities for further training</i>: assessment of training needs; training requirements for potential career routes within the vocational sector; management development
		3.4	Plan own career development drawing on sources of advice and guidance and knowledge of the vocational sector	<ul style="list-style-type: none"> □ <i>Advice and guidance</i>: e.g. Chambers of Commerce, Sector Skills Councils, local career services

Information for tutors

Delivery

This unit is designed for delivery within a college environment or within the workplace. Learners are asked to hone their investigative skills, researching their chosen vocational sector and subsector locally and nationally. They might contact any or all of the bodies suggested below. Ideally, tutors should invite speakers to participate in presentations and question and answer sessions to facilitate learner research. Visits to relevant vocational centres and places of employment could all contribute to learning.

Assessment

Learners should produce a portfolio or PowerPoint presentation covering the key points of the assessment criteria. This may include illustrations, diagrams, charts, and maps as well as text to convey information and evaluations. Learners should present a clear, concise summary of their vocational sector and their chosen subsector. There should be evidence that they have analysed raw data and attempted to evaluate the potential for future change within their sector. They should include an overview of the possibilities for career progression within the sector and how they might pro-actively seek progression.

Suggested resource

Textbooks

Moran L and Rumble G – *Vocational Education and Training Through Open and Distance Learning: v.5: Vol 5* (World Review of Distance Education and Open Learning) (Routledge, 2004) ISBN 978-0415345248

Websites

www.britishchambers.org.uk/

www.careerseurope.co.uk

www.gov.uk/browse/working/rights-trade-unions

www.sscalliance.org

Unit 3: Understanding the Work Experience Placement Organisation

Unit reference number: J/505/5651

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their work experience placement organisation
- the contribution they can make to the work experience placement organisation's objectives
- opportunities for professional and career development.

Introduction

The unit begins with a study of the main functions within business organisations and some of the ways in which they might be structured, staffed and organised. Learners will then look at the range of options for channels of communication, accountability and control.

Learners will consider the content of a business plan and its importance to the success of a business. This includes looking at core aims and values, and the various ways in which a business can measure its success. Learners will then relate both of these theory sections to the practical situation in the work experience placement.

Learners then look at the human resources (HR) side of a business considering the management of staff performance, including motivation and performance measurement. They will evaluate their own work placement role in depth, looking at its contribution to the overall organisation and their personal responsibility for improving their performance.

The unit also covers professional training, development and career progression, asking learners to look at the range of HR procedures and processes in use before evaluating those of their work experience placement organisation.

Essential resources

Learners need access to computers and to the internet.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the structure of the work experience placement organisation	1.1 Describe the main functions in their work experience placement organisation	<ul style="list-style-type: none"> □ <i>The main functions of an organisation:</i> theories of business organisation; the six key business functions (human resources, sales and marketing, research and development, design and production, finance, administration); key roles of each function; influence of Peter Drucker on business management systems
		1.2 Describe how the main functions in the work experience placement organisation are staffed and organised	<ul style="list-style-type: none"> □ <i>Staffing and organisation of functions:</i> structures, e.g. functional, matrix style, flat structure, hierarchy; roles and responsibilities; contribution of roles and functions to organisational success
		1.3 Describe the communication channels in the work experience placement organisation	<ul style="list-style-type: none"> □ <i>Communication channels:</i> internal communication; external communication, e.g. to customers, potential customers, stakeholders, auditors; centralised or decentralised systems; networks, e.g. chain, circle, wheel or Y networks; formal meetings; minutes; informal communication; grapevines; media uses
		1.4 Describe the lines of control and accountability in the work experience placement organisation	<ul style="list-style-type: none"> □ <i>Lines of control and accountability:</i> reporting structures within learner's organisation; level of responsibility for task/project/money/product etc

Learning outcomes	Assessment criteria	Unit amplification
2 Understand key aims and objectives of the work experience placement organisation	2.1 Explain the importance of an organisation having a business plan	<ul style="list-style-type: none"> □ <i>The business plan</i>: short-and long-term goal setting; sources of finance for the business; budgets; definition of the business, e.g. product, market, customers, projections; allocation of resources
	2.2 Describe the work experience placement organisation's key aims and objectives	<ul style="list-style-type: none"> □ <i>Key aims and objectives</i>: mission statement; core aims; values, e.g. ethical, moral; equality and diversity
	2.3 Describe how the work experience placement organisation measures the achievement of key aims and objectives	<ul style="list-style-type: none"> □ <i>Measurement of key aims and objectives</i>: profit and loss statement; surveys of staff/customers/shareholders
	2.4 Identify the work experience placement organisation's key performance indicators	<ul style="list-style-type: none"> □ <i>Key performance indicators</i>: how to decide what to measure; financial performance; benchmark against other businesses; customer indicators, e.g. sales data, secret shopper information, complaints, comment cards; staff indicators, e.g. meetings, appraisals, qualitative data, quantitative data

Learning outcomes		Assessment criteria	Unit amplification
3	Understand the opportunities for entry, professional development and progression within the work experience placement organisation	3.1	Explain the importance of continuing professional development
		3.2	Evaluate the work experience placement organisation's processes for recruitment
		3.3	Evaluate the work experience placement organisation's processes for induction
		3.4	Evaluate the work experience placement organisation's processes for training and development
		3.5	Evaluate the opportunities and requirements for career progression for staff within their work experience placement organisation
			<ul style="list-style-type: none"> □ <i>The importance of continuing professional development: enhancement of skills; diversification of skills; maintenance of up-to-date skills; motivation; progression planning</i> □ <i>Recruitment processes: advertisement of job opportunities; selection procedures, e.g. making a shortlist, group tasks, skills tests, one-to-one interviews, references, contracts, probationary periods</i> □ <i>Induction processes: induction to place of work, e.g. meeting with manager/supervisor, tour of premises, health and safety procedures, key staff, payroll, administrative procedures; induction to job role, e.g. demonstration of work, work shadowing, video introduction to task</i> □ <i>Training and development processes: identification of training needs, e.g. appraisal interview; forward planning/progression planning; internal/external training provision</i> □ <i>Opportunities and requirements for staff career progression: opportunities within the business, e.g. future expansion/diversification plans, imminent staff retirement/departure from the business, management progression planning, advertisement of internal vacancies, retraining opportunities</i>

Information for tutors

Delivery

This unit includes topics which apply generally, and others which apply specifically to the learner's work experience placement. Input should be as varied as possible making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject.

Visiting speakers would greatly enhance the programme. All study should be related to the workplace

Many of the suggested activities use case studies and it is anticipated that tutors would lead learners through the first sessions, showing them how to use the materials, allowing for greater independence in further study in the unit.

Assessment

Assessment should take the form of an extended project, including brief theoretical information on the various topics but focusing more on a personal evaluation of the work experience placement organisation as set out in the assessment criteria. Learners should show that they can analyse and evaluate the systems, processes and structures of their organisation and reflect on their role within the organisation, and the possibilities for future progression. Tutors may break the project down into small targets, giving learners the chance to study a theoretical concept and follow it immediately with research into and evaluation of their work experience placement organisation.

Suggested resources

Websites

www.businessballs.com	Free teambuilding and business support materials
www.cipd.co.uk/default.cipd	Chartered Institute of Professional Development

Unit 4: Using Research Skills to Solve Problems

Unit reference number: R/602/4560

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to think creatively and enquire independently to use research to solve problems.

Unit introduction

This unit is designed to enable learners to use research to solve problems. The unit covers the creative thinkers and independent enquirer areas of personal learning and thinking skills (PLTS). It is designed to complement other courses of study and could be built into these courses enabling research and idea generation to take place.

The unit is designed around a short research project, enabling learners to develop a research plan, undertake the research and briefly articulate their findings.

Creative thinking encourages learners to generate ideas, tackle problems and find imaginative solutions. Learners enquire independently through undertaking small-scale research, planning and carrying out investigations and making informed decisions.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to research questions related to a specific problem	1.1	Generate research questions related to a specified problem	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Problem</i>: work related, study related <input type="checkbox"/> <i>Generating ideas</i>: various techniques, e.g. brainstorming
		1.2	Plan the research to meet the requirements of the research questions	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Research questions</i>: underlying objectives of the research which inform the more specific questions that may be asked in the methodology; a question or questions to be researched inductively
		1.3	Relate research questions to the problem	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Planning</i>: brief plan including research questions; any supporting theory or subject matter, methodology, methods, timescale
		1.4	Undertake the research in accordance with the plan	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Research techniques</i>: primary and secondary sources; collection of data e.g. qualitative, quantitative; research methods, e.g. questionnaires, surveys, documents, observation
2	Be able to assess research on a specific problem	2.1	Evaluate the usefulness and relevance of the data	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Findings</i>: recording information; presentation, e.g. report, audio-visual
		2.2	Analyse factors that influenced the decisions taken in the researching	
		2.3	Assess whether research findings met the research questions	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Assessment of findings</i>: against the original questions asked, against the topic concerned; ability to form a response to the question using findings
		2.4	Analyse assumptions in research methodology	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Assumptions</i>: questions that interrogate the validity of the results of the research, number of results that are needed to establish proof, statistical significance

Learning outcomes	Assessment criteria		Unit amplification
	2.5	Analyse the impact alternative research methods could have on the outcomes	<ul style="list-style-type: none"> □ <i>Alternatives:</i> primary e.g. different sources of research, qualitative, e.g. other websites, books, journals

Information for tutors

Delivery

The emphasis in this unit is on developing learner knowledge and understanding of, and skills in, processes so that they are able to plan and carry out investigations as well as generate ideas and solutions.

The unit should ideally be offered within the context of other learning so that the problem and research undertaken is relevant for learners.

The unit is designed to provide a brief introduction to and experience of carrying out research. Research undertaken is likely to be small scale with a small sample, and could involve only research of secondary evidence. Nevertheless, learners should be encouraged to critique types of evidence and to begin to question how valid certain types of research are. For example, to find out customer views on a particular product it is more valid to ask them than to personally critique the product in question.

The unit should be as practical as possible, ensuring that learners see how they can apply their new skills to real situations.

Assessment

Assessment for this unit could include a portfolio of evidence comprising witness statements, photographs, video clips, tapes, written work or a completed training manual, all of which need to be kept for both internal and external quality assurance. The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded. Tutors should ensure that learners are given regular one-to-one feedback on their progress. They could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment criteria are referenced to the creative thinker and independent enquirer PLTS. Satisfactory completion of all criteria ensures that all aspects of creative thinker and independent enquirer have been covered.

Responses to assessment criteria are expected to be brief but relevant and could be conveyed within a plan and write up of a research experience that covers all the criteria.

Assessment could be completed in a work placement where learners are working with other colleagues or during the activities in the learning centre.

Suggested resources

Websites

www.bbc.co.uk/learningzone/clips/	Useful video clips covering a variety of occupational settings
www.mindtools.co.uk	A variety of team leadership and management resources

Unit 5: Participating through Team Leading

Unit reference number: D/602/4559

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to complete a task as a leader of a team drawing on an agreed work plan.

Unit introduction

Any employee or potential employee should understand the importance of effective people skills to their career and also to the organisation where they work. A great deal depends on the ability of the individual to lead a team successfully.

This unit introduces learners to the skills needed to lead an effective team to complete a complex task. Learners will discover the roles and responsibilities of the team leader, including creating a work plan, reassessing progress and making adjustments if required. Learners will also develop the skills required to analyse the success of the task and make recommendations for future tasks.

This unit covers the personal learning and thinking skills (PLTS) performance indicators for both effective participators and team workers.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to lead a team to complete a complex task	1.1	Negotiate with others a complex team task that has a local focus	<ul style="list-style-type: none"> □ <i>Work plan for completion of task:</i> task sequencing or prioritising to consider the order in which tasks must be carried out either because some tasks depend on the completion of other tasks or some are more important or urgent than others; task scheduling, decision on when tasks should be started and completed, action planning, e.g. timetables, charts and Gantt charts; resource allocation considering human, financial and material requirements and the availability of appropriate resources at the right place and time; contingency planning, allowing for changes of plan to cope with unscheduled events □ <i>Roles and responsibilities of a team leader:</i> ability to motivate; responsible attitude; able to work with others; plan and prioritises own work and that of others, remain calm under pressure, decision making; managing quality; the process of establishing standards of quality for product or service; establishing procedures or production methods which ensure that required standards are met; monitoring actual quality; taking action when quality falls below standard □ <i>Complete task:</i> the task should address a problem that while well defined is complex and non-routine; task must have local applicability, e.g. be relevant to the learning context, work context or the community
		1.2	Lead discussion with others to agree a work plan for completing the task	
	1.3	Demonstrate the roles and responsibilities of a team leader		
	1.4	Complete task to the required standard and deadline		
	1.5	Reassess the agreed plan, amending the plan during the task		

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to review the team task to improve work in the future	2.1	Analyse the extent to which the team was successful	<ul style="list-style-type: none"> □ <i>Characteristics of effective and ineffective teams:</i> quantifiable factors, e.g. accident rate, absenteeism, output and productivity, quality of output, number of stoppages and interruptions to work; qualitative factors e.g. commitment to achievement, clarity of understanding of team's work, idea sharing, motivation and leadership
		2.2	Provide constructive feedback to team members	
		2.3	Assess ways of improving the team management for future tasks	<ul style="list-style-type: none"> □ <i>Ways of improving the team management for future tasks:</i> clearer aims, careful monitoring, team building for a more effective team; improved communication between team members and team leader; constructive feedback, e.g. fair, supportive

Information for tutors

Delivery

Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in on-the-job training, studying in colleges or training centres.

