

Guidance and units

BTEC Short Courses

Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3)

For first teaching September 2008

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Qualification titles covered by this specification

Edexcel Entry Level BTEC Award in WorkSkills (Entry 3)

Edexcel Entry Level BTEC Certificate in WorkSkills (Entry 3)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the DCSF under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for these qualifications are listed in *Annexe A*.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualifications in different ways to suit the medium and the target audience.

Introduction

This document contains the associated guidance and units for the Qualifications and Credit Framework (QCF) Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3). Each unit sets out the required outcomes, assessment criteria and content and includes advice regarding appropriate delivery and assessment strategies. The guidance contains further details of the assessment and quality assurance of this qualification. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers, particularly with Asset Skills, the employability Sector Skills Council. The units are designed to meet the skill needs of employees.

These qualifications are part of the Qualifications and Credit Framework. This framework will replace the National Qualifications Framework (NQF). The QCF is designed to be:

- more responsive to learner and employer needs
- demand and market led
- simple, flexible and have currency for learners
- underpinned by a credit system that recognises achievement of units and qualifications.

BTEC Short Courses are designed to meet a range of different needs. BTEC Short Courses at Entry and Levels 1-3 offer:

- maximum flexibility in the design of programmes
- the opportunity to use a range of delivery methods
- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- courses that may offer preparation for specific jobs and subsequent achievement of NVQs or Apprenticeship Diplomas when in employment
- opportunities for learners to develop skills that support career and professional development
- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

BTEC Short Courses at Levels Entry – Level 3

QCF level

3

Edexcel Level 3 BTEC Award...

Edexcel Level 3 BTEC Certificate...

Edexcel Level 3 BTEC Diploma...

2

Edexcel Level 2 BTEC Award...

Edexcel Level 2 BTEC Certificate...

Edexcel Level 2 BTEC Diploma...

1

Edexcel Level 1 BTEC Award...

Edexcel Level 1 BTEC Certificate...

Edexcel Level 1 BTEC Diploma...

E3

Edexcel Entry Level 3 BTEC Award

Edexcel Entry Level 3 BTEC Certificate

Edexcel Entry Level 3 BTEC Diploma

Credit value

1-12

13-36

Above 36

Rules of combination

Rules of combination are critical to qualifications as they set out:

- what a learner is required to do to be awarded a qualification
- the potential for learners to transfer credit between different qualifications and awarding bodies.

Rules of combination:

- are the mechanism through which sets of achievement are grouped together into a qualification in the QCF, in a way consistent with the qualification rationale
- specify the credits that need to be achieved, through particular units, for a qualification to be awarded
- describe the widest range of opportunities for credit accumulation and transfer consistent with the qualification rationale
- will apply to all qualifications in the QCF
- do not exist outside the context of a qualification.

Rules of combination for the Edexcel Entry Level BTEC qualifications in WorkSkills (Entry 3)

In achieving a BTEC WorkSkills qualification, the learner may choose from 88 WorkSkills units. Each unit has been assigned an appropriate number of credits.

To be awarded the Edexcel Entry Level BTEC Award in WorkSkills (Entry 3) the learner must achieve a minimum of 3 credits.

To be awarded the Edexcel Entry Level BTEC Certificate in WorkSkills (Entry 3) the learner must achieve a minimum of 13 credits.

In order to be awarded an Edexcel Entry Level 3 BTEC in WorkSkills qualification, at least 60 per cent of the credits achieved by the learner must be at Entry 3.

This means:

To be awarded the Edexcel Entry Level BTEC Award in WorkSkills (Entry 3) the learner must achieve at least 2 credits at Entry 3.

To be awarded the Edexcel Entry Level BTEC Certificate in WorkSkills (Entry 3) the learner must achieve at least 8 credits at Entry 3.

*The tables below show some examples of combinations of credits for achieving an Edexcel Entry Level 3 BTEC Award, Certificate and Diploma in WorkSkills.

Qualification: Edexcel BTEC Entry Level Award in WorkSkills (Entry 3)	Minimum number of credits at Level 2	Minimum number of credits at Level 1	Minimum number of credits at Entry Level
Example A	0	0	3
Example B	0	1	2
Example C	1	0	2
Qualification: Edexcel BTEC Entry Level Certificate in WorkSkills (Entry 3)	Minimum number of credits at Level 2	Minimum number of credits at Level 1	Minimum number of credits at Entry Level
Example A	0	0	13
Example B	0	5	8
Example C	1	4	8
Example D	2	3	8

* These tables show some examples of combinations of credits. Other combinations of credits may be possible within the rules of combination specified in this section.

Structure of the Edexcel Entry Level BTEC qualifications in WorkSkills (Entry 3)

Units		Credit value
Unit 1	Alternatives to Paid Work	1
Unit 2	Working as a Volunteer	2
Unit 3	Managing Your Own Money	2
Unit 4	Being Responsible for Other People's Money	1
Unit 5	Searching for a Job	1
Unit 6	Applying for a Job	1
Unit 7	Preparing for an Interview	1
Unit 8	Interview Skills	1
Unit 9	Self-management Skills	2
Unit 10	Self-assessment	1
Unit 11	Career Progression	1
Unit 12	Conduct at Work	1
Unit 13	Working in a Team	3
Unit 14	Investigating Rights and Responsibilities at Work	1
Unit 15	Managing Your Health at Work	1
Unit 16	Setting and Meeting Targets at Work	2
Unit 17	Solving Work-related Problems	2
Unit 18	Presenting Accurate Documents	1
Unit 19	Speaking Confidently at Work	1
Unit 20	Preparing for Work Placement	1
Unit 21	Learning from Work Placement	2
Unit 22	Safe Learning in the Workplace	1
Unit 23	Planning an Enterprise Activity	1
Unit 24	Running an Enterprise Activity	1
Unit 25	Producing a Product	1

Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3)

The Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3) have been designed to provide:

- the knowledge, understanding and skills learners need to enter employment
- opportunities for learners to gain a nationally-recognised qualification relating to work skills
- opportunities for employees to achieve a nationally-recognised Entry Level 3 qualification
- opportunities for learners to focus on the development of the functional skills in English, Mathematics and ICT
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Unit format

All units in Edexcel QCF BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

Unit title

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

QCF Level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of difficulty. There are nine levels of achievement, from Entry Level to Level 8.

Credit value

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes. One credit is awarded for those learning outcomes achievable in 10 hours of learning time (which includes learner-initiated private study and assessment time).

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Unit abstract

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Assessment criteria

Each *Assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to achieve the unit.

Unit content

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the assessment criteria. Subject material may be further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

- *Delivery* – explains the content and its relationship to the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit. This section should be read in conjunction with the assessment criteria.
- *Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Websites* – provides additional sources of information for deliverers and may list websites accessible for learners at the relevant level of study.

Assessment and grading

The assessment for the Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3) is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised assessment criteria for unit assessment.

In the Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3), all units are internally assessed. The overall grading is a pass, based upon the successful achievement of the required number of credits.

Centres are encouraged to use a variety of assessment methods, including assignments, tasks, short tests, case studies and work-based assessments, along with projects and performance observation. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal verification processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over-emphasised.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: www.edexcel.com

Quality assurance

The BTEC WorkSkills qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres delivering the BTEC qualifications in WorkSkills must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the whole suite of WorkSkills qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval on-line. New centres must complete a centre approval application.

Quality Assurance Handbook

Details of quality assurance for the BTEC WorkSkills qualifications are set out in a centre handbook which will be published annually on www.edexcel.com

Programme design and delivery

At Entry 3, learners may choose from 88 units. Each unit has a recommended number of guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC qualifications are designed to prepare learners for employment. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in employability. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Where specific resources are required these have been indicated in individual units under the *Essential resources* section.

Edexcel resources relevant to BTEC WorkSkills qualifications include WorkSkills Activator Workbooks produced by Pearson Edexcel Learning and distributed by Heinemann (see www.heinemann.co.uk for details on ordering).

Additionally, Trident from Edexcel provides services aimed at helping young people improve their employability skills and develop as individuals, as well as making the work placement process as easy as possible for employers, learners, schools and colleges. See www.trident-edexcel.co.uk for further details.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of the Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3). The qualifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied in a context familiar to the learner. This will require the development of relevant and up-to-date teaching materials which allow learners to apply their learning to actual events and relevant activities. Maximum use should be made of the learner's experience.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

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

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 1 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a standard of literacy and numeracy supported by the functional skills standards
- related work experience
- other related Entry Level qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

The Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3) are accredited on the QCF for learners aged 14 years and over.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which is on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Functional skills

The units in the WorkSkills qualifications provide inherent opportunities for learners to practise and enhance their functional skills. Some units in the WorkSkills qualifications focus specifically on functional skills, for example *Managing Your Own Money, Being Responsible for Other People's Money, Taking Notes at Meetings, Summarising Documents* and *Contributing to Meetings*.

Functional skills are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills. Centres should refer to the QCA website (www.qca.org.uk) for the latest functional skills standards.

Functional skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as Learndirect, Lifelong Learning, and widening participation all require a more flexible population in the workplace and functional skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- use numeracy, not just within routine tasks and functions, but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role.