The selected team task should be relevant locally and enable learners to become effective participators in their local environment be this school, the workplace, a community group or a social group. The unit could be offered within the context of another course of learning such as a vocational qualification where opportunities to undertake teamworking may materialise. Alternatively, the qualification may support citizenship learning. It is important that learners have the opportunity in the task to show they can take responsibility for their actions.

The emphasis in this unit is on developing learner knowledge and skills so that they can lead colleagues or peers effectively. The unit should be as practical as possible, ensuring that learners see how they can apply their new skills to real situations.

Assessment

The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded. Tutors should ensure that learners are given regular 1:1 feedback on their progress. They could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment could be completed in a work placement where learners are working with other colleagues.

Suggested resources

Websites

www.accel-team.com/_pdf/teamLeaderSkills.pdf	Useful set of PowerPoint slides outlining the skills needed to lead or manage a team
www.bbc.co.uk/learningzone/clips/	Useful video clips covering a variety of occupational settings
www.excellencegateway.org.uk	A variety of learning resources
www.mindtools.com/	Useful website for management techniques

Unit 6: Career Development

Unit reference number: R/503/2891

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give learners the knowledge and understanding needed to make career decisions, together with the skills to plan a career pathway.

Unit introduction

Making career decisions involves sourcing up-to-date information to identify work and career opportunities. This unit provides learners with a practical pathway through the process of making career decisions. Learners are expected to source up-to-date information which they can use to identify work and career opportunities.

The first learning outcome gives learners the opportunity to research career choices and investigate the wider, short- and long- term, national and international issues affecting job markets.

The second learning outcome concentrates on self- awareness and the learner's key career attributes. Learners will have the opportunity to undergo diagnostic tests to encourage self- analysis and stimulate career ideas. These tests are freely available on the internet.

The third learning outcome looks at how career ideas can be pursued and experienced both in and outside the workplace.

On completion of the unit, learners will have a practical understanding of and commitment to a career pathway, and be able to create a realistic career development plan.

Essential resources

Learners need access to a careers centre, computers and telephones so that they can access reference materials, publications, careers advisers, websites, diagnostic tests and help/advice lines.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to use careers information	1.1	Identify sources of careers information to select for personal use	<ul style="list-style-type: none"> Information sources: internet, e.g. websites, careers centres; libraries, e.g. books and directories; specialist centres, e.g. careers telephone helplines, professional bodies, private careers organisations and consultants; education, e.g. schools, colleges and universities; people currently in those careers
		1.2	Outline careers pathways relevant to self	<ul style="list-style-type: none"> Career pathways: established routes of training and working recognised by independent professional bodies, e.g. Royal College of Veterinary Surgeons, Security Industry Authority, Chartered Institute of Library and Information Professionals, The Law Society, Institute of Legal Executives; trends; national developments, e.g. recession; international developments, e.g. environmental/carbon footprint issues
		1.3	Describe emerging trends in ways of working that may impact on own career	<ul style="list-style-type: none"> Emerging trends: flexible working patterns, e.g. portfolio working, part-time jobs, global working, European options, home based

Learning outcomes		Assessment criteria		Unit amplification
2	Understand personal strengths and weaknesses relating to career choice	2.1	Undertake a skills audit to determine relevance and level of skills for a career choice	<ul style="list-style-type: none"> □ <i>Career diagnostic tests:</i> assessments, e.g. skills, values, occupational interests; analysis, e.g. details, findings, relevance, conclusions, validity and merit
		2.2	Describe new skills relevant to career choice	<ul style="list-style-type: none"> □ <i>Own career attributes:</i> relevant work or other experience, e.g. previous paid or voluntary work or work-based training; transferable skills, e.g. good time management, prioritising workload, being able to work within a team, having good written and oral communication skills; achievements, e.g. employee of the month, customer commendations, meeting targets, saving employer money, increasing turnover; qualifications, e.g. gained from educational establishments and/or work-based training; interests, e.g. special interests, hobbies that require skills useful for work; qualities which support work functions, e.g. being self-motivated and confident, being creative, having initiative
3	Be able to plan own career development	3.1	Identify options for work experience and training	<ul style="list-style-type: none"> □ <i>Work experience:</i> types, e.g. temporary unpaid work placements, paid temporary work through an agency, shadowing, internal staff transfer, covering for absent staff, staff rotation
		3.2	Produce a career development plan to prepare for a specified career	<ul style="list-style-type: none"> □ <i>Training:</i> types, e.g. apprenticeships, employer and government funded work-based training to develop new skills, e.g. Train to Gain

Information for tutors

Delivery

As most of the unit concentrates on the unique needs and aspirations of learners, tutors need to ensure learners have as much flexibility as possible in terms of access to resources.

Information learners accumulate through self-assessment needs to be dealt with sensitively, and private information treated as confidential. Ground rules about these matters could be addressed with learners when introducing the unit.

It is recommended that learners are introduced to learning outcome 3 at the beginning of the unit so they understand that achieving the other learning outcomes will put them in a position to plan a career pathway. This will put future research and enquiry in its proper context.

Learning outcome 1 lends itself to individual or small- group work with regular feedback to the whole group to share useful findings, maintain focus and encourage exploration. Suitable sources of information will be careers centres, websites, newspapers, professional and trade bodies and their publications, Sector Skills Councils and workers already in the job being explored. Job profiles will be particularly useful in informing learners about specific careers and will provide details of sources of further information. Job profiles are available free online by accessing www.advice-resources.co.uk, and also, <http://careersadvice.direct.gov.uk>.

Learning outcome 2 could be delivered, in part, through a self-assessment questionnaire to ascertain personal attributes. Often learners find it easier to respond to a question, for example about a personal quality, than volunteer useful information in a timely fashion. Career diagnostic tests are freely available on the internet. The results from assessments could initially be interpreted and reviewed by learners in pairs. Feedback from pairs could then be discussed as a whole group to get other interpretations and ideas flowing.

A visiting guest speaker, such as a private careers consultant, could provide added motivation, inspiration, ideas and information on trends. Learners will need support in looking at national and global issues that could affect their career choice. These issues could include information on new legislation which introduces different requirements for working in the career, shrinking or expanding economies leading to changes in demand for the career, outsourcing work abroad reducing demand for the career, technological developments changing the shape of how work is carried out, an ageing population requiring different needs and changing demand for certain careers, climate issues causing businesses and householders to consider sustainability and changing consumer needs leading to the rise and fall in demand for different careers etc.

For learning outcome 3, learners could share their own experiences in an initial group discussion. Pooling ideas on how work experience and training can be achieved would provide a suitably expansive list which each learner could draw on and apply to their own situation. They will need to have carried out thorough self-assessment and careers research before learning outcome 3 can be achieved. A consultation with a careers adviser is required to ensure that each learner's career development plan is sound and in their best interests. If it is not possible for learners to have a face-to-face consultation, careers advisers are available to give advice online and through national careers advice telephone services.

Learners up to 19 years of age who are still at school or college can go to www.connexions.gov.uk and talk individually to an adviser online. Adult learners (aged 20+) can access free careers assistance through the Next Step service by telephoning 0800 100 900.

It is recommended that a career plan template is discussed and agreed as a group activity. If learners all use the same template it will help to ensure the assessment criteria are met and will make marking easier.

Assessment

To meet 1.1, learners could collect and arrange, systematically, at least two pieces of information. One of these must be a relevant job profile and another must be from a careers adviser or other relevant professional. Information from telephone or face-to-face conversations needs to be recorded, preferably supported by appropriate evidence. For 1.2, learners should use information from 1.1 and outline career pathways that are relevant to them.

For 1.3, learners should identify at least two trends that may impact on their chosen career, and submit the information they have reviewed with a detailed analysis of why and how each trend may affect their career choice. Sufficient detail must be provided to show enquiry and that a practical conclusion has been reached.

For 2.1, learners should undergo a careers- related diagnostic test and supply the printed results as evidence of completion. Learners need to interpret the test results and review what they may or may not do differently in future in pursuit of their career aspirations, giving full reasons.

To achieve 2.2, learners must describe their career attributes through identifying their vocational skills and achievements, work experience, educational qualifications and interests, and the qualities they possess which support work functions. A CV they have prepared themselves can be used to provide some or all of the evidence.

For 3.1, learners need to provide details of the options generally available for work experience and training. They also need to assess which options they could pursue and specific details of how they would go about this.

For 3.2, learners must produce a detailed career plan. The timeframe for the plan should be decided by the learner but should cover a long enough span to show significant career progression. The plan could be produced after consultation with a careers adviser. Evidence of this consultation could be provided as record of the advice given, produced by the careers adviser.

The plan itself can be prepared from a set template and the content can be discussed and agreed with the tutor. The information contained within the plan must be prepared by learners and their career choice must be obvious. The plan should also record specific career goals. Realistic actions must be prioritised, appropriate resources utilised and progress reviews built into the plan.

Suggested resources

Websites

www.advice-resources.co.uk

<https://nextstep.direct.gov.uk/Pages/Home.aspx?referrer=CAS>

www.gov.uk/browse/working

Unit 7: Maximising Potential When Applying for a Job

Unit reference number: Y/503/2892

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners knowledge and understanding of how to access suitable job vacancies, together with the skills needed to prepare documentation in support of job applications.

Unit introduction

Gaining employment that matches their skills and knowledge is usually the aim for learners who want to maximise their potential when applying for a job. This unit will help learners to develop the skills needed to compete in the job market and promote themselves. Learners will focus on job seeking and expand their understanding of where and how job opportunities can arise. Besides developing the skills needed to apply for a job, learners will consider their potential and work experience so far, and how they can utilise and build on this for their immediate benefit.

Learners will examine how to find advertised vacancies and how they can best evaluate which sources of information are most helpful to their personal situation. Learners can reflect on their achievements so far, to consider their career plans and ambitions and look for appropriate opportunities.

Learners need to research into the organisations they will apply to. Learners need to find out about the sector, financial viability of the company and as much as possible about the job vacancy to help inform their application.

Learners will concentrate on how to produce a letter of application and make their CV best match an advertised post using the information they have gathered.

On completion of the unit, learners will have the skills and knowledge to produce a letter of application which draws on their CV, the job advertisement and the person specification.

Essential resources

Learners need access to computers, printers, telephones and photocopiers so that they can locate sources of job adverts and produce their evidence. They will also need time to visit organisations such as Jobcentre Plus, Connexions, their local library, and employment agencies.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to use sources of information to find job vacancies which maximise own potential	1.1	Research sources of information on job vacancies which match own skills and knowledge	<ul style="list-style-type: none"> □ <i>Information:</i> sources, e.g. websites for employment agencies, trade and professional magazines, journals and publications, notices in shop windows, on noticeboards and vehicles, Jobcentre Plus, work colleagues and ex-work colleagues, schools careers office, Connexions, social networks, family □ <i>Assessment of job vacancy sources:</i> match to own needs, e.g. relevance to self, sector, type of work, number of adverts, frequency of updating, accessibility; cost, time □ <i>Maximising potential:</i> how vacancies researched match to self, e.g. skills, experience, knowledge, achievements, qualities and interests; job, e.g. personal satisfaction, remuneration and benefits, travel to work, fit with other commitments, work-life balance; employer, e.g. mission statement, reputation, geographical location, training, progression
		1.2	Assess which sources are most appropriate for own purposes	
2	Understand how to use organisation-related information	2.1	Explain how to gather information on organisations for job applications	<ul style="list-style-type: none"> □ <i>Sources of information:</i> range, e.g. websites, search engines, annual reports, articles, HR departments, employment agencies, personal contacts
		2.2	Explain how information on organisations is used in job applications	

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to prepare documentation to support a job application	3.1 Prepare a letter of application to match the key competencies for a specific job vacancy	<ul style="list-style-type: none"> Letter of application: formal layout, e.g. addressed to a named person, tone, e.g. persuasive, holds attention, conveys personality, refers to relevant skills, experience and achievements, does not repeat information in CV, structured, key competences matched to job, positive tone
		3.2 Prepare a CV for a specified job vacancy	<ul style="list-style-type: none"> CV: suitable format selected, e.g. chronological, skills based or combination, information prioritised by relevance, easy to read and assimilate, skills and achievements highlighted, statistical support given to statements when possible, commercial font used, no graphics, text is clear and concise

Information for tutors

Delivery

Delivery of this unit would suit a workshop-style approach where learners have access to a variety of resources from which to research job vacancies. After clear instruction, group discussion, and possible question and answer sessions to check understanding, learners could be directed, in stages, to create their letter, CV and application form under supervision.

For learning outcomes 1 and 2, learners will need access to computers, printers, telephones and photocopiers so they can locate sources of job adverts and information about companies before producing their evidence. They will also need time to visit organisations such as their local Jobcentre Plus, Connexions centre, library, employment agencies, etc.

Group discussions or small- group work could be used to help learners decide on the criteria they will use to assess the different sources of job adverts.

Learners could create a chart where each source is compared against the same criteria, such as accessibility, cost etc, and this would be an effective way of displaying their individual assessments visually.

For learning outcome 3, tutors can provide examples of letters of applications, CVs for learners, in small teams or pairs, to discuss what works well and not so well. Question and answer sessions or quizzes on common traps and pitfalls could also add variety and reinforce learning. A variety of CV formats should be made available and the emphasis of each compared so that learners appreciate which style is best for which occasion. Tutors must emphasise that one CV is not going to be effective for all job applications and a targeted approach is needed so that a CV is adapted for the vacancy being applied for. At least one CV should be produced by each learner, as well as a letter of application. It is important to encourage learners to produce draft versions of these documents for review purposes.

To help focus learner attention, and add to the reality of the job market for learners, guest speakers from HR departments could be invited to talk about their organisation's recruitment and selection procedures and policies.

Guidance on how to complete application forms is provided on a range of websites. www.careersadvice.direct.gov.uk/helpwithyourcareer/appforms/sampleform is novel in that it provides an example application form which learners can click on to access advice on how to complete it.

Whilst assessment of this unit requires the completion of a paper-based application letter, discussions and practising of completing computer-based job applications would be helpful. If learners wish to experience completing a simulated online job application they can visit www.hull.ac.uk/careers/students-and-graduates/Application/index.html.

Assessment

To meet the assessment criteria for this unit, learners should identify at least two job vacancies that interest them. To identify these positions they will need to research sources of information, for example websites, media, Connexions. When undertaking this research, learners should record the information they found as evidence for 1.1. For 1.2, learners should give the advantages and disadvantages of each chosen source, ensuring that they refer to why they are appropriate, or not, for their purpose.

Before beginning the process of preparing a letter of application and CV, it is essential that learners know as much as possible about the organisation and position they are applying for. For 2.1 and 2.2, learners should gather as much information as possible and then use it as evidence of their understanding.

For 3.1 and 3.2, learners must produce a letter of application and CV for a specific job vacancy, ideally for the organisation already researched. The CV and application letter must demonstrate an understanding of the organisation and job learners are applying for and how it matches their own key competences.

Suggested resource

Websites

www.gov.uk/browse/working/finding-job

<http://www2.hull.ac.uk/student/careers/careerplanning/makingthetransition/makingapplications.aspx>

www.open.ac.uk/careers/applying-for-jobs.php

Unit 8: Strategies to Improve Job Interview Skills

Unit reference number: D/503/2893

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give learners knowledge and understanding of interview preparation, whilst developing their confidence through practising and reflecting on interview techniques.

Unit introduction

The labour market is becoming increasingly competitive and in this unit learners will develop skills to ensure they promote their skills, qualities and experience to obtain employment. Learners will have the opportunity to build on skills gained from previous interview experience and approach interview preparation and being interviewed with greater confidence. Although the unit concentrates on being interviewed for a job, the skills developed are transferable to any interview situation, such as college applications or joining a club or society.

Learners are encouraged to consider past performance and then explore the steps they need to take to prepare for a job interview. Learners will appreciate the different methods of assessment they may face and the questions they could be asked. They will also consider what answers to give and explore the effect of non-verbal communication. Finally, learners will be able to apply their knowledge and understanding and practise being interviewed.

On completion of the unit, learners will be able to reflect on their interview performance and have a clear understanding of how to improve their interview technique.

Essential resources

Learners will need access to job vacancy information. They must be given the opportunity to participate in simulated interviews. Audio and video recording equipment will be useful for delivery and assessment.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know how to prepare for a job interview	1.1	Identify strengths and areas for improvement in relation to own previous interview performance	<ul style="list-style-type: none"> □ <i>Reflection on own previous performance:</i> previous interview performance, e.g. usefulness of preparation, ability to show how skills and experience are ideal for the job, utilising opportunities to show relevant achievements, anticipation of questions, quality and effectiveness of answers, use of appropriate body language, facial expressions, tone of voice, use of relevant questions, ability to give a presentation and/ or pass assessments
	1.2	Describe the steps needed to prepare for an interview using previous experience	<ul style="list-style-type: none"> □ <i>Practical preparations:</i> arrangements, e.g. confirm attendance, find out what type of interview, e.g. informal, formal, one to one, panel, group; research and understand information about the employer and job vacancy, anticipate questions, prepare and rehearse appropriate answers, questions to ask; travel, timing, collect documents/paperwork to take, e.g. notes, questions, certificates; avoid anxiety, e.g. talk to friends and family, recall achievements, use perspective, deep breathing; personal preparation, e.g. suitable clothing, shoes hair, make-up, personal hygiene

Learning outcomes		Assessment criteria	Unit amplification
2	Understand what is expected in an interview situation	2.1 Explain what employers expect from interview candidates	<ul style="list-style-type: none"> Employers expectations : being prepared, e.g. knowledge of organisation, have questions ready, know application information, read job and person specification, punctuality, appropriate dress, politeness
		2.2 Prepare interview questions and answers for a specific job role	<ul style="list-style-type: none"> Questions: direct, e.g. why do you want to work here? have you done this kind of work before?; indirect, e.g. tell us something about yourself?; discursive e.g. where do you see yourself in two years time?; reflective, e.g. what do you consider to be your weakness?; information giving, e.g. how did you travel here? what experience do you have with IT?; range of examples, e.g. why should we employ you? why did you leave your previous job? what are your career goals and aspirations?
		2.3 Compare methods of assessment used at interviews	<ul style="list-style-type: none"> Answers: presenting information, e.g. verbal, handouts; relevant information, clear and concise; check understanding Assessment activity: personality, e.g. Myers Briggs, insight; skills, levels of competence, presentations; methods, e.g. assessment days, tests, paper, online, oral, discussion groups, meetings, assessment centres
		2.4 Explain types of presentation required at interviews	<ul style="list-style-type: none"> Presentation: types, e.g. oral, using ICT, e.g. PowerPoint; focused, being original, keeping to brief and time

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to participate in an interview	3.1	Demonstrate appropriate behaviours in an interview	<ul style="list-style-type: none"> □ <i>Answering</i>: e.g. being inspiring, confident, expanding on information, providing appropriate evidence, generating interest, using appropriate method of delivery, keeping to time, not talking too much □ <i>Questioning</i>: purpose, e.g. to clarify about the job and/or organisation, ensure relevance, being confident □ <i>Body language</i>: appropriate dress, posture, eye contact, tone and pace of speech, facial expressions, proximity, greetings, e.g. handshake
		3.2	Describe how body language, tone of voice and facial expressions may affect an interview	
4	Be able to reflect on own interview performance	4.1	Review interview performance against expectations and preparation	<ul style="list-style-type: none"> □ <i>Recommended improvements for own performance</i>: self-reflection on outcomes, e.g. rehearse answers to anticipated questions, maintain more focus, exercise more self-discipline, pause and think before answering, request clarification, review useful information before the interview for better recall, gain a greater appreciation of own abilities, make more effort with presentations, be more aware of own body language, make more effort to dress appropriately, improve timing
		4.2	Recommend improvements for own interview performance	

Information for tutors

Delivery

It will be essential for learners to have ample opportunity to practise their interview technique. Feedback from tutor and peer observations will be helpful. Learners will benefit from visual as well as oral feedback, so the use of video/DVD recording would be extremely helpful. Audio recording equipment would also be useful to enable learners to hear the pitch, pace and tone of their voice during interviews.

Tutors should ensure learners have a good understanding of how to use the equipment and that they are used to being recorded. As part of preparing to deliver the unit it would be helpful for tutors to collect a selection of job adverts (and the job and person specifications that support them) for vacancies that would be realistic for learners to fill.

Another important aspect of delivery will be encouraging learners to share their interview experiences, both their successes and their less enjoyable experiences. This can be used to develop and expand on the subject and will keep the unit relevant for learners.

After the initial introduction to the unit, learners could think about the interviews they have had. In preparation for learning outcome 1, they could list what the interviews were for and who interviewed them. Learners could work in pairs to discuss how those interviews went (the tutor may have to encourage learners to recollect and share this information). Learners could then record their reflections. If not many learners have had interviews this exercise could be postponed until after all learners have experienced mock interviews. Learners could then reflect on their experience of the mock interviews.

A tutor-guided group discussion on preparing for interviews would be a good foundation which learners could refine and then produce their own work. Tutors could also refer learners to sources of further information, for example websites, DVDs and career textbooks.

For learning outcome 2, a group discussion, or learners working in pairs and feeding back to the group, could be used to examine what employers expect from interviewees. It will be important for learners to put themselves in the shoes of employers and ensure they restrict their thoughts to thinking about the interview process and not doing the job itself.

In relation to methods of assessment, tutors could provide a selection of examples for learners to consider and compare in small groups. These could be obtained from the centre's own HR department or through other employers.

In preparing to cover the subject of interview questions and answers, tutors could provide a job advert and supplementary information, such as a company leaflet, website pages, job and person specifications, and ask learners to work individually, in pairs or small teams to record questions that could be asked. Discussion on these questions could then follow. Tutors could also explain about the classification of questions and the importance of open-ended questions to an interviewer etc.

Tutors could supply personal, educational and employment details for a fictitious interviewee. The group could then form different pairs or teams and answer the questions for the interviewee. They could also explain the different ways information could be given to the interviewer in addition to verbally, for example by handouts or presentations. On completion, answers could be compared to see who

produced the clearest and most persuasive ones, and why. This could provide sufficient ground work for learners to develop their own questions and answers for a job vacancy they could apply for. Learners can use the same advertisement they worked on earlier for interview preparation.

How to give presentations at interviews and the topics that may be requested could be delivered by drawing on learner and tutor experiences. Information for discussion could also be sourced from websites and careers books.

For learning outcome 3, learners will need to practise what they have learned. Mock interviews with tutors or other designated members of staff, or if necessary other learners, preferably recorded for comprehensive feedback, will be a good foundation for improving their technique. If peers are interviewing or observing, ground rules on how to give appropriate feedback should be covered. If resources permit an interview panel would be good for interviewees to experience.

The interviewer can use the job advertisement used by learners to describe interview preparation and likely questions and appropriate answers (1.2 and 2.3) for the first interview.

Body language, tone of voice and facial expressions could be delivered through tutor-led demonstration and group discussion. Learners could be asked to research the subject further, drawing on information in textbooks and websites.

Learning outcome 4 can be achieved by learners identifying the improvements they believe they could make to their interview performance, immediately after their mock interviews. The tutor can draw out suggestions from learners about minor or major improvements. This should follow on from time spent reflecting on how learners performed in comparison with their initial expectations and preparations, as recorded for learning outcome 1.

Assessment

To meet 1.1, learners can draw on any interview situations if they have not yet experienced a job interview (for example interview with a tutor for a college course, interview by charity staff for voluntary work). If learners have no prior interview experience at all, they can draw on their performance in the mock interviews for this unit.

Learners must give a reasoned account of their performance, with examples to support statements of what went well and not so well and how they think this affected the outcome. They may draw on any aspect of the interview, including tests undertaken and presentations given.

To achieve 1.2, learners need to give a thorough account of how they would prepare for a job interview. They could explain how they would prepare for a job vacancy they have selected. Learners should not use the same job adverts. To achieve 2.1, learners need to provide sufficient information that another learner could use to achieve success at an interview. Learners could present this information as a factsheet or guidance note for interviewees. Individual work is expected, although ideas may have been generated in group work beforehand.

For 2.2, learners must state at least two questions that could be asked in relation to an advertised job vacancy they have found that is suitable for them. This could be the same job advert they used for 1.2. Answers to these questions should be given on the basis that they are the interviewee and should be persuasive and show individual preparation.

For 2.3, learners must compare at least two features of two different methods of assessment and record their findings in writing. The features chosen should be left to the learner's discretion but tutors could provide a range from which they should be selected. Examples include subject matter, time taken to complete the assessment, resources required by the interviewee to complete assessment, cost to the interviewee, cost to the employer, preparation, and benefits to the interviewer and interviewee.

For 2.4, learners need to explain the different ways in which they can deliver presentations in an interview. Reference to the use of technology and/or documentation is expected, as are examples, in broad terms, of the likely subject matter. For 3.1, learners need to demonstrate their ability to answer questions effectively, ask relevant questions, manage their body language, and participate appropriately (for example demonstrate rapport building, good manners, patience and respect) in a mock interview with a designated person or persons. The interview could be based on the job vacancy they used for 2.1 and 2.2.

Evidence could be provided by the tutor completing a checklist of observations. The checklist needs to have some space to record why the criteria were met. For example, if a box is ticked to indicate effective answers to questions space needs to be provided for the reasoning, such as 'learner referred to key skills and achievements, and gave examples of relevant experience'. Alternatively, the interview performance can be video recorded and the tutor can complete a declaration that the assessment criteria were met.

For 3.2, learners need to describe in words (they can also use actions if that is helpful) how body language, tone of voice and facial expressions may affect the outcome of an interview. Learner evidence will ideally be recorded on video, but may also be written or recorded on audio tape. Descriptions must be detailed enough to show a clear understanding of these subjects, sufficient to enable the learner to adhere to interview etiquette.

For 4.1, learners are expected to reflect on their interview performance, and compare how they did with their expectations and preparation from 1.1 and 1.2. This could be through discussion, or in a tabulated or checklist format.

For 4.2, learners need the opportunity to discuss how they might improve their interview performance with the tutor or a designated person. This discussion should lead to learners independently providing improvements that could be made. The improvements should be described showing a clear and unequivocal understanding of what the learner needs to do. This information could be written or recorded on audio or video tape.