The wider curriculum

Study of the Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3) provides opportunities for the learner to develop an understanding of moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments.

Moral, ethical, social and cultural issues

Moral, ethical, social and cultural issues are encountered throughout the qualification when learners are dealing with colleagues, employers, customers, other learners and visiting speakers. They will also consider the factors that may have an effect on work skills, including social and cultural skills.

Environmental issues

Learners will learn to appreciate the importance of a working in a safe environment and how to ensure that it remains safe whilst they are there.

European developments

Much of the content of the qualification applies throughout Europe, even though delivery is in a UK context. Although the majority of legislation studied in the qualification is British, some reference is made to European law.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Specific units have been designed to consider safe learning in the work place.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel Entry Level BTEC Award and Certificate in WorkSkills (Entry 3) and Certificate in WorkSkills.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linneydirect.com

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- functional skills publications – specifications, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: www.edexcel.com
- *Working specification for the Qualifications and Credit Framework test and trials* (QCA, 2006)
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* (QCA, 2004).

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.com

Units

Unit 1: Alternatives to Paid Work

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

There are numerous examples of positive alternatives to paid work which benefit individuals, families and communities. The aim of this unit is to help the learner to understand that there are a variety of alternatives to paid work and that they can provide skills and qualities that are of personal benefit to the learner. Learners will find out about local organisations which provide opportunities, support or information for people who are already involved in alternatives to paid work or who wish to get involved in alternatives to paid work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know different beneficial alternatives to paid work	1.1 Identify some beneficial alternatives to paid work
2 Know organisations which provide information and opportunities for beneficial alternatives to paid work	2.1 Identify local organisations associated with beneficial alternatives to paid work
3 Know that the skills and qualities gained from beneficial alternatives to paid work can have personal benefits	3.1 Identify the skills and qualities gained from participating in beneficial alternatives to paid work 3.2 Identify some ways in which the skills and qualities gained from participating in beneficial alternatives to paid work may be of personal benefit to the learner

Unit content

1 Know different beneficial alternatives to paid work

Beneficial alternatives to paid work: leisure activities eg playing sport, keeping fit, reading; voluntary work eg shopping for an elderly neighbour, caring for a disabled family member; study or training eg full- or part- time course at college; compulsory order eg community service

2 Know organisations which provide information and opportunities for beneficial alternatives to paid work

Organisations: local organisations eg sports clubs, local council, charity shops, animal shelters, community associations, libraries, places of worship; advisory and support groups eg Carers UK, Gingerbread, Help the Aged, NCT (National Childbirth Trust), MENCAP, SCOPE, faith-based organisations; educational organisations eg further education colleges, Adult Learning Centres, Learndirect

3 Know that the skills and qualities gained from the alternatives to paid work can have personal benefits

Skills and qualities: gain new skills/abilities or gain higher level of skills/abilities eg learn how to use a till in a charity shop, achieve a qualification, learn how to care for a disabled person, home management skills, time management skills, managing people, managing finances; gain qualities eg confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty

Personal benefits: eg sense of achievement, sense of satisfaction or enjoyment, sense of wellbeing, improved physical fitness, meet new people, improve job prospects, gain reference for future employment, encourage further study, reduce stress levels

Essential guidance for tutors

Delivery

This unit can be used in a variety of contexts. Delivery will depend on the particular context of the learner but may include learners already or previously involved in alternatives to paid work, as well as learners with no current or previous involvement in alternatives to paid work. Delivery, therefore, could be centred on using the learner as a case study or a case study of another individual.

The contexts could include the following:

- home makers
- home carers looking after, for example, young children or ill relatives
- learners considering a gap year
- leisure activities
- further study
- returners to work
- volunteering and/or community service.

Tutors delivering this unit have the opportunity to use a wide range of resources including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources could include journals, videos, DVDs, case studies, learner presentations and group work. As many practical activities as possible should be included to help learners relate to the content of the unit.

Speakers from organisations which provide information about alternatives to paid work may be invited to talk to the group about the options available. They may talk about the skills and qualities which people have gained from the experience. Learners may refer to their own experiences, which will make the content of the unit relevant to them. Learners could also be encouraged to ask friends, relatives and colleagues about their involvement in alternatives to paid work.

Learning outcome 2 may be delivered through a mixture of tutor-led input and individual learner research. Web pages of the local council and further education colleges may be a good source of information about organisations associated with alternatives to paid work. Learners could be encouraged to find out about local organisations by visiting local resources such as the local library and charity shops. Learners could report back to the rest of the group about the information they have found.

In learning outcome 3, learners may be given a case study of a person who has participated in an alternative to paid work. Learners could work in groups to determine what skills and qualities the person gained from the experience and which of these skills and qualities would be of particular benefit to the individual. Tutorial discussions may also be used for this purpose. Alternatively, where confidentiality requirements can be met, learners may use their own past or current experiences of participating in alternatives to paid work as a case study.

Assessment

In order to achieve 1.1, the learner must identify three alternatives to paid work. The learner may participate in a discussion to identify the alternatives to paid work which could be recorded by the tutor for verification purposes. Alternatively, learners could present the information as a factsheet for other learners and include the information required for 2.1 about local organisations.

For 2.1, the learner needs to identify at least three organisations associated with positive alternatives to paid work. They must also identify how they found out about the organisations. They need to use more than one method to demonstrate their research skills. For example, they may use the internet, telephone, newspapers, newsletters, books or leaflets.

To achieve 3.1, the learner needs to identify skills and qualities gained from participating in activities associated with alternatives to paid work. In achieving 3.1, the learner may identify skills and qualities gained from participating in one or more examples of alternatives to paid work. At least two skills or qualities need to be identified in total.

To achieve 3.2, the learner must identify at least two ways in which the skills and qualities gained from participating in beneficial alternatives to paid work (as identified in 3.1) may be of personal benefit to the participant. In achieving 3.2, the learner must show a basic understanding of how the skills or qualities gained will improve, enhance or benefit the participant's life, either directly or indirectly.

For 3.1 and 3.2, a statement could be completed by the tutor, following a tutorial, to verify that the learner has achieved these criteria.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work
	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer

Essential resources

Learners will require access to appropriate sources of information on alternatives to paid work such as websites, community notice boards, magazines, newspapers, representatives of organisations and societies.

Websites

www.carersuk.org

www.direct.gov.uk/en/HomeAndCommunity/Gettinginvolvedinyourcommunity

www.gapyear.com

www.learndirect.co.uk

www.princes-trust.org.uk

www.theaward.org

www.yearoutgroup.org

Unit 2: Working as a Volunteer

QCF Level: Entry 3

Credit Value: 2

Guided learning hours: 10

Unit abstract

Involvement in voluntary work can benefit organisations, the community and individuals. The volunteer may be able to gain new skills and develop confidence in meeting new people, which will be beneficial to them in the future.

The aim of this unit is to help the learner understand the benefits of voluntary work and to participate in a brief period of voluntary work. In order to achieve this unit, the learner must participate in some form of voluntary work. A specified time for the voluntary work is not given, however it must be sufficient to allow the learner to gain the knowledge and experience necessary to achieve the learning outcomes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about different types of voluntary work	1.1 Identify a range of types of voluntary work 1.2 Identify the role of the volunteer in different types of voluntary work
2 Know the potential benefits of participating in voluntary work	2.1 Identify some benefits of voluntary work for the volunteer 2.2 Identify some benefits of voluntary work for the organisation, community or individual being served
3 Undertake voluntary work	3.1 Participate in voluntary work according to a given brief

Unit content

1 Know about different types of voluntary work

Types of voluntary work: working for a charity; working for a private organisation; working for the community; working for individuals

Voluntary work roles: different activities for the different types of voluntary work eg taking part in a street collection for the NSPCC, reading to a visually impaired person in residential home for the elderly, collecting litter in the neighbourhood, shopping for a neighbour

2 Know the potential benefits of participating in voluntary work

Benefits to volunteers: increase in confidence eg sense of achievement; learn new skills eg how to communicate with elderly people; develop own interests eg gardening, cooking; enjoyment eg having fun while helping at the youth club; gain experience to help with future career

Benefits to individuals: making a difference eg providing company for a lonely resident in sheltered accommodation, part of Duke of Edinburgh's Award Scheme, Scout and Guides Associations

Benefits to organisations: eg having extra help, having people with certain skills

Benefits to community: eg improve environment, improve neighbourhood facilities

3 Undertake voluntary work

Participate in voluntary work: eg help in an animal sanctuary, assist a person with a disability to shop

Essential guidance for tutors

Delivery

The emphasis of this unit is on allowing the learner to understand the different types of voluntary work and the value of voluntary work to both volunteers and recipients. Additionally, learners will benefit from a brief period of appropriate voluntary work.

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the unit content.

The tutor could start delivery of this unit by inviting speakers from different types of voluntary work to talk to the group about different volunteering opportunities and roles. They may also talk to learners about the benefits of participating in voluntary work.

In groups, learners could research different types of voluntary work and the role of the volunteer and then report back to the rest of the group.