Suggested resource

Websites

www.cipd.co.uk

www.gov.uk

www.open.ac.uk

www.worksmart.org.uk

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the benefits of confidence for work	1.1	Analyse examples of confident behaviour for work	<ul style="list-style-type: none"> □ <i>Confident behaviour</i>: manifestations, e.g. belief in one's own abilities, limited concern about what others think, speaking up, giving your best body language, e.g. posture, eye contact, facial expressions, gestures, verbal, e.g. tone of voice, expression; positive approach, e.g. clear goals, specific aims; consequences, e.g. ability to stay calm, ability to manage criticism, ability to admit and learn from mistakes □ <i>Benefits to work</i>: e.g. inspire confidence in others, willing to take on challenges, better able to take informed risks, ability to tolerate uncertainty, ability to make decisions
		1.2	Explain benefits of confidence for work	
2	Understand how confidence is supported by assertive behaviour	2.1	Examine situations of assertive behaviour	<ul style="list-style-type: none"> □ <i>Assertive behaviour</i>: e.g. protecting one's rights without anger or aggression, right to say no, right to disagree, right to be responsible only for yourself and own actions, right to make mistakes, respecting the rights of others, listening, clarity of expression, having honest discussions, negotiating, taking the lead, clarifying expectations, making decisions □ <i>Benefits of behaving assertively</i>: e.g. increased confidence, self-worth, resolution of problems where rights of all parties are recognised, others can be persuaded without bullying, enriched relationships
		2.2	Explain how behaving assertively develops confidence	
3	Understand how to develop confidence for work	3.1	Analyse ways to improve own confidence at work	<ul style="list-style-type: none"> □ <i>Ways to improve confidence</i>: techniques, e.g. utilising self-awareness, record achievements, e.g. SWOT (strengths, weaknesses, opportunities and threats) analysis; consider what aspects of self-confidence are important, e.g. giving a presentation, interview skills, dealing with a complaint, set small goals, identify skills required to achieve goals, be positive, use visualisation, practise, learn how to handle failure, make goals more challenging, use a mentor
		3.2	Produce a plan to improve own confidence for work	

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, role play and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

When introducing this unit, tutors could help learners to identify individuals who exhibit confident behaviour. This may be achieved through discussion or a thought shower exercise. Learners could work in small groups to analyse videos of people in different situations, for example being interviewed or performing and answering questions, to identify confident behaviour.

A group discussion could follow to establish the behaviour confident people demonstrate including interpersonal and communication skills, non-verbal skills, positive approaches and responses to criticism. The benefits of confidence at work could be explored by inviting a guest speaker, such as an employer or human resources manager, to talk to learners. Learners could prepare questions to ask about how the organisation benefits from having confident employees.

To introduce the topic of assertiveness for learning outcome 2, the tutor could ask learners to give examples of situations they have observed where a customer is complaining about a purchase or poor service. The tutor could then take the role of a dissatisfied employee behaving aggressively in a role-play demonstration, for example complaining to the line manager about having to work overtime at the weekend. Tutor-led discussion about the difference between assertive and aggressive behaviour could follow, for example keeping calm and considering the feelings of others versus shouting and confrontational behaviour. Learners should work in groups to suggest how the employee could behave assertively, rather than aggressively, in the role-play situation. Learners feed back to the group by role playing assertive behaviour. In the group discussion, learners could agree guidelines for assertive behaviour in the workplace.

Learners could analyse a case study showing the successful resolution of a workplace conflict where assertive behaviour is used, for example a performance review by a manager concerning the employee's poor time management skills. The employee listens carefully, keeps calm in the face of criticism, has an honest discussion and agrees expectations. Discussion could follow about how successful resolution helps the employee to feel confident by taking responsibility for their own actions and showing positive, considerate and professional behaviour.

For learning outcome 3, learners could work in pairs to research how to assess confidence, for example questionnaires or SWOT analysis, and present their findings to the group. Learners could work individually to assess confidence and conduct research on how to develop their confidence to benefit them at work.

Assessment

This unit can be assessed through a series of structured tasks including a mixture of theory and practical application.

To achieve 1.1, learners must give examples of confident behaviour. This may be achieved through a description of different work-based scenarios which illustrate learners role playing key behaviours. Other forms of evidence could include videos of work-based situations.

For 1.2, learners must explain how confidence is an advantage for the individual at work in at least two different ways. The explanation may be supported by examples.

For 2.1, learners must provide details of at least two different behaviours which show assertiveness. Evidence may be scenarios which are videoed. Alternatively, evidence may be descriptions of scenarios where the breadth of assertive behaviours is demonstrated.

For 2.2, learners must make the link between assertive behaviour and confidence. They need to clarify how behaving assertively supports the confidence of the individual. Examples from work scenarios can be used to support their response.

For 3.1, learners could complete an analysis of their confidence, for example a SWOT analysis. At least two strengths, weaknesses, opportunities and threats should be identified and assessed.

For 3.2, learners should use the analysis and consider different ways in which they can plan to build on their confidence.

Suggested resource

Textbooks

Back K and K — *Assertiveness at Work: A practical guide to handling awkward situations* (McGraw-Hill, 2005) ISBN 0077114280

Burton K and Platts B — *Building Self-Confidence For Dummies* (John Wiley & Sons, 2005) ISBN 0470016698

Websites

www.businessballs.com/swotanalysisfreetemplate.htm

www.businessballs.com/self-confidence-assertiveness.htm

www.mindtools.com/selfconf.html

Unit 10: Negotiation Skills and Persuasion in the Workplace

Unit reference number: T/503/2902

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give learners the knowledge and skills needed to develop and apply persuasion and negotiation techniques in workplace situations, and review these skills for future improvement.

Unit introduction

The skills which enable us to negotiate using persuasion can be applied to aspects of both our personal and professional life. These skills include being able to communicate verbally and non-verbally, showing flexibility and resolving conflict. In this unit learners will have the opportunity to develop and demonstrate skills in these key areas.

Learners will explore persuasion skills and situations in the workplace where persuasive techniques may be used. They will examine the negotiation skills and techniques required for a range of situations which may arise in the workplace, including conflict resolution.

On completion of the unit, learners will be able to apply their knowledge of persuasion and negotiating skills and techniques to a practical situation, review the skills they used and recommend how they can develop their skills.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria		Unit amplification
1 Know about persuasion in the workplace	1.1	Describe situations in the workplace where persuasion is used	<ul style="list-style-type: none"> □ <i>Persuasion</i>: behaviours, e.g. convincing, influencing, reducing resistance to new ideas, getting people to do what you want them to do □ <i>Situations where persuasion is used</i>: types, e.g. sell a product, get others to accept new procedures, get others to accept a new approach, take on a new role with new responsibilities, change working patterns, carry out more work with fewer resources, take on a new challenge
	1.2	Outline skills used to persuade others	<ul style="list-style-type: none"> □ <i>Skills</i>: range, e.g. establishing trust, arguing, reasoning, motivating, encouraging, empathy, handling objections and resistance

Learning outcomes	Assessment criteria		Unit amplification
2	2.1	Explain ways to use negotiation in the workplace	<ul style="list-style-type: none"> □ <i>Negotiation</i>: behaviours, e.g. compromise to settle an issue or argument, give and take to reach fair consensus, resolution of situations where what you want conflicts with what someone else wants, both sides feel positive about the result, creating a win/win situation □ <i>In the workplace</i>: situations, e.g. contracts, pay rise, appraisal targets, work rota, allocation of responsibilities in a team, pricing for a service or product
	2.2	Demonstrate the skills required to negotiate	<ul style="list-style-type: none"> □ <i>Skills</i>: verbal communication, e.g. tone, listening; non-verbal communication, e.g. eye contact, gestures, proximity, posture, facial expression, awareness of non-verbal communication of others; flexibility; resolving conflict □ <i>Negotiation techniques</i>: behaviours, e.g. set out objectives, know your limits, know what the other party is trying to achieve, discuss incentives/rewards for the other party, see points of view of other party, manage conflict, close the deal
3	3.1	Evaluate own skills used in negotiating	<ul style="list-style-type: none"> □ <i>Evaluation of negotiation skills</i>: consider, e.g. effectiveness of skills in achieving win/win result, how successful communication skills were used in reaching consensus, how demonstrating flexibility helped to achieve fair result, use of conflict resolution to settle the issue
	3.2	Identify areas for improvement of own skills	<ul style="list-style-type: none"> □ <i>Areas for improvement</i>: types, e.g. research into non-verbal communication, e.g. NLP, further training in conflict resolution; identify areas to improve in response to feedback

Information for tutors

Delivery

This unit has been designed to make the key topics as practical as possible to help learners understand how to develop their skills and apply them to the workplace. Drawing on real-life situations through the use of demonstrations, role play, guest speakers and extracts from television programmes or films will help learners to relate the unit content to the workplace.

To introduce the unit, learners could consider situations they have been involved in where negotiation and persuasion skills have been used. Discussion could include the success of different techniques and defining the difference between persuasion and negotiation.

For learning outcome 1, learners could explore demonstrations of selling techniques used in advertising and videos of television programmes such as *Dragons' Den*. They can analyse persuasion skills used by successful individuals. Learners could go on to consider how these skills apply to other situations where persuasion is required. A guest speaker from a charity could speak to learners about techniques used to persuade people to donate and volunteer.

Learning outcome 2 could be delivered through role play of situations learners are familiar with, such as negotiating for an extension for assignment completion or for a price reduction on a purchase, to help them appreciate the techniques used for successful negotiation, such as having clear objectives, knowing your limits and appreciating the point of view of the other party. Role play also gives learners the opportunity to practise their negotiation skills, such as communication, flexibility and conflict resolution, which will help them prepare for learning outcome 3.

In a group discussion, learners could identify situations in the workplace where negotiation may be required and should be encouraged to consider their own experiences in the workplace. Analysing workplace negotiation scenarios in small groups, followed by a discussion about the application of negotiation techniques and skills to different workplace situations and their effectiveness in achieving a win/win result, will help prepare learners for the self-evaluation required in learning outcome 3.

Learners could select a workplace scenario to demonstrate their negotiation skills which could be provided by the tutor or devised by learners. Learners need to consider the particular negotiation techniques required in the scenario, for example the incentives for the other party, or their own limits. Learners could demonstrate their negotiation skills to another learner, which may be recorded or observed by the tutor. Peer assessment of the effectiveness of negotiation skills will help learners to self-evaluate objectively.

For learning outcome 3, learners could work in groups to devise a format to evaluate their negotiation skills. This may be in the form of questions, for example was a win/win result achieved? how successful were non-verbal communication skills? how well was flexibility demonstrated? Learners could carry out individual internet research into how to develop identified areas for improvement.

Assessment

The information required for 1.1 and 1.2 may be combined into one assignment task and evidenced in a variety of ways. For example, learners may gather the information and present it to the group or they may prepare a factsheet. For 1.1, learners need to describe at least two different workplace situations where persuasion is used.

For 1.2, learners must demonstrate their understanding of at least two different skills required to persuade others. Examples of how the skills can be used in the workplace situations described in 1.1 will support their explanation.

For 2.1, learners must explain in detail how to negotiate in at least two different workplace situations. They must explore at least two negotiation techniques and try to ensure successful resolution for both parties.

For 2.2, learners need to demonstrate verbal and non-verbal communication skills, flexibility and resolution of conflict in a negotiation situation. This may be achieved in a role-play situation. The situation may be devised by the learner or chosen from a selection produced by the tutor and may be a one-to-one or group situation. Evidence may be videoed or be a witness statement from the tutor.

For 3.1, learners need to consider the effectiveness of the negotiating skills used in 2.1. The evaluation must include a consideration of how successfully verbal and non-verbal communication skills, flexibility and resolution of conflict were used in the negotiation situation.

For 3.2, learners need to identify at least two aspects of their negotiating skills that could be developed.

Suggested resources

Textbooks

Borg J — *Persuasion: The Art of Influencing People, 3rd edition* (Prentice Hall, 2010) ISBN 0273734164

Goldstein N, Martin S and Cialdini R — *Yes! 50 Scientifically Proven Ways to be Persuasive* (Free Press, 2009) ISBN 1416576142

Peeling N — *Brilliant Negotiations: What the Best Negotiators Know, Do and Say and Do* (Prentice Hall, 2011) ISBN 0273743244

Pirie M — *How to Win Every Argument: The Use and Abuse of Logic* (Continuum International Publishing Group Ltd, 2007) ISBN 0826498949

Websites

www.ebsglobal.net/programmes/negotiation-quiz

www.businessballs.com/salestraining.htm

Unit 11: Giving and Receiving Feedback

Unit reference number: A/503/2903

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to give learners the knowledge and skills required to give and receive feedback in workplace situations, and identify areas for improvement.

Unit introduction

Giving and receiving feedback is an important part of the communication process within the workplace. People are the most important resource for any business and honest, constructive feedback enables them to clarify tasks and issues, avoiding misunderstandings and ensuring a healthy and productive working environment.

Feedback enables people to learn and progress personally and professionally.

In this unit learners will explore situations in which feedback could be given, and by whom, both at work and in less formal circumstances. They will develop their knowledge and understanding of why we sometimes avoid feedback and the benefits it can bring to all parties when given. Not all feedback is positive and constructive, it can be negative and destructive. This unit will enable learners to develop skills in and knowledge of giving and receiving feedback in a range of situations.

Learners will examine established methods of giving feedback and have the opportunity to develop essential skills to give and respond to feedback. Learners will practise these skills and apply them in a given situation.

Learners will explore the benefits of receiving feedback, and why people sometimes avoid this, and examine the techniques and skills needed. Learners will have the opportunity to practise and develop skills in practical situations and to review and work out plans for improvement.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the purpose of constructive feedback in the workplace	1.1	Describe the types of situation where feedback may be given	<ul style="list-style-type: none"> □ <i>Feedback situations:</i> formal, e.g. performance review, team debriefing, target assessment, interview; informal, 360 feedback, e.g. social behaviour, customer service, friends' actions or comments
		1.2	Describe the purpose of constructive feedback in the workplace	<ul style="list-style-type: none"> □ <i>Purpose:</i> confidence building, performance improvement, identify strengths and weaknesses, correction, achievement
		1.3	Identify reasons for avoiding giving and receiving feedback	<ul style="list-style-type: none"> □ <i>Avoidance:</i> reasons, e.g. fear of conflict, being disliked, lack of confidence
		1.4	Outline the benefits of constructive feedback	<ul style="list-style-type: none"> □ <i>Benefits:</i> provides win-win outcomes, learning and development, increases self-awareness, know how others view behaviour or performance, creates an open and productive working environment, opportunity to ask for help

Learning outcomes		Assessment criteria	Unit amplification
2	Be able to give and receive constructive feedback	2.1 Explain techniques and skills required for giving and receiving constructive feedback in workplace situations	<ul style="list-style-type: none"> □ <i>Techniques:</i> types, e.g. sandwich, constructive criticism, BIFF, i.e. Behaviour, Impact of behaviour, own/others Feelings, Future behaviour
		2.2 Demonstrate skills required to give and receive constructive feedback	<ul style="list-style-type: none"> □ <i>Skills for giving feedback:</i> planning, e.g. where, when and why, timing, listening, asking open questions, reflecting back, negotiation; awareness of receiver's needs; giving positive and negative feedback; awareness of legal issues regarding discrimination, on grounds of sex, race, disability, sexual orientation, religion □ <i>Skills for receiving feedback:</i> behaviours, e.g. open minded, willing to learn, listening, clarifying, questioning
3	Be able to review own skills in giving and receiving constructive feedback	3.1 Review own skills in giving and receiving constructive feedback	<ul style="list-style-type: none"> □ <i>Analyse skills:</i> effectiveness, e.g. in giving feedback, receiving feedback, identify areas of difficulty
		3.2 Recommend improvements to own skills when giving and receiving constructive feedback	<ul style="list-style-type: none"> □ <i>Areas for improvement:</i> list improvements needed, e.g. skills for giving feedback, skills for receiving feedback; identify help required, e.g. observing others, training

Information for tutors

Delivery

This unit lends itself to the 'learn, practise, assess' model of delivery. The theory of giving feedback can be taught in a structured way, practise is essential for learners to be able to give constructive criticism and to receive feedback in a positive manner. Learners should have the opportunity to consider all situations where they have experienced receiving feedback, both positive and negative, the manner in which the feedback was given and how it made them feel. This will help them to understand the benefits of using a set format when giving feedback and how, in turn, this makes feedback easier to receive and respond to.

To introduce the unit it would be useful for learners to thought shower their experiences of feedback in a variety of situations, for example at college or school, socially, at work. They could expand these discussions by thinking about specific situations, for example where they would like to have given feedback but did not and the reasons why. There are a number of short video clips on YouTube that could help to engage learners and broaden their knowledge of the range of situations in which feedback is given.

Tutors need to explain how constructive feedback can be beneficial even if the feedback relates to a negative situation. Again, there are short clips on YouTube, delivered by professionals in the behavioural field that learners could view and discuss. It is important that tutors capture ideas and suggestions which relate to the assessment criteria on a board or flipchart for learners to use when producing their evidence.

Learning outcome 2 could be delivered initially by tutors describing feedback models and relating them to situations where they would be most useful, for example using the BIFF model to tackle someone who constantly talks in class or an employee who is frequently late to meetings, or the sandwich model when feeding back on an assignment that has good points but also some areas for improvement or to an employee who has completed a project well and to time but missed some detail.

Working to a given scenario, learners should have the opportunity to practise using the model they consider the most appropriate to the situation in small groups. This could be followed by a broader discussion where the whole group could unpick the skills that they felt were needed during the small-group activity, with the tutor contributing as necessary. Each learner should record a list of the skills necessary to give and receive effective feedback.

Learners need to apply the skills they have developed through role playing set scenarios. This could be in groups of three with each member of the group taking on the role of giver, receiver and observer in rotation. For this activity the tutor would need to prepare three different scenarios to keep learners engaged and allow all learners to develop their own ideas. Roles should rotate every 30 minutes allowing 20 minutes for role play and 10 minutes for the observer's feedback. The tutor would need to circulate and observe. Each member of the group will have the opportunity to observe and feed back and a simple form should be drawn up to enable learners to comment on key skills used and areas for improvement. Feedback should be given to each participant and learners need to record this for assessment.

A plenary session could then identify general themes in terms of what went well and what could be improved. Notes from this, plus the completed observer's sheet and tutor observation forms, would form the basis for learners' evaluation of their own feedback skills for learning outcome 3.

Assessment

Learners could produce a short guide to giving and receiving feedback, in which they cover the various assessment criteria in a structured and informative way.

For 1.1, 1.2, 1.3 and 1.4, learners could describe the purpose of 'feedback' and identify reasons why people avoid giving and receiving feedback. This should also include an outline of the benefits of constructive feedback. Learners could evidence their understanding of the benefits of constructive feedback for 1.4, by linking this to a situation they would like to have changed and showing how it could have been improved.

For 2.1, learners can describe a feedback situation, using the set scenario, giving reasons for the model chosen. By explaining what went well and not so well, learners will demonstrate that they know how to give feedback.

A video recording of the learner could be used as evidence of them demonstrating skills needed to give and receive feedback. 2.2 could also be evidenced through completed peer group and tutor observation forms.

Assessment criteria 2.2, 3.1 and 3.2 could be evidenced through a combined task. Learners could demonstrate their skills in giving and receiving feedback in a role-play situation. They could then review the skills they demonstrated and recommend how to improve their skills in both giving and receiving feedback.

Suggested resources

Textbook

Hathaway P — *Giving and Receiving Feedback (50 minute Series)* (Crisp Publications Inc, 1997) ISBN 1560524308

Websites

www.businessballs.com

www.dummies.com/how-to/content/giving-constructive-feedback.html

<http://managementhelp.org/commskls/feedback/feedback.htm>

Unit 12: Project Management Skills

Unit reference number: Y/503/2908

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills required to plan a project for successful completion on time and within budget.

Unit introduction

Projects are a part of many work situations such as moving to a new office, organising a conference, or marketing a new product or service. In this unit learners will develop their understanding of how to manage complex activities and tasks using the concepts of project management, and have the opportunity to develop the required skills.

Project management skills are transferable and can be applied to a range of situations both in work and personal life. Planning and leading a project is a significant achievement, whatever the project's size and complexity. The personal skills developed in this process and the experiences gained are important to employers.

Learners will explore the need for projects to be managed and will learn about the concept of project management. The skills required to manage projects efficiently are investigated, and learners will analyse their own project management skills.

On completion of the unit, learners will be able to apply skills and knowledge to plan a project to an agreed specification.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know the purpose and process of project management	1.1	Describe the purpose of project management	<ul style="list-style-type: none"> □ <i>Purpose of project management:</i> definition of a project; reasons for project management, e.g. way of managing complex tasks and activities, needed where different outcomes are possible, considers all options, includes needs of all stakeholders, enables all activities and resources to be planned to achieve outcomes, considers activities in parallel, includes risk management; applies to projects of different sizes and complexity; can be applied to wide range of projects, e.g. services, materials, production, storage, distribution, selling, marketing; human resources, quality
		1.2	Outline the process of project management	<ul style="list-style-type: none"> □ <i>Process of project management:</i> consult stakeholders, e.g. customers, project manager, project team; establish goals, agree precise specification; plan project, e.g. stages, activities, critical path analysis, project timescales, build in slippage, pick project team, financial planning, contingency planning, inform team, delegate tasks, motivate team, check and measure progress, adjust plans, keep team informed, complete project, review and report outcomes

Learning outcomes		Assessment criteria		Unit amplification
2	Understand skills and knowledge required for project management	2.1	Explain the skills and knowledge needed for project management	<ul style="list-style-type: none"> □ <i>Skills for managing a project:</i> types e.g. leadership, organisational, attention to detail, methodical, planning, persistent, motivating, accurate and precise communicator, time management, cost conscious, accurate record keeper, risk management, able to manage others, good facilitator, accountable, honesty, negotiation, able to solve problems
		2.2	Analyse own skills for project management	<ul style="list-style-type: none"> □ <i>Knowledge for managing a project:</i> types, e.g. content of project agreed by all stakeholders, timescales agreed, purpose clear □ <i>Self-analysis:</i> types, e.g. personal skills audit, matching own skills with skills required for project management, recognition of gaps in own skills
3	Be able to plan a project to a given specification	3.1	Outline details of a selected project to a given specification	<ul style="list-style-type: none"> □ <i>Project planning:</i> tasks, e.g. consultation with stakeholders, project specification (terms of reference), project schedule, risk management strategy, process management, e.g. monitor progress and quality of work, periodic review, milestone evaluation, spreadsheet to monitor budget/cash flow, keep team informed, project handover, how project will be evaluated
		3.2	Develop a plan to manage a selected project to a given specification	

Information for tutors

Delivery

As many practical activities as possible should be included to help learners relate the theoretical concepts and models in the unit content to practical work situations. A wide range of techniques, including presentations, seminars and guest speakers, can support learning. Additional learning resources include journals, video, DVDs, case studies, presentations and group work.

To introduce this unit, learners could consider projects they have been involved in, for example small-group work assignments in a learning situation, enterprise activities with a voluntary organisation or jobs in a work situation. Further discussion will help learners to appreciate that projects can come in different shapes and sizes, from the small and straightforward to extremely large and highly complex.

A question and answer session could establish why projects need to be managed and what could result if projects were not managed carefully. Learners could use their own experiences to explore reasons for careful project management which could be collated on a flipchart. Learners could research the process of project management using the internet and present their findings as a flow chart. Tutors could explain the use of critical path analysis and Gantt charts in the project management process.

In small groups learners could consider case studies of different projects to identify how the different stages in the project management process were applied. Learners could feed back their findings to the whole group.

For learning outcome 2, guest speakers with project management experience could be invited to speak about different projects that they have managed. Learners could prepare questions to ask the speakers about the range of skills project managers require and why these skills are crucial to successful project outcomes. Learners could work independently to consider their own project management skills.

Learners will need to work independently to plan a project from a specification for learning outcome 3, applying the process of project management. The terms of reference for the project may be suggested by learners, supported by the tutor. Learners who are in work or work experience could discuss a suitable project specification with their supervisor or line manager. Alternatively, tutors may provide different project specifications for learners to select from, for example an assignment or a piece of coursework.

Assessment

Assessment criteria 1.1, 1.2 and 2.1 may be combined into one assessment task as a leaflet providing information for an employee who is new to project management.

For 1.1, learners need to describe at least two different reasons for project management. Examples may be given to support their response.

For 1.2, learners need to give a clear outline of the key procedures required in project management and the order in which they need to be undertaken. This may be presented as a flow chart with notes. Other forms of evidence may be used.

For 2.1, learners need to explain why at least two skills and at least two areas of knowledge are required for successful project management.

For 2.2, learners need to consider the effectiveness of their own project management skills. Learners must include a personal analysis of the required skills. The analysis may be supported with examples of situations where the learner has demonstrated these skills.

For 3.1, learners need to outline a selected project to a given specification.

For 3.2, learners need to demonstrate how the selected project in 3.1 will be managed, showing briefly what will happen at each stage of the project management process. This may be presented in the form of a chart or a mind map. Other forms of evidence may be used such as a PowerPoint presentation, recorded or supported by a witness statement from the tutor.

Suggested resources

Textbooks

Billingham V — *Project Management: How to Plan and Deliver a Successful Project* (Studymates Ltd, 2008) ISBN 1842851306

Graham N — *Project Management for Dummies, UK Edition* (John Wiley & Sons, 2010) ISBN 0470711191

Posner K – *Project Management Pocketbook* (Management Pocketbooks, 2008) ISBN 9781903776872

Websites

www.businessballs.com/project.htm

www.projectsmart.co.uk/introduction-to-project-management.html

www.projectsmart.co.uk/creating-a-gantt-chart-using-excel.html

Unit 13: Organising and Chairing Meetings

Unit reference number: T/503/2897

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners knowledge and understanding of the arrangements for organising meetings, together with the opportunity to develop the skills needed to chair a meeting.

Unit introduction

Meetings are held at all levels throughout an organisation and are an essential vehicle for giving and obtaining information, for discussion and agreement. How formally they are conducted and who should participate depends on their purpose.

Discussions on company policy, planning organisational structure and growth would be formal matters for a partnership or board of directors, and therefore formal procedures would be followed. However, a discussion about the annual office party could be an informal meeting amongst colleagues. In this unit learners will explore the different types of meeting that take place in the workplace and become familiar with their appropriate structure and attendance.

Learners will develop an understanding of the roles and responsibilities of the main officials and attendees of a formal meeting. They will examine the organisation of meetings including venue and catering arrangements, all associated documentation and meeting structure, content and timing.

This unit gives learners the opportunity to practise the skills required to manage and control a meeting through their application in a formal meeting situation. This will enable them to build on skills such as listening, time management and summarising information.