Web pages may be a good source of information, for example www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

When discussing the benefits of volunteering, learners may be able to refer to situations that they have been involved with or encountered. Learners could be encouraged to ask friends and colleagues about their volunteering experiences. Posters or leaflets may be designed to show the benefits of volunteering and could then be displayed in class.

Learners are to participate in a brief period of voluntary work. Tutors should arrange suitable voluntary work and provide learners with the appropriate guidance as to how to carry this out. The guidance should detail what is expected from the learner, the suggested timescale for the work and any supervision details.

Tutorials will provide an opportunity for tutors to discuss the volunteer experience of individual learners.

Assessment

For 1.1 and 1.2, the learner needs to identify a range of types of voluntary work and the role of the volunteer in different types of voluntary work. This could be produced in the form of a leaflet. Alternatively, they may participate in a discussion to identify different types of voluntary work and roles. This should be recorded by the tutor for verification purposes.

Posters or leaflets which identify some benefits of voluntary work for the volunteer and for the organisation, community or individual being served would provide sufficient evidence for 2.1 and 2.2.

Evidence for 3.1 is best provided in the form of a witness statement, completed by the tutor, that the learner has participated satisfactorily in the brief period of voluntary work.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work	Unit 1: Alternatives to Paid Work
	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer

Essential resources

Learners will need the opportunity to undertake a brief period of voluntary work.

Websites

www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066181

www.voluntaryworker.co.uk

www.volunteering.org.uk/

www.wfac.org.uk/?Information:Working_in_the_Voluntary_Sector

Unit 3: Managing Your Own Money

QCF Level: Entry 3

Credit Value: 2

Guided learning hours: 20

Unit abstract

Being able to handle your own money effectively is an essential life skill. The aim of this unit is to help learners become familiar with acquiring and using money. The learner will develop skills in purchasing goods and services using cash, ensuring they have enough cash and receive the correct change. Learners will also find out about different sources of income, different ways to save money, benefits of saving money and where to keep saved money.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know different sources of income	1.1 With support, identify sources of income
2 Know how to buy goods and services using cash and receive the correct change	2.1 From a given example, give sufficient money to pay for goods and services and receive the correct change
3 Know the benefits of saving money	3.1 Identify benefits of saving money
4 Know how to save money	4.1 Identify different ways of saving money
5 Know where to keep saved money	5.1 Identify where saved money can be kept

Unit content

1 Know different sources of income

Sources of income: salary or wages; gifts, inheritance; pocket money; selling items; grants, benefits; loans

2 Know how to buy goods and services using cash and receive the correct change

Goods: eg clothing, groceries, appliances, medication, toiletries

Services: eg haircut, travel journey, cinema, dental check-up

Buying goods or services: estimate amount of money needed to buy it; calculate total money required; provide sufficient money to pay

Correct change: check change against total sum offered

3 Know the benefits of saving money

Benefits of saving: eg peace of mind in knowing spare money is available if needed, being financially independent or less dependent on others, interest earned on money saved in a savings account, money available for emergencies and unforeseen circumstances, money available for large or expensive purchases eg holiday, computer, furniture

4 Know how to save money

How to save money: lifestyle changes eg walking instead of taking bus, planning meals before shopping to avoid buying too much, giving up smoking, checking for lowest prices; money saving schemes eg loyalty cards, special offers, discount coupons, shopping vouchers; avoiding impulse buying

5 Know where to keep saved money

Where to keep saved money: eg bank, building society, post office, locked drawer, hiding place

Essential guidance for tutors

Delivery

Learners should be actively involved throughout the delivery of this unit. The learner must be able to carry out simple financial calculations. This may be carried out through role play or real life situations. Additional learning time may be required to ensure that the learner has gained sufficient skills in this area.

In order to achieve the learning outcomes for this unit, it would be helpful for tutors/line managers to introduce learners to basic terminology, for example income and outgoings, goods, services. Learners should then be able to identify different sources of income. This could be achieved through group discussions or appropriate case studies for example the case study could be based on a student, a disabled person, an employed person, a pensioner, a self-employed person.

Learners need to learn how to calculate outgoings and work out the difference between the amount of money they have and the amount needed for purchases so they know that they have enough money for their purchases and how to ensure they are not overcharged. Short scenarios may be given to the learner which give the amount of money a person has for a day and what they will spend on things such as transport and food; the learner could then be asked to calculate how much money is left over at the end of the day. Alternatively real life situations may be used for example the learner may be given an amount of money to buy ingredients for a cooking class. The learner would be required to choose suitable products and return with the correct change.

Knowing the benefits of saving money and how to save money are important outcomes for this unit. Learners could, via group discussion, talk about the benefits of saving money in a general sense and record the outcomes on a flipchart or board. Learners could then progress to think about specific ways in which saving money could benefit them personally (for example having enough money to go on holiday or to buy a computer).

For learning outcome 4, learners could investigate the cost of the same type of product sold in different shops or supermarkets. They could also look through a range of magazines, newspapers or internet sites to identify 'bargains', which could then be discussed with others in the group. Learners may also be encouraged to work out where they could save money by changing some of their regular spending habits for example if they brought their own lunch to work or college instead of buying lunch onsite.

Learners need to be encouraged to identify different places where savings can be kept. This can be achieved through group discussion, leaflets from banks, adverts from the post office, building societies or internet searches. At this level, learners need only recognise that personal saved money can be kept in different places. However, discussion could include the advantages and disadvantages of saving money in different places.

Assessment

A range of small tasks may be given to the learner to complete throughout the teaching of this unit or larger tasks may be provided towards the end of delivery of the unit.

In order to achieve 1.1, the learner must be able to identify three different sources of income. They may be given a short scenario which highlights a number of sources of income.

To achieve 2.1, the learner may be given a real life situation or role play may be used. The learner could be asked to buy a number of items and return with the correct change. The accuracy of the learner's calculations could then be verified by the tutor or line manager. Alternatively, the learner could be given a paper-based task which provides appropriate examples for the learner to calculate. In all cases, the calculations required of the learner should be appropriate in terms of the functional skills for this level.

For 3.1, the learner must give at least two reasons why it is beneficial for an individual to save money. The information could be presented as a poster, leaflet or recorded in discussion with a tutor or line manager.

To achieve 4.1, the learner must identify four different ways of saving money. This could be presented as an information leaflet. This could include practical examples such as collecting and using shopping vouchers, saving money in a bank or waiting until it is on sale to buy an item.

To achieve 5.1, the learner must be able to identify three different places to keep savings. The information could be presented as a poster. Alternatively, the learner may be given a short scenario in which someone has savings they want to keep safe and the learner is asked to identify three places where the person could put their money.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 4: Being Responsible for Other People's Money	Unit 4: Being Responsible for Other People's Money	Unit 3: Managing Your Own Money
	Unit 3: Managing Your Own Money	

Essential resources

There are no resources that are essential for this unit.

Websites

www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml

www.direct.gov.uk/en/YoungPeople/Money/index.htm

www.need2know.co.uk/money

Unit 4: Being Responsible for Other People's Money

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Most learners will have responsibility for other people's money at some stage in their lives. It may be as a result of seeking sponsorship for a charity event, working as a volunteer at a local community event, handling petty cash while working in full- or part-time employment or simply going shopping for someone else. This unit will help the learner understand that when they are responsible for other people's money, they must be able to demonstrate that they are honest and capable of keeping someone else's money safe or using it wisely on their behalf. They will learn that they need to own up to any mistakes and explain how they have put them right. The learner will then be given the opportunity to demonstrate their ability to carry out simple calculations using other people's money.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the importance of keeping other people's money safe	1.1 Give reasons for keeping other people's money safe
2 Know how to handle other people's money responsibly	2.1 Handle other people's money responsibly 2.2 Outline the need to return any unspent money or money collected to the person concerned 2.3 Outline the need, when handling someone else's money, to own up to any mistakes made and correct them

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3 Be able to complete simple money calculations using other people's money	3.1 Complete simple calculations using money

Unit content

1 Know the importance of keeping other people's money safe

Keeping it safe: eg taking care to keep the money secure, using the money wisely, accuracy in giving change

Importance: eg honesty, being trustworthy, being accountable, responsibility, maturity

2 Know how to handle other people's money responsibly

Handling money: eg keep money in secure box, sort money according to different types of coins and notes, check money is correct currency; receive correct payment, give correct change; give receipt (if applicable); own up to any mistakes; correct the mistakes

3 Be able to complete simple money calculations using other people's money

Simple calculations: select and recognise coins and notes; add coins and notes; subtract amounts of money, give correct change

Essential guidance for tutors

Delivery

This unit is primarily a practical unit. Where possible, the learner should be encouraged to participate in a real life task which involves having responsibility for other people's money. The money could be as part of a job, collecting for charity, running an errand or any other suitable scenario. Simulation may be considered as an acceptable way to demonstrate the skills required.

Learners need to establish what is meant by 'responsibility' when handling other people's money. This can be supported by role play with learners following direct instructions for handling money for others.