On completion of this unit, learners will have experienced preparing for and chairing a meeting and will assess their own contribution to the meeting, the skills they have developed and those they need to build on.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to organise meetings	1.1	Describe types of meeting	<ul style="list-style-type: none"> □ Meetings: informal, e.g. ad hoc team meetings, corridor meetings; formal, e.g. AGM, board meetings, team meetings, governors' meetings, parish council meetings
		1.2	Outline the preparation required for a meeting	<ul style="list-style-type: none"> □ Preparation: tasks, e.g. book venue and catering, identify purpose and aims of a formal meeting; paperwork, e.g. notice of meeting, agenda, papers and documents to support agenda items, previous minutes; needs of attendees, e.g. diet, access, disabilities; use of scheduling software
2	Understand how the responsibilities and actions of individuals can influence a meeting	2.1	Explain how the chair can influence a meeting	<ul style="list-style-type: none"> □ Responsibilities of the chair: role, e.g. approve agenda, set timings for agenda items, ensure timings are adhered to during meeting, open meeting, sign previous minutes when approved, ensure only one person speaks at a time, ensure all members' views are heard for each agenda item, remain impartial; influence, e.g. take votes on agenda items requiring decisions, does not vote but holds casting vote for split decisions, summarise discussions after each agenda item, gain agreement for date of next meeting, close meeting
		2.2	Explain how the secretary contributes to a meeting	<ul style="list-style-type: none"> □ Responsibilities of the secretary: role, e.g. arranges suitable venue and refreshments for the meeting, prepares all paperwork according to set structure, sends out notice of meeting and coordinates responses, sends out agenda and associated documentation, informs chair of notified absentees; contribution, e.g. sits to the right of the chair during the meeting and takes notes of discussions and the chair's summary of each agenda item, produces minutes to set structure from notes, distributes minutes to all meeting members

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Explain the responsibilities of attendees	<ul style="list-style-type: none"> □ <i>Responsibilities of attendees:</i> attendees represent different areas of organisation, e.g. finance, marketing, sales, operations, research and development; role, e.g. respond to meeting notification, prepare responses to agenda items, attend meetings; contribute to discussions, vote on issues
3	3.1	Identify the skills needed to chair a meeting	<ul style="list-style-type: none"> □ <i>Skills required:</i> planning, e.g. preparing, time management of self and others, leadership; coordinating, e.g. ensuring discussions remain focused and only one person speaks at a time; communication, e.g. listening and reflecting back to demonstrate listening, encouraging participation and ensuring discussions are not dominated, summarising discussions, remaining impartial, allowing the majority vote on issues
	3.2	Demonstrate the skills required to successfully chair a meeting	
4	4.1	Assess own skills used in chairing the meeting	<ul style="list-style-type: none"> □ <i>Own performance:</i> review, e.g. evaluate own skills applied when conducting the meeting and compare with those that are required, e.g. planning, communicating, summarising, controlling, being impartial □ <i>Areas for improvement:</i> identify areas for improvement and how these will be improved, e.g. training, observing, role play
	4.2	Recommend improvements to own chairing skills	

Information for tutors

Delivery

The emphasis of this unit is on enabling learners to identify and practise the skills needed to participate in and chair a formal meeting. They will need to recognise that there are different types of meeting, with varying degrees of formality, and the documentation associated with them. They will need to understand what must be done before a formal meeting in terms of both practical arrangements and document preparation. They will also need to understand the roles and responsibilities of key members and attendees of a meeting to demonstrate the skills needed to chair a meeting.

As an introduction to the subject and in order to meet learning outcome 1, learners could work in small groups to discuss and identify meetings in which they have been involved, other meetings they are aware of, and what preparation, if any, might be needed for each type of meeting. These discussions could then be broadened out to include the whole group and lead to the compilation of a group listing of what preparations are needed. Having tested learners' prior knowledge, the tutor would then need to provide information on standard documentation such as notices of meetings, agendas, minutes etc, the format in which they should be presented, when they should be distributed and to whom. It may be useful to introduce a scenario at this stage to contextualise the documentation, and handouts, as example documentation to match the storyline, would enhance learner understanding.

Learning outcome 2 also needs to be delivered through a mix of group work and tutor input. Learners could work in small groups, each to discuss their ideas on one of the assessment criteria. Each group would then feed back, possibly using flipchart sheets that could be temporarily affixed to the wall, and the remainder of the group's ideas and tutor input added to each sheet during the group discussion.

For learning outcome 3, learners need to discuss the skills required to chair a meeting. The tutor will need to prepare scenarios of formal meetings that learners can role play in groups of five (dependent on class size but no fewer than four per group). Each member of the group would take on the role of chair, secretary, and attendee(s) for a period of 15 minutes and then, following a 10 minute session for review and verbal feedback from peers and tutor, move on to another role giving each group member the opportunity to experience all roles and to learn from the performance of others as the chair.

Learners will need to work individually to review the skills they used when chairing the meeting and identify areas for improvement for learning outcome 4.

Assessment

To achieve 1.1 and 1.2, learners must describe at least two different types of meeting. The description could include the purpose of the meeting and possible attendees. Learners should then outline the preparation required for one of those meetings. Where possible, learners could be encouraged to use a meeting that they are going to prepare for and attend. Referring to example handouts of a given scenario, learners could explain the requirements of and reasons for formal documentation in context.

Learners can achieve 2.1, 2.3 and 2.3 by explaining the role of the chair, secretary and attendee. This should include details on how the roles differ and the individual responsibilities. Wider discussion will help to add breadth to the roles, from which learners will be able to demonstrate their understanding of the roles, responsibilities and influences of various meeting attendees.

Learning outcome 3 could be assessed through the learner's critical review of their performance as chair (also evidence for learning outcome 4), with both peer group and tutor assessment. For 3.1, feedback forms covering the key skills required to chair a meeting would need to be prepared for written tutor and peer group feedback to be given to each learner for 3.2.

The content of the completed forms would then inform the learner's written review of the skills used when chairing the meeting. Assessment for 4.1 and 4.2 should be self-assessment activities, where learners reflect on their own performance and identify which skills may need improving and how this could be achieved.

Suggested resources

Textbooks

ASTD Press — *10 Steps to Successful Meetings* (ASTD Press, 2009)

ISBN 1562865471

Forsyth P — *The Meetings Pocketbook* (Management Pocketbooks, 2004)

ISBN 9781903776278

Video Arts Communications video — *Going to a Meeting*

Websites

www.youtube.com

www.personneltoday.com/articles/2003/06/03/19

133/how-to.-conduct-effective-meetings.html

Unit 14: Presentations for Work

Unit reference number: F/503/2899

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the understanding and skills for planning, preparing and delivering a presentation in the work environment, and for reviewing the effectiveness of own performance for future improvement.

Unit introduction

Formal presentations, including the use of PowerPoint, are commonly used in the workplace as a cost effective and efficient form of communication, especially when more than one person has an interest in the subject matter. Job applicants may be asked to prepare a presentation for an interview and project managers may be asked to report on progress or evaluate the success of a project. In this unit learners will consider different situations in which a presentation might be used and why a presentation would be the best form of communication in that situation.

Learners will gain an understanding of how to research and extract key points for inclusion in a presentation, and how to structure their content to suit the situation and audience. Throughout the unit learners will develop a sense of audience and explore how to pitch a presentation to meet their needs.

This unit will give learners the opportunity to plan, prepare and deliver a presentation. In addition to subject knowledge and delivery skills, focus and timing are essential in a working environment and learners will consider different preparation methods to ensure the time allocated for a presentation is used to maximum effect.

Learners will plan and prepare material and visual aids for a specific circumstance and audience, practise their delivery skills and reflect on their performance.

On completion of the unit, learners will be able to describe and demonstrate the various factors that combine to make an effective presentation and identify areas for personal development.

Essential resources

Video/DVD recording equipment would be useful.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the purpose of presentations in the workplace	1.1	Explain types of presentation which can be used in workplace situations	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Situations for presentations:</i> types, e.g. interview, sales pitches, explaining information; meeting e.g. formal, informal <input type="checkbox"/> <i>Types of presentations:</i> types, e.g. PowerPoint, spoken or written report, papers at meetings, conference calls, video
		1.2	Compare the advantages and disadvantages of using presentations as a method of communication	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Advantages:</i> reasons, e.g. clarity of message, reaching a wider audience, opportunity for open debate, convey personal knowledge, opportunity to persuade, display presentation skills, discuss own views <input type="checkbox"/> <i>Disadvantages:</i> reasons, e.g. poor speaker, unclear message, PowerPoint over used, too much dependency on handouts, does not engage audience, switches people off
2	Be able to present to a specific audience	2.1	Plan a presentation that meets a specific audience need	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Plan:</i> techniques, e.g. research subject, research audience, identify key issues, outline structure, notes, prompt cards, visual aids
		2.2	Prepare a presentation for a specific audience	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparation:</i> techniques, e.g. rehearse content, language, structure; visual impact e.g. body language, gestures, eye contact, clothes, visual aids; vocal impact, e.g. tone, volume, pace, exercises to combat nervousness
		2.3	Deliver a presentation which meets audience needs	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Delivery:</i> aspects, e.g. timing, prompt cards, visual aids

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to review own performance	3.1 Conduct an analysis of skills used during own presentation	<ul style="list-style-type: none"> □ <i>Analyse skills used:</i> aspects, e.g. planning and preparation, delivery, confidence, handling nerves, dealing with questions, keeping to time
		3.2 Produce a plan for improvement of presentation skills	<ul style="list-style-type: none"> □ <i>Plan improvements:</i> options, e.g. observation of others, further practice, training, identify appropriate courses

Information for tutors

Delivery

During delivery of this unit learners should be given as many opportunities as possible to discuss and compare their ideas and thoughts on presentations they have observed to inform their own delivery and style. Practical experience and constructive feedback are also essential to the successful completion of this unit.

It would be useful for learners to approach the unit, and learning outcome 1 specifically, by sharing and discussing their experiences of presentations, as part of an audience or as deliverer, in order to establish their knowledge of different types of presentations and when they are used.

Small groups could develop this by sharing their ideas on the pros and cons of using presentations as a form of communication and what actually makes an effective presentation. They should be encouraged to think about presentations they have seen and what made them good or not so good. It may be helpful for them to think about stand-up comedians, music acts or TV programmes (for example news presenters, chat shows) to identify why they consider them to be effective. Discussions could then explore the different uses of presentations in the workplace.

Tutors need to consolidate the outcomes of these discussions and use the findings as examples when delivering the theory that supports planning, preparation and delivery of presentations.

Learning outcome 2 requires learners to plan, prepare and deliver a presentation and the tutor will need to explain how to structure and plan a presentation that demonstrates a knowledge of the audience and their needs whilst conveying key messages. The planning stage could be interactive by choosing one of the selected personalities or celebrities from the previous activity, identifying effective presentations given by that person and then unpicking the performance in terms of both visual and verbal impact. Learners could speculate on how the celebrity researched their audience and planned their notes and visuals accordingly, with the tutor building on ideas to ensure learners are aware of a range of methods of preparation.

As well as understanding the impact of lack of preparation on delivery, learners should also think about how to deal with common problems that arise through nervousness. The tutor will need to provide guidance on how to overcome these through breathing techniques, focusing on content, looking slightly above heads, having back up for PowerPoint etc. Learners could then be given a specific subject, for example a job, holiday, volunteer work they have done or are doing, and plan a presentation for a specific audience, possibly as part of a work placement interview. This should be about 10 minutes long. The tutor could invite guests to observe learner presentations (possibly from companies involved in the workplacement scheme) as well as the learner's peer group. Presentations could be recorded to help individual learners review their own performance and identify what went well and where improvements could be made to meet the requirements of learning outcome.

Assessment

To achieve 1.1, learners need to review the notes taken during their initial group discussions and produce evidence that demonstrates their understanding of the purpose of presentations in the workplace by describing the different types of presentation they have identified and exploring the situations in which they could be used. By explaining the group exercise and using their own examples learners can compare the advantages and disadvantages of using presentations as a method of communication, to achieve 1.2.

Learners need to produce a plan for 2.1 with evidence of preparation for 2.2. Tutor, guest and peer group observation forms can be used as evidence for 2.3. Forms covering the key elements of the presentation would need to be produced for the audience to complete after each presentation.

Using tutor, guest and peer group assessments, and a video or DVD of their presentation if available, learners will be able to review their own performance and identify areas for improvement in a written document, together with producing a plan of how these could be improved, to meet 3.1 and 3.2.

Suggested resources

Textbooks

Jay R — *Effective Presentation: How to Create and Deliver a Winning Presentation 3rd Ed* (Prentice Hall, 2004) ISBN 0273688030

Townsend J – *Presentations Pocketbook* (Management Pocketbooks, 2009) ISBN 1906610150

Weissman J, Kaszubski W and NetLibrary Inc — *Absolute Beginner's Guide to Winning Presentations* (Que Pub, 2004) ISBN 0789731215

Website

www.aresearchguide.com/3tips.html

Unit 15: Personal Skills for Leadership

Unit reference number: A/503/2898

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners knowledge and understanding of the skills needed to carry out a leadership role, together with the skills to plan the development of personal leadership skills.

Unit introduction

Skills in and experience of leadership are highly valued by employers and can be used to enhance many areas of an individual's personal life. Leadership skills are about improving communication within a group setting and influencing people to get things done. It is often the case that someone working at first level management is expected to lead a small team. In this unit learners will have the opportunity to develop these skills.

Learners will examine the many ways of being a leader and that most of the required skills can be learned with patience and persistence. Good leaders are trusted and able to motivate others, and being a leader benefits the individual by increasing their confidence.

In this unit learners will investigate the behaviours exhibited by leaders and leadership roles and styles in different situations. They will then conduct a self-examination of their own leadership skills.