After being given several examples of situations where they could handle money (for example running an errand, collecting for a charity), learners could be encouraged to develop a set of rules that could be applied to any given situation. This could be as simple as keeping the money safe, or not to get it mixed up with their own money. The rules should include the fact that the money being handled is not theirs to keep.

Simulations can be created where learners are allocated a sum of money on paper, spend some of it and then decide the amount of change needed. The amount of money and the size of calculations should be determined by the functional skills mathematics level the learner is working at.

Assessment

In order to achieve 1.1, the learner must give at least two reasons why it is important to keep other people's money safe. They need to demonstrate that they understand that it is not their money and that they have been given a responsibility to look after it and/or use it wisely by the other person. This may be achieved through a one-to-one discussion between the tutor or line manager and the learner.

The learner will need to demonstrate competence for 2.1 by participating in a role play or real life situation. Examples could include seeking sponsorship, going shopping for a group activity or selling products on a stall as part of a community event.

For 2.2, the learner must describe clearly why it is necessary to return any unspent money to the person who owns the money or, in the case where the learner has collected money on behalf of someone else, why it is necessary to return any collected money to the correct person.

2.3 requires the learner to give a straightforward description of why it is important to admit to any mistakes made with someone else's money and to correct the mistakes.

For 3.1, the learner must demonstrate their ability to undertake simple calculations using money. The calculations will depend on the type of activity undertaken but examples may include adding and subtracting amounts of money and giving correct change. The calculations and level of accuracy should be consistent with the functional skills for mathematics at the level the learner is working at.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 3: Managing your Own Money	Unit 3: Managing your Own Money	Unit 3: Managing your Own Money
	Unit 4: Being Responsible for Other People's Money	

Essential resources

Learners will need access to real or simulated situations where they are required to carry out simple calculations with money.

Websites

www.bbc.co.uk/skillswise/numbers/measuring/money/factsheet.shtml

www.need2know.co.uk/money

Unit 5: Searching for a Job

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Searching for a job can be difficult and time consuming. It is therefore helpful to have a good understanding of where to look for potential employment. Throughout this unit, learners will have the opportunity to investigate different sources and discover the most effective way of searching for employment. Learners will also be introduced to the key elements of job adverts.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about sources of information for potential employment	1.1 Identify sources of information about potential employment
2 Be able to search for job vacancies from given sources	2.1 Name the key features of a job advert 2.2 With support, use given sources of information appropriately to identify job vacancies

Unit content

1 Know about sources of information for potential employment

Potential job sources: eg word of mouth, Jobcentres, employment agencies, local community noticeboards, advertisement on the company premises (eg shop window, notice outside restaurant), local newspapers and other local publications, national press, internet

2 Be able to search for job vacancies from given sources

Job adverts: standard information to look for in a job advert eg job description, specific skills required, location, working hours, salary and any other benefits, details of how to apply for the job, closing date for applications

Using sources of information to identify job vacancies: matching your own skills, interest or experience to job vacancies in a given source eg soft skills such as talent for working with people, 'learned' skills such as ability to drive, paint or cook, experience gained through other work or learning; other factors in deciding the appropriateness of a job vacancy eg location, working hours, salary and benefits

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible.

The unit lends itself to the use of examples of both real or imagined job roles, but the sources of job information and the actual job vacancies searched for should be real (and preferably current). The job vacancies should also be appropriate to the learner's own interests, experience and personal circumstances. Vacancies should be for job roles that learners could reasonably be expected to perform at this level.

The tutor could start delivery of this unit by introducing a range of sources of information for potential employment from local and national press, other publications and the internet. If the learner is in the workplace and seeking new employment, they could be directed to the same sources but also encouraged to investigate job opportunities at their place of work, for example via the company's intranet or newsletter. Learners could also be encouraged to share their own experiences of looking for work and where they found or looked for relevant information.

Guest speakers from the Jobcentre and employment agencies may be invited to speak to learners about matching jobs to the skills and experiences of individuals. Tutors could facilitate discussions afterwards with groups of learners about what was said by the guest speakers, and the jobs and skills learners found most interesting.

For learning outcome 2, tutors could give small groups of learners real or simulated job adverts, appropriate to the level of learners, and ask them to identify the job description, working hours, salary and any other benefits and report back to the rest of the group.

Assessment

For 1.1, the learner must identify three different sources of job vacancies. The learner may participate in a discussion to identify the sources of job vacancies, for example newspapers, the internet, shop windows, job centres, community notice boards. This should be recorded by the tutor for verification purposes.

For 2.1, the learner needs to state key features, such as the working hours, location and salary/benefits, from one job advert.

For 2.2, the learner needs to use two given sources of information to identify two job vacancies which match their skills, abilities and interests. This should be recorded by the tutor for verification purposes.

Tutors may provide the learner with the sources of information and guide them through the process of searching, but the learner must be able to carry out the search themselves, using their skills and interests as a guide. The learner is not expected to find one ideal job vacancy at this level, but may pick a range of

potential jobs which they think are suitable after discussion and agreement with their tutor. This may be due to any range of factors including where the job is based or whether it looks attractive, for example the job may be for a large company the learner knows or in a familiar location or somewhere a friend or relative already works.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 6: Applying for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 7: Preparing for an Interview	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 8: Interview Skills	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need access to examples of sources for information about potential jobs as well as examples of real or simulated job advertisements.

Websites

www.connexions.gov.uk

www.direct.gov.uk/en/Employment

www.jobcentreplus.gov.uk

www.learndirect-advice.co.uk/helpwithyourcareer/findingajob

Unit 6: Applying for a Job

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Filling in a job application form appropriately and correctly creates a good impression of the applicant and enhances their prospects of securing an interview in the next stage of the recruitment process. This unit will introduce learners to different ways they could be asked to apply for a job and reasons why job application forms are often used by employers. The unit focuses on the requirements of job application forms, the information needed and how to present information for a basic job application form appropriately.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know different methods of applying for a job	1.1 Identify different methods of applying for a job
2 Know the purpose of a job application form	2.1 Give reasons why a job application form might be used as a way of applying for a job
3 Be able to present personal information for a job application form	3.1 Identify what information will be needed for a job application form 3.2 Present the information for a job application form in an appropriate format

Unit content

1 Know different methods of applying for a job

Different methods of applying: job application form; CV and covering letter; applying in person

2 Know the purpose of a job application form

Purpose of job application form: benefits of job application form for employers eg ensuring all relevant information is requested, suitability of a job application form for certain types of jobs eg where CV and cover letter are not appropriate or necessary, different types of job application forms can be set up based on particular employer needs or preferences

3 Be able to present personal information for a job application form

Information needed for job application form: different types of information eg personal details, work experience, skills and abilities, education and training, eligibility to work legally in the country

Presenting information in appropriate format: knowing where to record/fill in different types of information; handwritten applications should be legible and checked for spelling and grammar accuracy; use spellchecker and relevant formatting tools for electronic application forms

Essential guidance for tutors

Delivery

This unit lends itself to the use of real or imagined job application scenarios but the use of 'real' job application forms or job application forms based on real application forms from actual employers, is encouraged. For the purposes of learner engagement, the learner and tutor/line manager should agree that the job application, whether simulated or real, is suitable in terms of the learner's interests and personal career situation. Additionally, the intended job should be of a suitable level for a learner working at this level and any application forms and associated application information should reflect the level of the learner.

The tutor could start delivery of this unit by discussing different ways to apply for a job. Tutors may provide examples of real application forms, CVs and covering letters for learners to look at so that they become familiar with them. Learners and tutors may discuss the format of these examples and the types of information required to complete an application.

In order for learners to understand the reasons why a job application form may be used, learners could work in small groups to examine real application forms and identify the types of information requested. The reasons why prospective employers use application forms (for example speed and convenience, ensuring candidates provide only the information asked for in the application form) could be explored through group discussions. Speakers from human resources or recruitment could also be invited to talk to learners about the use of job application forms. Jobcentre Plus would be another valuable resource for learners.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. Learners will also need to recognise the importance of spelling and grammar (and the need for legible handwriting, where it is used).

Learners could produce posters or checklists to display in the classroom for learning outcome 3. Learners could also practise completing suitable, real application forms.

Assessment

For 1.1, the learner must identify the main types of job application methods, including application forms, CVs and covering letters. The learner may participate in a discussion to identify the main types of job application. This should be recorded by the tutor for verification purposes.

For 2.1, the learner must clearly identify more than one reason why prospective employers use job application forms in the recruitment process. The learner may be guided in finding relevant reasons through group discussions, discussions with a tutor or visiting speaker or from given information. Once they have chosen their reasons, they must be able to identify these independently.

For 3.1, the learner needs to list information that may be needed for an application form.

For 3.2, the learner will need to complete an application form for an appropriate job, clearly and legibly. If the learner is completing an electronic job application form, it would be useful for them to know how to use basic formatting and the spellcheck function. However, this is not a requirement.

In achieving 3.1 and 3.2, the learner would not be expected to prepare a job application form without support and guidance from their tutor and may require support to understand what is relevant and what is not relevant to their application. The final application must be prepared by the learner themselves, although they will have practised this in advance and discussed and agreed the information with their tutor. The learner is not expected to use extended writing in their job application.