On completion of this unit, learners will be able to practise and use peer assessment to help develop their leadership skills.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Understand personal skills required for leadership	1.1 Explain skills required for successful leadership	<ul style="list-style-type: none"> □ <i>Leadership skills:</i> building working relationships; qualities, e.g. enthusiasm, confidence, integrity, courage, leading by example; communication and listening skills, e.g. active listening, questioning, body language; recognising and dealing with conflict situations; skills, e.g. assigning work tasks, monitoring performance, motivating team members through inspirational and effective leadership, mentoring and coaching, giving and receiving feedback
	1.2 Review personal skills and the suitability for leadership	<ul style="list-style-type: none"> □ <i>Assessment of personal skills for leadership:</i> self-assessment using tools, e.g. personality tests; appraisal by employer/tutor, peer assessment
2 Understand different types of leadership and management	2.1 Explain the difference between leadership and management	<ul style="list-style-type: none"> □ <i>Difference between leadership and management:</i> e.g. Adair's Action Centred Leadership model, difference between leadership, e.g. envisioning, using empathy, showing courage, leading by example; and management, e.g. maintaining status quo, avoiding difficult situations, firefighting.
	2.2 Compare leadership styles in workplace situations	<ul style="list-style-type: none"> □ <i>Leadership styles:</i> styles, e.g. authoritarian, democratic, laissez-faire; adapting leadership style for different situations

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to develop personal skills for leadership	3.1 Set objectives to plan development of personal skills for leadership	<ul style="list-style-type: none"> □ <i>Planning to develop leadership skills:</i> set objectives, e.g. SMART targets, seek advice, use appraisal targets; research training opportunities, e.g. training courses, distance learning, evening classes, internet/e-learning, mentor or coach; use hobbies/interests, e.g. voluntary club/committee positions, sports, outdoor activities that provide a useful personal development challenge
		3.2 Prepare an action plan to develop personal skills for leadership	<ul style="list-style-type: none"> □ <i>Develop leadership skills:</i> action, e.g. carry out plan
		3.3 Review own performance against action plan to develop personal skills for leadership	<ul style="list-style-type: none"> □ <i>Review:</i> check skills developed against action plan and assess progress, include suggestions for development

Information for tutors

Delivery

Delivery of this unit should focus on helping learners to develop their leadership skills at a supervisory level and should include as many practical activities as possible to help learners relate the behaviours and models in the unit content to practical work situations. A wide range of techniques including presentations, seminars and guest speakers can support learning. Additional learning activities can include role play, simulations, learner presentations and group work.

To introduce the unit, and address learning outcome 1, learners should be encouraged to share their views on what they think makes a good leader. The tutor can give examples and the skills and qualities involved can be identified and recorded. Personal examples can be used such as being a captain of a sports team, helping run a group, being a class representative etc. A question and answer session could be used to establish which behaviours were exhibited. From this, learners can create a list of those skills, qualities and behaviours recommended for effective leadership, for example humility, compassion, integrity, humour, communication and inclusiveness.

Leadership roles in the workplace could be explored by considering different job descriptions and learners could complete a worksheet to identify the range of leadership roles. A guest speaker with a leadership role could be invited to speak about a team leader's role in keeping a team motivated. Leadership styles could be explored through different role-play situations, followed by a discussion establishing the features of different leadership styles. Learners could debate different leadership styles and when these are appropriate.

For learning outcome 2, tutors could provide examples of real-life or simulated activities involving a leadership role for learners to practise their skills. If learners are in work, they could select naturally occurring opportunities that would demonstrate a range of leadership skills. These opportunities may be identified with the help of a supervisor. Learners could develop a method of recording the leadership skills they demonstrated, such as a checklist or log, as a group activity. Peer assessment should be encouraged to help learners in their personal analysis. Feedback sheets could be created to help provide useful comments on how individuals perform in leadership roles.

Delivery to support learning about the difference between leadership and management could be supported by worksheets drawing on Adair's division of leadership and management skills, where learners could assess case studies and divide the skills into groups.

To introduce the concept of planning to develop personal skills for leadership, tutors could use a case study to explore the need to have clear objectives in a plan and use appraisal targets and training opportunities. Learners could consider how hobbies and interests can support the development of leadership skills. Learners could work individually to research, using the internet, a range of training opportunities to help them to develop their personal leadership skills.

Assessment

For 1.1, learners need to explain personal leadership skills demonstrated in a simulated activity or in the workplace. The simulation may be recorded on a video or supported by a witness statement from the tutor. A witness statement from a supervisor can be used if in the workplace.

For 1.2, learners need to consider the leadership skills they used in 1.1 and scrutinise how well they were used. Leadership skills that were not used also need to be identified.

For 2.1, learners should explain briefly the different behaviours that leaders and managers may demonstrate.

For 2.2, a minimum of two leadership styles need to be compared. This comparison needs to consider the effectiveness of the two styles in different workplace situations and a conclusion could be drawn about the effectiveness of the different styles.

To meet 3.1, learners need to set objectives for planning their personal skills development, ensuring these are SMART. For 3.2, they should produce a plan for developing their own personal leadership skills. Information could include timescales, examples of development programmes to be used and expectations of development. For 3.3, learners need to look back through their objectives and assess their level of achievement. This could be in the form of notes against each of their achievements.

Suggested resources

Textbooks

Adair J — *How to Grow Leaders: The Seven Key Principles of Effective Leadership Development 2* (Kogan Page Ltd, 2009) ISBN 0749454806

Owen J — *The Leadership Skills Handbook: 50 Key Skills from 1000 Leaders* (Kogan Page Ltd, 2006) ISBN 074944827X

Websites

www.businessballs.com/leadership.htm

www.mindtools.com/pages/article/newLDR_01.htm

www.mindtools.com/pages/article/newLDR_84.htm

www.teamtechnology.co.uk/mb-intro/mb-intro.htm

Unit 16:

Developing Skills for Independent Learning

Unit reference number: T/502/7893

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to demonstrate effective use of determination, focus, individuality and organisation to enable independent learning.

Unit introduction

Learners will understand that to become effective independent learners they will need to apply the skills of determination, focus, individuality and organisation to drive their learning experiences. The context for independent learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to show initiative and commitment by thinking and acting independently; supervising others; planning, preparing and prioritising commitments.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification	
1	Be able to complete work, showing initiative and commitment	1.1	Plan own learning to enable successful completion of all tasks and learning goals	<ul style="list-style-type: none"> □ <i>Ownership</i>: develop strategies to harness a holistic plan drawing on all elements of learning and life □ <i>Resilience</i>: maintaining commitment until the task is completed to the right standard and on time □ <i>Initiative</i>: taking decisions to complete work without being instructed □ <i>Problem solving</i>: explore a variety of solutions, learning from experience in order to complete work successfully □ <i>Flexibility</i>: demonstrate versatility in learning activities and environments □ <i>Leadership</i>: use various forms of communication to engage others in achieving a task 	
		1.2	Complete tasks independently, to an agreed standard within a deadline		
		1.3	Undertake actions using own initiative to contribute to task completion		
		1.4	Devise positive solutions to a task or problem, drawing on appropriate feedback and own prior learning		
2	Be able to supervise others to enable all to succeed in a task	2.1	Complete a task by contributing to contrasting individual and group activities		
		2.2	Use communication skills to supervise others in achieving shared goals		

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the need to think for oneself and stand up for own and others' beliefs	3.1	Justify own beliefs and views, responding positively to challenges	<ul style="list-style-type: none"> □ <i>Synthesis</i>: draw together a variety of perspectives to arrive at a viewpoint when challenged □ <i>Advocacy</i>: represent viewpoints accurately
		3.2	Demonstrate advocacy skills, defending the views of self and others	
4	Be able to prepare, complete and evaluate ongoing work, to achieve improvement	4.1	Manage own commitments demonstrating a variety of time management approaches	<ul style="list-style-type: none"> □ <i>Time management</i>: use different techniques to manage a variety of commitments while meeting deadlines (such as urgent versus important, chunking time, prioritisation) □ <i>Evaluation</i>: consistently identify quality assurance measures to improve work.
		4.2	Review the progress and quality of own work over a period of time	

Information for tutors

Delivery

The four units (Team, Reflective, Independent and Creative Learner) within this qualification are interchangeable and it should be assumed that all four skills have a part to play in every learning experience. Planning of the programme of study needs to consider how the four units can be amalgamated into one holistic programme.

Delivery of the programme of study is best achieved through:

- Organisational considerations addressing opportunities to explicitly teach skills within structured tutorial sessions, lessons, learner voice, extra-curricular events and regular review and celebrating achievement sessions.
- Teaching needs to be coherently and consistently embedded across the whole of the curriculum if learners are to improve their understanding of the learning process. This is readily achieved once TRICS – Team, Reflective, Independent and Creative Learner skills – are employed by the tutor in all lessons. Ideally, subject content can be delivered through these skills.
- Learning needs to be made explicit, using TRICS. Frequently, skills will be learned in explicit ways in tutorial sessions and in lessons. The gathering of evidence to demonstrate a grasp of the skills will be gained from all learning experiences. The wider this choice, the better the learner appreciates the context of their education. Evidence will be stored within a learner's portfolio which will show their increasing sophistication in the TRIC competences.

Template programmes of study can be easily accessed from www.studentcoaching.co.uk for each level of delivery in tutorial sessions and ideally in personal, social and citizenship lessons.

Learners need to take ownership of the competences of Independent Learning (determination, focus, individuality, organisation). Learning is collaborative. Learners drive learning experiences, guided by the tutor where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

Assessment will be driven through a learning portfolio where learners store their evidence of TRIC competence acquisition as defined by the assessment criteria. Ideally, the responsibility for compiling the portfolio should predominantly lie with the learner.

Learners should be encouraged to consider varied forms of evidence to enhance their portfolios. Identification of evidence could include: work produced from curriculum areas, peer and tutor observation, performances, photographs, video, audio, certificates and rewards. Extra-curricular activities and other forms of enrichment should be considered as evidence by learners.

A whole-centre approach is required to facilitate this process. Mapping the curriculum to identify occasions when competences are met is one way to achieve this goal. Where TRICS are embedded into the curriculum and its enrichment activities, this process is made easier for learners to understand and evidence their learning.

Effective assessment should be coherent. A structured programme is needed to allow opportunities for learners to be guided and mentored through the process of evidence gathering. Differentiated guidance and support will reflect the level of assessment.

Suggested resources

All resources needed to deliver this unit are available from www.studentcoaching.co.uk.

Unit 17: **Developing Skills for Reflective Learning**

Unit reference number: M/502/7892

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to demonstrate effective use of self-awareness, thoughtfulness, adaptability and development.

Unit introduction

Learners will understand that to become effective reflective learners they will need to apply the skills of self-awareness, thoughtfulness, adaptability and development to drive their learning experiences. The context for reflective learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to use their ability to consider the values of others, the value of prior learning, their ability to provide justification, flexibility and target-setting to drive self-improvement.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Understand other people's values, views and opinions	1.1 Explore the links between own ideals, values, beliefs and interests across two different contexts using models and theories	<ul style="list-style-type: none"> □ <i>Self analysis:</i> explore own values, beliefs, ideals and interests through a variety of personal development models and theories
	1.2 Explore own strengths and weaknesses across two different contexts using models and theories	<ul style="list-style-type: none"> □ <i>Self analysis:</i> explore own strengths and weaknesses through a variety of personal development models and theories
	1.3 Analyse feedback from others for own self-development	<ul style="list-style-type: none"> □ <i>Making judgements:</i> assessment and selection of appropriate feedback for personal development
	1.4 Devise a strategy to act on feedback for self-development	<ul style="list-style-type: none"> □ <i>Strategic thinking:</i> synthesising sources of feedback to produce a strategy for personal development

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to manage change to further own learning	2.1	Justify responses with sensitivity, considering others	<ul style="list-style-type: none"> <i>Empathy</i>: responding with consideration for the feelings, beliefs, values of others
		2.2	Use critical thinking, analysis and problem solving in evaluating work	<ul style="list-style-type: none"> <i>Flexibility</i>: utilise a range of high order thinking skills; such as critical thinking, analysis, evaluating and problem solving
		2.3	Complete a current task or activity, drawing on past learning and experience	<ul style="list-style-type: none"> <i>Review</i>: identifying personal improvement in the context of previous and current learning and experience
3	Be able to demonstrate flexibility with change, dealing well with setbacks and understanding effects of decisions	3.1	Explore new strategies and approaches to learning	<ul style="list-style-type: none"> <i>Open-mindedness</i>: find ways to develop skill and knowledge base
		3.2	Devise coping strategies to deal with challenges in learning	<ul style="list-style-type: none"> <i>Resilience</i>: find strategies to overcome barriers to learning
		3.3	Explore the possible consequences of decisions for future progress	<ul style="list-style-type: none"> <i>Resilience</i>: find strategies to overcome barriers to learning
4	Be able to set targets, methods to achieve a vision, and regularly review progress towards it	4.1	Devise personal development targets and strategies to achieve a vision	<ul style="list-style-type: none"> <i>Selection</i>: finding ways that suit the individual to achieve their vision
		4.2	Review progress towards the vision, revising strategies throughout	<ul style="list-style-type: none"> <i>Review</i>: regularly reflect on ways to achieve their vision

Information for tutors

Delivery

The four units (Team, Reflective, Independent and Creative Learner) within this qualification are interchangeable and it should be assumed that all four skills have a part to play in every learning experience. Planning of the programme of study needs to consider how the four units can be amalgamated into one holistic programme.

Delivery of the programme of study is best achieved through the following:

- Organisational considerations addressing opportunities to explicitly teach skills within structured tutorial sessions, lessons, learner voice, extra-curricular events and regular review and celebrating achievement sessions.
- Teaching needs to be coherently and consistently embedded across the whole of the curriculum if learners are to improve their understanding of the learning process. This is readily achieved once TRICS – Team, Reflective, Independent and Creative Learner skills – are employed by the learner in all lessons. Ideally, subject content can be delivered through these skills.
- Learning needs to be made explicit, using TRICS. Frequently, skills will be learned in explicit ways in tutorial sessions and in lessons. The gathering of evidence to demonstrate a grasp of the skills will be gained from all learning experiences. The wider this choice, the better the learner appreciates the context of their education. Evidence will be stored within a learner's portfolio which will show their increasing sophistication in the TRIC competences.