In preparing personal information for a job application form, the learner can discuss and agree with the tutor the types of information needed and collate it in advance. The learner may need to edit and re-draft this information, with continuing support from their tutor, until it is agreed that they have covered all the relevant aspects. The learner may need prompting to answer questions such as ‘Why do you want the job?’ and the tutor may need to give learners some example responses.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 7: Preparing for an Interview	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 8: Interview Skills	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need access to examples of real or simulated job application forms.

Websites

www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.worksmart.org.uk/career/job_advertisements

Unit 7: Preparing for an Interview

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

The purpose of this unit is to introduce learners to the most important aspects of preparing for an interview. The emphasis is on planning before the interview to enhance the chances of a successful outcome to the interview itself. Learners will develop the ability to identify the key requirements of the job role, placement or course for which they are being interviewed. They will also look at how to prepare answers for likely interview questions and find the appropriate means of travel to the interview.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know what is required in the job, placement or course for which they are applying	1.1 Identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course
2 Be able to prepare responses for likely interview questions	2.1 With support, prepare brief answers to a given set of questions that are likely to be asked at the interview
3 Know that it is important to plan their travel for the interview	3.1 Identify from information provided to them, the time and place where the interview will be held 3.2 With support, identify the route and means of transport which they plan to take

Unit content

1 Know what is required in the job, placement or course for which they are applying

Main tasks or activities: job role, requirements and responsibilities; routine or working/study hours; required attitude and behaviour; expectations of employer or training provider; relevant organisational rules or structure

2 Be able to prepare responses for likely interview questions

Prepare answers to likely interview questions: prepare answers that are accurate and relevant to the questions; using appropriate language in the answers

3 Know that it is important to plan their travel for the interview

Plan their travel: eg timekeeping, route of travel, travel information, maps/travel plans, interview address and location

Essential guidance for tutors

Delivery

The emphasis of this unit is on helping the learner to prepare for an interview in order to assist them when they are seeking employment or further training.

For learning outcome 1, learners might find out about the main tasks and activities associated with the job role, placement or main areas of learning through group discussion, directed investigation (for example internet searches on given websites) or via leaflets, newspapers or other publications given to them.

For learning outcome 2, learners could work in groups to determine suitable answers for different interview questions. Tutors or line managers should provide examples of likely interview questions, although learners may also be able to refer to previous interview questions they have encountered.

Learners could work in groups to plan travel to interviews for different scenarios. Group discussion about which travel plans are workable, and any difficulties arising from those options, could give learners an understanding of how to make appropriate travel choices. Solutions could be collated on a board or flipchart.

The interview being prepared for may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests. The interview should also relate to a job, placement or course which learners at this level could reasonably be expected to perform or enrol in.

Assessment

The assessment criteria for this unit may be combined into one assessment task. The learner may participate in group discussions or one-to-one tutorials which could be recorded by the tutor/line manager for verification purposes. Alternatively, the learner could complete a pro forma or leaflet which covers all criteria.

For 1.1, the learner will need to give information about three main tasks and/or activities associated with the job role or placement or areas of learning to be covered in the course.

For 2.1, tutors should provide lists of likely interview questions (For example Why do you want this job? What do you hope to achieve on this placement? What do you hope to do once you have completed this course?) The learner may discuss possible answers with others but must come up with their own final versions which need to relate to the job, placement or course identified in 1.1.

For 3.1, the learner must be able to independently identify the time and place where the interview will be held from straightforward, clearly presented information supplied by the tutor/line manager.

For 3.2, the learner needs to identify their route and means of transport to the interview. They may be assisted in choosing and planning their route and means of transport.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 8: Interview Skills	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

In order to prepare for an interview, the learner will need a given brief for an appropriate job, placement or place on a training course.

Websites

www.bbc.co.uk/skillswise/e3

www.connexions-direct.com/index.cfm?go=Travel

www.direct.gov.uk/en/TravelAndTransport/PlanningYourJourney

www.jobcentreplus.gov.uk

Unit 8: Interview Skills

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Knowing how to conduct yourself during an interview, whether in the context of work or study, requires a variety of skills that can be learned and refined with practice. This unit introduces learners to the key aspects of conduct appropriate for interview scenarios. Learners will be equipped with basic interview skills so that they are able to present themselves at an interview, answer the interviewer's questions in an appropriate manner, paying attention to both verbal and non-verbal aspects of communication, and be able to reflect on how well they did in the interview.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to present themselves appropriately at an interview	1.1 Dress appropriately and display an appropriate level of personal hygiene for the interview 1.2 Use appropriate means of non-verbal communication such as body language and facial expressions
2 Be able to give appropriate answers to the interviewer's questions	2.1 Give clear, straightforward answers to the questions asked
3 Know how they performed in the interview	3.1 Identify one aspect of the interview that went well and one that did not

Unit content

1 Know how to present themselves appropriately at an interview

Present themselves appropriately: different dress codes for interview situations; the importance of personal hygiene; personal appearance affects the interviewer's impression of the learner

Non-verbal communication: use of non-verbal communication affects the interviewer's impression of the learner eg appropriate body language, posture and facial expressions

2 Be able to give appropriate answers to the interviewer's questions

Give clear, straightforward answers: listening carefully to a question so that the appropriate answer can be given, asking for the question to be repeated if necessary, thinking about the answer before responding, communicating clearly, giving accurate information in the answer

3 Know how they performed in the interview

What went well and what did not go so well: the outcome of the interview; parts of the interview that were easy or enjoyable eg personal presentation and dress were appropriate for the interview, able to answer all the interviewer's questions; parts of the interview that were challenging eg couldn't remember answers to some of the interview questions, felt nervous and had to ask for several questions to be repeated, found it difficult to concentrate for entire duration of interview

Essential guidance for tutors

Delivery

In thinking about the skills needed for an interview, learners need to understand the different situations that may require interviews for example for a course, for a job or for voluntary work. The tutor or line manager could facilitate a question and answer session could determine a range of interview situations and the purpose of the interview in each case, for example an interview for a course is to ensure that the learner has selected a course which is appropriate for them and will enable them to succeed.

In order for learners to understand the appropriate presentation for interview and appropriate answers to interviewers' questions, it would be useful for them to watch a video of an interview or clips from films or popular television programmes that feature interview scenes. Learners could also discuss various interview scenarios to determine what is meant by appropriate presentation and ways to answer questions. The key points could be collated on a board or flipchart. Learners could make posters of the key points which could be displayed in the classroom or working area to act as reminder throughout the unit.

Tutors/line managers will need to make learners aware of cultural differences in non-verbal communication which would be relevant in an interview situation. Where different cultures and nationalities are represented in the group or learners have experience of other cultures, learners could also contribute ideas to the discussion. Examples could include cultural differences about whether or not to make eye contact with a senior or older person or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could work in small groups to practise their verbal and non-verbal communication skills. Role-play scenarios could cover a range of interview situations for example for courses, jobs or voluntary work. Video cameras may be used to record the role-play and learners should be encouraged to assess their own skills in answering questions. Learners at this level may need considerable support from the tutor/line manager in evaluating their own performance.

The interview may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for no more than 10 minutes. The learner should be fully briefed about what to expect in terms of format, length and likely content. The interviewer should use straightforward language and make sure that questions are clearly phrased and easy to understand. Where possible, the interviewer should be familiar to the learner.

Assessment

Learners must be dressed appropriately for the interview context. The definition of 'appropriately' will differ from one workplace or course to another, depending on the nature of the job, placement or course applied for. The learner's appearance should be consistent with that normally expected of interviewees in the particular

setting. Regardless of setting, learners should have paid attention to their personal hygiene and should be wearing clean clothes. Their choice of clothing may be based on the advice or guidance of others.

During the interview, the learner must demonstrate that they are paying attention, concentrating on what is being said and avoiding distractions.

Appropriate body language will indicate that the learner is listening to the interviewer and is interested in the discussion. To achieve 1.2, the learner needs to refrain from fidgeting or other behaviour that suggests that they are not concentrating on the interview. Tutors or line managers should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

To achieve 2.1, the learner's answers may be brief and unsophisticated but they must contain clear, relevant information which demonstrates an understanding of the question.

Evidence to support observation of the learner's performance in the interview could take the form of a written statement by the tutor, line manager or interviewer or could be a video with supporting commentary from the tutor/line manager.

For 3.1, the learner must be able to identify one aspect of their performance that went well and one aspect that did not go so well. These might relate to particular questions or to aspects such as body language or careful listening. They might reflect on the interview by watching it back on video, listening to a recording or discussing it with the interviewer or other observers. It is appropriate for any of these parties to offer constructive criticism and for the learner to include this feedback in the review of their performance, should they wish to do so. However, from the given feedback, the learner must independently identify what they include in their evaluation. Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 11: Career Progression	Unit 8: Interview Skills	Unit 7: Interview Skills
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need the opportunity to participate in a real life or simulated interview.

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork

www.jobcentreplus.gov.uk/jcp/Customers/outofworkhelplookingforwork/Getting_job_ready/Interviews

www.worksmart.org.uk/career/interviews

Unit 9: Self-management Skills

QCF Level: Entry 3

Credit Value: 2

Guided learning hours: 20

Unit abstract

Employees need to be able to manage themselves effectively in order to stay safe and healthy at work and to make a positive contribution to the workplace.

This unit introduces learners to the concept of managing themselves as employees in the workplace. Learners will be required to demonstrate self-management skills such as punctuality, taking appropriate breaks during the course of the working day and knowing where to find help and support in managing themselves at work. Learners will also carry out a simple review of their performance in this area.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand self-management skills	1.1	Recognise that employees need to be able to manage themselves in the workplace
		1.2	Identify some potential areas in which they need to manage themselves
2	Demonstrate self-management skills	2.1	Demonstrate how to be punctual
		2.2	Demonstrate when to take a break from working
		2.3	Identify who to contact if they need help or support in self-management
3	Review self-management skills	3.1	Review one aspect that went well and one that did not

Unit content

1 Understand self-management skills

Employees need to manage themselves at work: for health and safety reasons; legal reasons; to be able to do their job properly; to benefit themselves and others

Areas of self-management: eg managing own time, managing own workload, looking after safety of themselves and others, staying healthy

2 Demonstrate self-management skills

Being punctual: eg turning up for work on time, returning from tea break at agreed time, telling someone if unable to get to work, managing own time at work

Taking a break from working: eg taking a break from a computer for health and safety reasons, taking lunch break to eat and relax during the working day

Sources of help and support: eg line manager, supervisor, team leader, human resources department, occupational health officer, union representative

3 Review self-management skills

Review of self management skills: aspect of performance that went well eg planning your journey into work so that you turn up on time; aspect of performance that did not go so well eg not telling team member or supervisor when you went on a break or not leaving enough time for lunch

Essential guidance for tutors

Delivery

This unit may be delivered in the workplace, in the context of a work placement or volunteering commitment, or in a simulated situation in a school or college. It is expected that the self-management skills listed within the unit are those which need to be demonstrated by learners within an educational context as well as by employees. Learners are therefore likely to already be aware of a range of self-management skills in a general context.

Tutors/line managers could provide copies of organisational procedures for different types of organisations as appropriate, for example school or college procedures for staff and/or learners relating to self-management (or, if in the workplace, copies of relevant procedures for that workplace). Relevant training or developmental courses and exercises relating to self-management (for example time management, 'mock' work tasks and 'in tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or through discussion between the learner and their line manager/tutor or another appropriate person familiar to the learner. Tutors or line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners to develop an awareness of their own responsibilities to themselves and others when operating as employees in the workplace, for example managing their time, looking after themselves and others.

For learners who have access to the workplace, tutors/line managers may wish to use organisational guidance and procedures (such as health and safety, conduct in the workplace and help and support for employees) and discuss these with learners. Tutors may wish to use similar materials in a simulated activity (for example the school or college's health and safety rules or other organisational procedures) but learners would need to understand how they would apply in the workplace.

Tutors/line managers may wish to use group discussion to explore the potential areas in which learners would need to manage themselves. Learners should be directed towards some of the more obvious areas in which they would need to take responsibility for themselves. For example, areas such health and safety, good conduct and looking after themselves in the workplace can be related to easily and would apply both within and outside of the workplace. Learners could create a poster or leaflet to show their competence in achieving learning outcome 1.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario which enables them to demonstrate self-management skills within the workplace. These skills can focus on the more obvious areas and may be carried out as part of a real working day or as a simulated activity. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor,

line manager or other observer provides help or support to the learner. An example of this could be for others to provide support by pointing out health and safety issues that the learner may have missed. Tutors may also wish to discuss and agree the activities which the learner will demonstrate in advance. Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed, for example if it is an observation then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor/line manager and the learner. Learners and tutors/line managers would discuss how the learner fared in their demonstration and learners should be able to carry out a simple review of their performance. They should be able to identify an aspect of their performance that went well (for example planning their journey so that they turned up on time) and one that did not go so well (for example having to hurry through their lunch because they didn't leave enough time). It is appropriate for any of these parties to offer constructive criticism and for learners to include this feedback in the review of their performance if they accept it. However, learners should independently select what they include in their evaluation.

Assessment

To achieve 1.1 and 1.2, the learner must identify at least two of the more obvious self-management skills as mentioned in the delivery section of this unit. The learner must also demonstrate that they have a basic understanding of the need for self-management skills by briefly identifying at least two general reasons why self-management is necessary. Evidence to support this can be either in a written format, eg records of group or individual discussion (written by the tutor or written by the learner with sign-off from the tutor) or a video or audio recording. Learners may require support in identifying areas of self-management from organisational guidelines or procedures and group discussions, but they generally need to understand how these areas relate to their own self-management.

To achieve 2.1, 2.2 and 2.3, the learner must demonstrate self-management skills within the workplace. The learner needs to demonstrate that they can perform these skills and understand what they are doing, although tutors and others may support and prompt them. The learner is required to demonstrate how to be punctual, when to take a break during their working day and identify sources of help or support.

The demonstration must be observed either by the tutor or another person designated to assess the learner (this could be a line manager or supervisor for example). The observation should form the basis of a discussion with the learner about their performance, after the demonstration has taken place. This observation could take the form of a written statement by the tutor/line manager (which would support good practice for appraisal and review in the workplace) or could be a video with supporting commentary from the tutor/line manager.

To achieve 3.1, the learner is required to carry out a review of their performance. They should be able to identify one aspect that went well and one that did not, and select what to include in their review.

Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Written statements by the learner at this level would be brief and straightforward. The written statements can be discussed and agreed by the tutor/line manager and the learner in advance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct At Work	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 22: Safe Learning in the Workplace	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 20: Preparing for Work Placement	Unit 30: Safe Learning in the Workplace	
	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement

Essential resources

There are no essential resources needed for this unit.

Websites

www.connexions-direct.com

www.direct.gov.uk/en/Employment

www.lifecoachexpert.co.uk

www.worksmart.org.uk/career

Unit 10: Self-assessment

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

The aim of this unit is to introduce the learner to the skill of self-assessment in order to identify goals. The ability to set goals and assess performance in reaching them is a valuable skill in achieving success in the workplace, in training and studies, and in life in general. The learner will consider their personal strengths and weaknesses and how they may benefit from their skills and qualities. The unit also introduces the learner to the process of setting long- and short-term goals and ways to achieve them.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know their personal strengths and weaknesses	1.1 List their personal strengths and weaknesses
2 Know that they have useful skills and qualities	2.1 Identify different skills and qualities they have 2.2 Identify some ways in which their skills and qualities can be used beneficially
3 Know about setting both short- and long-term goals	3.1 Identify a long-term goal 3.2 Identify some short-term goals 3.3 With support, identify methods by which the short-term goals may be achieved

Unit content

1 Know their personal strengths and weaknesses

Personal strengths and weaknesses: strengths eg friendly, shy, outgoing, confident; weaknesses eg over-talkative, easily upset

2 Know that they have useful skills and qualities

Skills and qualities: communication skills eg speaks clearly, bilingual, multilingual; practical skills eg good at drawing, painting, cooking, good with animals, good at sport; interpersonal skills eg patient with elderly, gentle with children

Skills and qualities can be used beneficially: eg communication skills could assist in building good relationships with children or grandchildren, being bilingual or multilingual could help secure paid employment as an interpreter, painting skills would be useful in re-decorating own home, sports skills could help in getting fit and healthy, cooking skills could lead to enrolment on a catering or hospitality course

3 Know about setting both short- and long-term goals

Long-term goals: eg work with children, be a chef, be financially independent, get a full-time job, give up smoking

Short-term goals: eg find some work experience, improve number skills, learn basic cooking, learn to drive

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to consider their own strengths, weaknesses, skills and attributes.

For all the learning outcomes in this unit, learners will need to relate the knowledge to their personal experiences. Learners at this level may need considerable support from their tutor or line manager to be able to reflect on their own attributes and weaknesses. This might be best achieved through one-to-one discussions or tutorials.

The tutor could start delivery of this unit by exploring the generic concept of strengths and weaknesses. It could be useful for learners to watch a video, for example, of a soap opera or drama. In groups, learners could discuss and analyse the strengths and weaknesses of the different characters and then report back to the rest of the group. Recognising areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of sensitivity and respect, with an emphasis on the fact that everyone has strengths and weaknesses and can accentuate their strengths whilst still recognising their weaknesses.

Learners are required to work towards identifying their own strengths and weaknesses for learning outcome 1.

For learning outcome 2, learners could undertake group or individual research information about the skills and qualities of famous people for example Richard Branson, Mahatma Gandhi, Oprah Winfrey, David Beckham, Nelson Mandela, Paula Radcliffe, Mother Theresa, and present their findings to the rest of the group. Group discussion could focus on the fact that everyone has skills and qualities which are useful in different situations but are not always recognised as important.