Template programmes of study can be easily accessed from www.studentcoaching.co.uk for each level of delivery in tutorial sessions and ideally in personal, social and citizenship lessons.

Learners need to take ownership of the competences of Reflective Learning (self-awareness, thoughtfulness, adaptability and development). Learning is collaborative. Learners drive learning experiences, guided by the tutor where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

Assessment will be driven through a learning portfolio where learners store their evidence of TRIC competence acquisition as defined by the assessment criteria. Ideally, the responsibility for compiling the portfolio should predominantly lie with the learner.

Learners should be encouraged to consider varied forms of evidence to enhance their portfolios. Identification of evidence could include: work produced from curriculum areas, peer and tutor observation, performances, photographs, video, audio, certificates and rewards. Extra-curricular activities and other forms of enrichment should be considered as evidence by learners.

A whole-centre approach is required to facilitate this process. Mapping the curriculum to identify occasions when competences are met is one way to achieve this goal. Where TRICS are embedded into the curriculum and its enrichment activities, it is easier for learners to understand and evidence their learning.

Effective assessment should be coherent. A structured programme is needed to allow opportunities for learners to be guided and mentored through the process of evidence gathering. Differentiated guidance and support will reflect the level of assessment.

Suggested resources

All resources needed to deliver this unit are available from www.studentcoaching.co.uk.

Unit 18: **Developing Skills for Team Learning**

Unit reference number: K/502/7793

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to lead group work, demonstrating effective skills of leadership, responsibility, communication and respect for others.

Unit introduction

Learners will understand that to become effective team learners they will need to apply the skills of leadership, responsibility, communication and respect to drive collaborative learning experiences. The context for team learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to use their ability to motivate others, identify the needs for responsible action, use communication skills of listening and explanation, collaborate and learn from others.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification	
1	Be able to motivate a group in order to achieve common goals	1.1	Use active listening skills to manage effective group ideas and views	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Empathic listening</i>: understand the emotional commitment of team members and responding to them with sensitivity <input type="checkbox"/> <i>Goals</i>: use short-, medium-, long-term, SMART goals as appropriate <input type="checkbox"/> <i>Leadership skills</i>: use inspiration, drive, compromise, to achieve a goal 	
		1.2	Agree goals which drive a group exercise		
		1.3	Apply leadership skills to achieve the goals		
2	Be able to take responsibility for their role in a group to facilitate task completion	2.1	Analyse the requirements of the task to fully understand it	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Task analysis</i>: use appropriate questioning and listening skills to scope the task <input type="checkbox"/> <i>Resource analysis</i>: evaluate workload required to complete task and allocate roles accordingly <input type="checkbox"/> <i>Role modelling</i>: understand the positive impact of the individual on the team 	
		2.2	Assess the extent of the work required from self and team members for the task		
		2.3	Demonstrate a positive role model during tasks		
3	Be able to communicate, by listening to others and explaining ideas, within a given context	3.1	Use communication skills to facilitate team work	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Flexible communication</i>: use of appropriate forms of communication, including non-verbal and verbal (conciliatory, assertive and humorous language) <input type="checkbox"/> <i>Motivational communication</i>: use of positive language and feedback with other team members 	
		3.2	Use non verbal skills to facilitate team work		

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to collaborate with, and learn from a group	4.1	Use negotiation skills to ensure collaboration and co-operation of all team participants	<ul style="list-style-type: none"> □ <i>Negotiation skills</i>: use of compromise, win-win methods, with team members
		4.2	Represent the consensus of the group in team activities and outcomes	<ul style="list-style-type: none"> □ <i>Advocacy</i>: representing the views of stakeholders accurately
		4.3	Review a team exercise, showing learning with and from others	<ul style="list-style-type: none"> □ <i>Evaluation</i>: identification of what has been learned and achieved, within and beyond the task

Information for tutors

Delivery

The four units (Team, Reflective, Independent and Creative Learner) within this qualification are interchangeable and it should be assumed that all four skills have a part to play in every learning experience. Planning of the programme of study needs to consider how the four units can be amalgamated into one holistic programme.

Delivery of the programme of study is best achieved through the following:

- Organisational considerations addressing opportunities to explicitly teach skills within structured tutorial sessions, lessons, learner voice, extra-curricular events and regular review and celebrating achievement sessions.
- Teaching needs to be coherently and consistently embedded across the whole of the curriculum if learners are to improve their understanding of the learning process. This is readily achieved once TRICS – Team, Reflective, Independent and Creative Learner skills – are employed by the tutor in all lessons. Ideally, subject content can be delivered through these skills.
- Learning needs to be made explicit, using TRICS. Frequently, skills will be learned in explicit ways in tutorial sessions and in lessons. The gathering of evidence to demonstrate a grasp of the skills will be gained from all learning experiences. The wider this choice, the better the learner appreciates the context of their education. Evidence will be stored within a learner's portfolio which will show their increasing sophistication in the TRIC competences.

Template programmes of study can be easily accessed from www.studentcoaching.co.uk for each level of delivery in tutorial sessions and ideally in personal, social and citizenship lessons.

Learners need to take ownership of the competences of Team Learning (leadership, communication, responsibility, respect). Learning is collaborative. Learners drive learning experiences, guided by the tutor where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

Assessment will be driven through a learning portfolio where learners store their evidence of TRIC competence acquisition as defined by the assessment criteria. Ideally, the responsibility for compiling the portfolio should lie predominantly with the learner.

Learners should be encouraged to consider varied forms of evidence to enhance their portfolios. Identification of evidence could include: work produced from curriculum areas, peer and tutor observation, performances, photographs, video, audio, certificates and rewards. Extra-curricular activities and other forms of enrichment should be considered as evidence by learners.

A whole-centre approach is required to facilitate this process. Mapping the curriculum to identify occasions when competences are met is one way to achieve this goal. Where TRICS are embedded into the curriculum and its enrichment activities, it is easier for learners to understand and evidence their learning.

Effective assessment should be coherent. A structured programme is needed to allow opportunities for learners to be guided and mentored through the process of evidence gathering. Differentiated guidance and support will reflect the level of assessment.

Suggested resources

All resources needed to deliver this unit are available from www.studentcoaching.co.uk.

Unit 19: Developing Skills for Creative Learning

Unit reference number: A/502/7894

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to develop skills and attributes of problem-solving, imagination, curiosity and challenge-seeking.

Unit introduction

Learners will understand that to become effective creative learners they will need to apply the skills of problem solving, imagination, curiosity and challenge seeking to drive their learning experiences. The context for creative learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to problem solve in a realistic and experimental way, synthesise ideas, find and extend a broader context of learning and assess and evaluate personal skills.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to offer practical and realistic options and experiment until a solution is found	1.1	Explore different options for solving a problem	<ul style="list-style-type: none"> □ <i>Flexibility</i>: be open to a variety of different approaches and methods
		1.2	Develop a practical solution to a complex, defined problem by diagnosing and refining strategies	<ul style="list-style-type: none"> □ <i>Analysis</i>: look for and test practical answers to complex questions
2	Be able to select and promote a chosen, original idea	2.1	Generate diverse ideas which address a specific need from different perspectives	<ul style="list-style-type: none"> □ <i>Original thinking</i>: draw on different viewpoints to produce new and relevant ideas
		2.2	Champion a chosen idea, in collaboration with colleagues, building on feedback from self and others	<ul style="list-style-type: none"> □ <i>Advocacy</i>: persuade others to adopt ideas taking into account the views of self and others

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to show interest beyond the learning environment, making links between learning and own interests	3.1	Use learning skills to explore a topic of interest outside the learning environment	<ul style="list-style-type: none"> □ <i>Exploration</i>: pursue extra-curricular activities to extend personal learning
		3.2	Analyse links between own interests and learning required in the learning environment	<ul style="list-style-type: none"> □ <i>Make connections</i>: relate improvements in learning in the curriculum to extra-curricular activities
4	Be able to assess own skills and develop new skills to fill skills gaps	4.1	Complete a skills audit identifying areas for development	<ul style="list-style-type: none"> □ <i>Self-review</i>: assess personal skill sets to produce an action plan
		4.2	Develop new skills to meet requirements of skills audit	<ul style="list-style-type: none"> □ <i>Self-improvement</i>: put into practice new skills identified in action plan
		4.3	Undertake challenges which enable self-development according to learning and life goals.	<ul style="list-style-type: none"> □ <i>Take risk</i>: expand personal horizons to develop self and meet goals
		4.4	Review progress of achievements against skills development	<ul style="list-style-type: none"> □ <i>Self-evaluation</i>: identify achievements to foster continuous improvement

Information for tutors

Delivery

The four units (Team, Reflective, Independent and Creative Learner) within this qualification are interchangeable and it should be assumed that all four skills have a part to play in every learning experience. Planning of the programme of study needs to consider how the four units can be amalgamated into one holistic programme.

Delivery of the programme of study is best achieved through the following:

- Organisational considerations addressing opportunities to explicitly teach skills within structured tutorial sessions, lessons, learner voice, extra-curricular events and regular review and celebrating achievement sessions.
- Teaching needs to be coherently and consistently embedded across the whole of the curriculum if learners are to improve their understanding of the learning process. This is readily achieved once TRICS – Team, Reflective, Independent and Creative Learner skills – are employed by the tutor in all lessons. Ideally, subject content can be delivered through these skills.
- Learning needs to be made explicit, using TRICS. Frequently, skills will be learned in explicit ways in tutorial sessions and in lessons. The gathering of evidence to demonstrate a grasp of the skills will be gained from all learning experiences. The wider this choice, the better the learner appreciates the context of their education. Evidence will be stored within a learner's portfolio which will show their increasing sophistication in the TRIC competences.

Template programmes of study can be easily accessed from www.studentcoaching.co.uk for each level of delivery in tutorial sessions and ideally in personal, social and citizenship lessons.

Learners need to take ownership of the competences of Creative Learning (problem solving, imagination, curiosity, challenge-seeking). Learning is collaborative. Learners drive learning experiences, guided by the tutor where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

Assessment will be driven through a learning portfolio where learners store their evidence of TRIC competence acquisition as defined by the assessment criteria. Ideally, the responsibility for compiling the portfolio should predominantly lie with the learner.

Learners should be encouraged to consider varied forms of evidence to enhance their portfolios. Identification of evidence could include: work produced from curriculum areas, peer and tutor observation, performances, photographs, video, audio, certificates and rewards. Extra-curricular activities and other forms of enrichment should be considered as evidence by learners.

A whole-centre approach is required to facilitate this process. Mapping the curriculum to identify occasions when competences are met is one way to achieve this goal. Where TRICS are embedded into the curriculum and its enrichment activities, it is easier for learners to understand and evidence their learning.

Effective assessment should be coherent. A structured programme is needed to allow opportunities for learners to be guided and mentored through the process of evidence gathering. Differentiated guidance and support will reflect the level of assessment.

Suggested resources

All resources needed to deliver this unit are available from www.studentcoaching.co.uk.

Unit 20: Investigating Rights and Responsibilities at Work

Unit reference number: M/503/2879

QCF level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

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

Unit introduction

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

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

Essential resources

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

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace	<ul style="list-style-type: none"> □ <i>Reasons why rights and responsibilities are important: safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees and employers</i> □ <i>Types of rights: rights, e.g. human rights, workplace rights, rights of the child, legal rights, informal rights, e.g. club membership</i> □ <i>Types of responsibilities: e.g. member of society, workplace responsibilities, family responsibilities</i> □ <i>How rights and responsibilities are enforced: use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations</i>
		1.2	Explain how rights and responsibilities are enforced in a workplace	

Learning outcomes		Assessment criteria	Unit amplification
2	Understand rights and responsibilities of employees and employers	2.1	Outline the responsibilities employers have to employees
		2.2	Outline the rights and responsibilities an employee has at work
		2.3	Explain the implications of employee rights and responsibilities in a workplace
		2.4	Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace
3	Know how to obtain guidance and information about rights and responsibilities at work	3.1	Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
		3.2	Describe the type of advice given by key representative bodies
			<ul style="list-style-type: none"> □ <i>Responsibilities of employers:</i> health and safety; pay and benefits; job recruitment and advertising; terms and conditions at work; contract of employment; appraisal, promotion and training; dismissal, redundancy and retirement, privacy of personal information □ <i>Rights and responsibilities of employees:</i> rights, e.g. to fair pay, to be kept safe, given equality of opportunity; responsibilities, e.g. follow procedures for safety, punctuality, fulfil contracted duties □ <i>Implications:</i> safe work environment; policies and procedures; work culture □ <i>Data protection:</i> in relation to most recent data protection legislation and guidance □ <i>Representative bodies:</i> e.g. Health & Safety Executive (HSE), Citizens Advice Bureau (CAB), Equality and Human Rights Commission, trade unions, staff associations, Criminal Records Bureau (CRB) □ <i>Type of advice:</i> safety of working environment and practices; financial; legal; benefits, equality and diversity

Information for tutors

Delivery

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

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

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

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

Assessment

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

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

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

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

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

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

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

For 3.1, the learner must identify three key representative bodies. For 3.2, they must then describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade associations can be used as sources of information and guidance. A case study can be used.

Suggested resource

Websites

www.acas.org.uk

www.adviceguide.org.uk

www.equalityhumanrights.com

www.gov.uk/browse/employing-people

www.tuc.org.uk

www.worksmart.org.uk

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschoools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

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- building your team and teamwork skills
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- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.



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