Tutors could invite guest speakers to talk to learners about their experiences of setting long-term and short-term goals for learning outcome 3. Learners could prepare questions to ask speakers about how they achieved their short-term goals. The different long- and short-term goals discussed could be displayed under two headings in the class for learners to refer to. Learners could complete individual research on the internet about possible long-term goals for themselves.

Learners in the workplace could prepare questions to ask more experienced colleagues about how they set and achieved their short- and long-term goals. This could be used to inform the learner's discussion with their line manager or supervisor about appropriate goals.

Throughout this unit, learners can record their self-assessments through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the needs of the individual learner.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log, depending on the individual learner. Alternative methods of evidencing learning may be used. Evidence from tutorials or one to one discussions with the learner, verified by the tutor/line manager, may be included in the log.

The learner will need to list two personal strengths and two personal weaknesses for 1.1. This information should be evidenced in their logbook or any other tool selected to record their learning.

2.1 requires the learner to identify two of their own skills and two of their own qualities. Although the learner may interpret the idea of skills and qualities in a broad sense, the two personal skills and two personal qualities identified by the learner must be sufficiently different from each other in order to achieve the learning outcome.

In achieving 2.2, the learner should give two ways their identified skills or qualities may help them in the future.

The evidence for 3.1 will need to be an achievable long-term goal.

Two short-term goals that will help the learner achieve their long-term goal need to be included for 3.2.

To achieve 3.3, the learner should identify two ways in which they may be helped to achieve their short-term goals given in 3.2.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 11: Career Progression	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 16: Setting and Meeting Targets at Work	Unit 11: Career Progression	Unit 10: Career Progression
	Unit 23: Setting and Meeting Targets at Work	Unit 22: Setting and Meeting Targets at Work

Essential resources

There are no essential resources needed for this unit.

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net

Unit 11: Career Progression

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Current working practices make it increasingly important for individuals to be aware of the role they play in progressing their own careers. This unit introduces learners to the concept of career progression and the skills, qualities and resources associated with it. Learners will be helped to recognise the personal skills and qualities that they can use to develop a career, as well as the benefits of doing so. They will also find out more about different sources of information and guidance for career progression.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about skills and qualities needed to progress in a career	1.1 Identify personal skills and qualities relevant to career progression
2 Know different sources of information and guidance related to career progression	2.1 Identify different types of careers-related resources
3 Know the benefits of career progression	3.1 Identify reasons why career progression is beneficial

Unit content

1 Know about skills and qualities needed to progress in a career

Skills and qualities: interests and talents; previous experience, education, training, qualifications

Career progression: personal skills and qualities assisting career progression eg motivation, determination, reliability, flexibility; ongoing learning or training

2 Know different sources of information and guidance related to career progression

Sources of information and guidance related to career progression: eg college, school or community-based careers services, personal files, job centres, Learndirect, Connexions, libraries, Careers and Jobs sections in local newspapers and websites

3 Know the benefits of career progression

Benefits of career progression: eg personal satisfaction, learning new skills, promotion, pay rise

Essential guidance for tutors

Delivery

Tutorial and PSHE (Personal social and health education) sessions provide an ideal scenario for delivery of this unit. It could also be integrated into a vocational qualification, delivered in a work-based setting or in whole groups. Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

To make the concepts as relevant as possible, the unit should be delivered within the context of the learner's own career interests, opportunities and circumstances. Examples of career progression should be chosen with care so that they are inspirational without being beyond the learner's frame of reference.

The concept of career progression may be introduced by group discussions or the use of audio-visual material (for example documentaries about people who have successful careers). Groups could be asked to consider the skills and qualities required for different careers and report back to the whole group.

Learners may be asked to consider their personal skills and qualities related to progression in a career prior to a one-to-one tutorial.

To gain knowledge of different sources of information and guidance related to career progression, guest speakers could be invited from organisations such as Connexions or the Jobcentre. Learners could work in groups to investigate careers that interest them, using the internet, local newspapers, magazines and other appropriate sources.

For learning outcome 3, guest speakers could be invited to speak about how they have benefited from career progression. Learners could prepare questions to ask speakers. Learners may produce posters about the benefits of career progression to display in class.

Assessment

For 1.1, a statement could be completed by the tutor/line manager following a tutorial or discussion about how the learner identified, clearly and independently, the relevant skills and qualities which they (with support) have decided are relevant to career progression. These may be skills personal to the learner or they may be generic skills and qualities needed for career progression (or a combination of both).

In order to achieve 2.1, the learner needs to identify three different career-related resources. The learner may participate in a discussion which could be recorded by the tutor/line manager for verification purposes.

To meet 3.1, the learner must identify two appropriate benefits of career progression from resources such as interviews, articles and presentations. These resources may be given to the learner and discussed with a group or tutor/line manager, but the learner must be able to identify, clearly and independently, the

benefits which they have decided are linked to career progression. A statement could be completed by the tutor/line manager following a tutorial/discussion to verify that the learner has achieved this criterion.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications.

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with

Entry Level	Level 1	Level 2
Unit 5: Searching for a Job	Unit 5: Searching for a Job	Unit 4: Searching for a Job
Unit 6: Applying for a Job	Unit 6: Applying for a Job	Unit 5: Applying for a Job
Unit 7: Preparing for an Interview	Unit 7: Preparing for an Interview	Unit 6: Preparing for an Interview
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 7: Interview Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

The learner will need access to a range of career-related resources such as websites, publications, tutors and careers advisers.

Websites

www.connexions.gov.uk

www.direct.gov.uk/en/EducationAndLearning

www.learndirect-advice.co.uk/helpwithyourcareer

Unit 12: Conduct at Work

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

In any workplace, it is important to conduct yourself in an appropriate manner. Employers and employees expect certain types of behaviour within the workplace, making good conduct an essential employability skill.

This unit introduces learners to the range and type of conduct needed in the workplace. Learners will be assisted to understand and demonstrate some appropriate behaviours in the workplace. They will also reflect on their strengths and weaknesses in terms of their conduct.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace
2 Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues 2.2 Dress appropriately for work 2.3 Demonstrate appropriate timekeeping during the working day
3 Be able to carry out a review of own conduct	3.1 Identify an aspect of own conduct that went well and an aspect that did not go so well

Unit content

1 Know about appropriate conduct for the workplace

Appropriate conduct for the workplace: interacting and communicating with colleagues in familiar situations: eg team members, line manager, supervisor; respecting others' views; listening and responding to appropriate feedback, requests or suggestions from others

Appropriate dress for the workplace: appropriate clothing for different workplaces eg in an office, factory, for outdoor work, uniforms; clothing needed for health and safety reasons or hygiene; being tidy and presentable; having clean clothes

Appropriate timekeeping: being on time for work and knowing about the working day eg when expected to be at workplace, whether there are core hours, flexitime, shift work, knowing when to take breaks, when and how long lunch break is, turning up to meetings and appointments on time

2 Be able to demonstrate good conduct

Demonstrate good conduct: interacting with colleagues in familiar situations; dressing appropriately for work; appropriate timekeeping

3 Be able to carry out a review of own conduct

Reviewing own conduct: talking about an aspect that went well eg demonstrating appropriate timekeeping, using polite language when interacting with colleagues; talking about an aspect that did not go so well eg not dressing appropriately, not turning up for a meeting or appointment on time

Essential guidance for tutors

Delivery

This unit may be delivered in the workplace, as part of a work placement or volunteering commitment, or in a simulated situation in a school or college. The positive behaviours described in the unit are those expected of learners within an educational context as well as employees in a workplace. It is, therefore, likely that learners will already be aware of the need for appropriate conduct in a general context.

Learning outcome 1 could be delivered through group discussion or discussion between the learner and their line manager/tutor or another appropriate person familiar to the learner. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners identify good conduct, for example asking learners to identify social behaviours in their everyday lives and then encouraging them to think about whether these behaviours would be appropriate in the workplace. Learners could create posters or leaflets to record their ideas.

Tutors/line managers could then explore behaviours in the workplace, for example that there are rules or regulations within every organisation about how employees behave towards each other.

Learning outcome 2 may be delivered in a variety of ways. In a work situation, learners could carry out their normal daily activities whilst being observed by their line manager or another responsible person. In a simulated situation, learners could be provided with (or agree with their tutor) a scenario which enables them to demonstrate the three main aspects of conduct listed in the assessment criteria.

For learning outcome 2, tutors/line managers may wish to discuss with the learner beforehand their views on what is appropriate and agree a mode of dress in advance. It would be helpful to discuss with learners that some organisations have uniforms, that some clothing must be worn for health and safety or hygiene reasons, and that it is important to dress smartly and appropriately for the job, for example if you work outdoors, you won't need to wear a suit but you will need to wear durable clothes that protect you from the weather.

Tutors/line managers might also wish to discuss possible requirements for timekeeping in different workplaces for example if a workplace requires office cover throughout the working day, it isn't appropriate for everyone to go to lunch at the same time.

Learners could carry out a review of their own conduct through a one-to-one discussion with their tutor or line manager. For learning outcome 3, the tutor/line manager or an appropriate colleague may wish to give the learner some constructive feedback on their performance, which they may choose to include in their review.

Assessment

To achieve 1.1, the learner must identify at least two examples of appropriate conduct in the workplace. These are likely to be examples that they have come across in other aspects of their lives. Evidence to support this should be in the form of records of group or individual discussion (written by the tutor or by the learner with sign-off from the tutor or a video or audio recording). The learner does not need to describe examples of conduct in detail.

To achieve 2.1, 2.2 and 2.3, the learner needs to demonstrate good conduct in relation to interacting appropriately with colleagues, dressing appropriately for work and showing appropriate timekeeping during the working day. The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner (after the demonstration) about their performance. Evidence to support the observation can take the form of a written statement by the tutor/line manager (which would support good practice for appraisal and review in the workplace) or could be a video with supporting commentary from the tutor/line manager.

For 2.1, the learner must show that they know how to interact appropriately with their colleagues in everyday situations, using appropriate language and body language and being able to listen and respond appropriately, for example clarifying understanding of instructions, responding to feedback given by someone else, helping a colleague. Colleagues will be people the learner encounters most frequently (for example their line manager, supervisor or fellow team members) and will not include customers or unfamiliar colleagues unless it is appropriate for the learner. The learner will not be expected to communicate about complex issues.

For 2.2, the learner must demonstrate that they are able to dress as appropriate to their work situation. Where this unit is simulated, the learner would be expected to dress as they would for work experience or a work placement.

For 2.3, the learner needs to demonstrate that they can turn up for work or college classes on time and use their time during the day appropriately (for example taking an appropriate amount of time for their lunch break). The learner is not required to demonstrate detailed prioritisation of daily activities but must know generally about what they are doing during the day and what needs to be done by the end of the day.

3.1 requires the learner to carry out a basic review of their performance in demonstrating good conduct. They must identify at least one aspect of their performance that went well (for example turning up on time for work or classes) and one that did not go so well (for example not listening properly to instructions), with support from the tutor or colleague who has observed them. Whilst the learner may need support in terms of prompting and questioning, they must independently select what will go in their review. Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed by the tutor/line manager and the learner in advance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 17: Working in a Team	Unit 16: Working in a Team
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues
	Unit 9: Self-management Skills	Unit 8: Self-management Skills

Essential resources

Copies of organisational procedures for different types of organisations as appropriate – for example school or college procedures for staff and/or learners relating to conduct and behaviour (or if in the workplace, copies of the procedures for that workplace).

Relevant training or developmental courses relating to good conduct (for example personal presentation, communication skills).

Copies of any appraisal systems which recognise good conduct or performance.

Websites

www.lifecoachexpert.co.uk

www.worketiquette.co.uk

www.worksmart.org.uk/career

Unit 13: Working in a Team

QCF Level: Entry 3

Credit Value: 3

Guided learning hours: 30

Unit abstract

Being able to work as part of a team is widely regarded as a key requirement for employability. The aim of this unit is to help the learner understand how to work as a team member. Learners will learn about the rules for effective teamwork. They will consider their own strengths and interests and what they could do well, and, with guidance, apply these to a team task. Through involvement in a team task, learners will develop an understanding of their role in a team and how to interact appropriately with other team members. They will determine how well they are able to work in a team and consider where their teamwork skills could be improved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about team working	1.1 Identify key rules for effective teamwork 1.2 Identify skills individuals need for effective teamwork
2 Know how to match their strengths and interests to a team task	2.1 With guidance, identify some aspects of a given team task that they think they could do well, based on their strengths and interests
3 Know their own role and responsibilities in relation to a team task	3.1 Identify what the team is working to achieve in the team task 3.2 Identify their own role and responsibilities in the task

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Know how to work positively as a member of a team	4.1	Listen to ideas and suggestions of other team members without interrupting them
		4.2	Give their own ideas and suggestions when asked to do so
		4.3	Offer help to other team members when asked to do so
		4.4	Follow instructions to complete the aspects of the task they were allocated
5	Understand their performance as a member of a team	5.1	Identify areas where they worked well as a team member
		5.2	Identify areas where they could improve their ability to work as part of a team

Unit content

1 Know about team working

Teamworking rules: every member should contribute; listen to views of all team members; consult with other team members; make decisions as a group; follow group decisions

Individual teamworking skills: eg be a good listener, have practical skills, be considerate of views of others, be able to work effectively with others, be unselfish, be reliable, be polite, be punctual

2 Know how to match their strengths and interests to a team task

Matching individual strengths and interests to tasks: eg ability to cook well could be matched to making biscuits for a coffee morning to raise funds for charity, good communication skills could be matched to giving presentation on the team's work

3 Know their own role and responsibilities in relation to a team task

What the team is working to achieve: eg prepare a display for a workplace or college conference, give a presentation on wellbeing at work, run a pancake stall to raise funds for a local children's charity

Own role and responsibilities in relation to a team task: eg make two posters for the team's display by the end of next week, print off and bind ten copies of the notes before the team presentation on Monday morning, buy a pint of full cream milk and six large eggs for the pancake sale and remember to bring them on Tuesday

4 Know how to work positively as a member of a team

Listen to ideas and suggestions of others: allow other team members to offer their ideas and suggestions without interrupting them; listen carefully to the ideas and suggestions of other team members; carry out suggestions of others if they are appropriate

Offer own ideas or suggestions: eg respond appropriately to a question asked by a team member, suggest a solution to a problem faced by the team, suggest a better way of doing something

Offer to help other team members: eg offer to show team member how to do something, offer to help another team member who has fallen behind in their task

Follow instructions: eg written, verbal

Complete own task: eg complete all aspects of the task, complete task on time, complete task to a satisfactory standard

5 Understand their performance as a member of a team

Effective performance as team member: eg tasks completed without help, tasks completed on time, tasks completed successfully, helped other team members, accepted help or guidance from other team members

Areas for improvement: eg being patient with other team members, asking for help when needed, checking time allocated for the team task

Essential guidance for tutors

Delivery

The emphasis of this unit is on enabling the learner to participate in a teamworking task.

Knowledge and understanding of teamworking for learning outcome 1 could be explored using practical activities. Tasks could be set for learners to complete in groups. An example could be for learners to put up a display within a specified timescale. In groups, learners could identify the teamworking skills needed to complete the task and then report back to the rest of the group. For learners with access to the workplace, opportunities to participate in team tasks might occur naturally as part of the job. Alternatively, the tutor or line manager could assign the learner to an appropriate team task for the purposes of assessing learning outcome 1.

A teamwork task needs to be identified for learning outcomes 2, 3, 4 and 5. Teams should be made up of around three to five people who have the potential to complete the task set. Learners could be involved in selecting the task. However, learners at this level will need guidance in selecting a task which is manageable, achievable and matches the skills and interests of the team members.

For learning outcome 2, learners need firstly to identify their own strengths and interests. They may need some encouragement and prompting to do this. Learners should be encouraged to identify which of their own strengths and interests match the identified task. Tutorials will provide an opportunity for tutors to offer guidance in helping learners relate their strengths and interests to aspects of the task. Within the workplace, appraisals or one-to-one discussions with a line manager or supervisor could provide opportunities for identifying the learner's strengths and interests.

Teams could work to design a poster, document or presentation which identifies what the team is working to achieve in the team task and the roles and responsibilities of each team member for learning outcome 3. The posters, document or presentation could be displayed in the class or working area and would act as a reminder for learners during their completion of the team task in learning outcome 4.

Tutors/line managers will need to provide opportunities for learners to listen to the ideas and suggestions of other team members, give their own ideas and suggestions and ask offer help to other team members while they are participating in the team task for learning outcome 4.

Learners could work as a group to consider the performance of the team as a whole.

They could discuss the task together, watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers for learning outcome 5.

Assessment

For 1.1 and 1.2, the learner is required to identify at least two key rules for effective teamwork and identify at least two skills individuals need for effective teamwork. This could be in the form of a leaflet. Alternatively, the learner may participate in a discussion to identify rules for effective teamwork and the skills individuals need for effective teamwork. This would need to be recorded by the tutor for verification purposes.

For 2.1, a statement needs to be completed by the tutor to verify that the learner has achieved the criterion. The statement would be completed after a tutorial during which the learner identified at least one aspect of the given team task that they thought they could do well, based on their strengths and interests.

A leaflet or poster could provide the evidence required for 3.1 and 3.2. Alternative methods of evidencing may be used, such as a discussion between the learner and the tutor/line manager, supported by a statement from the tutor/line manager that the learner has provided all the evidence necessary for the assessment criteria. To meet the criteria, the learner will need to state clearly the aim of the team task and identify their specific role and responsibilities in the task.

Evidence for 4.1, 4.2, 4.3 and 4.4 is best provided in the form of a witness statement, completed by the tutor, that the learner has achieved each of the criterion. Alternative methods of evidencing learning may be used. For 4.1, 4.2, 4.3 and 4.4, the learner must demonstrate at least one example of each type of behaviour specified in the assessment criteria.

A chart which identifies two areas where the learner worked well as a team member and two areas where they could improve their ability to work as part of a team could provide the evidence required for 5.1 and 5.2. Alternative methods of evidencing learning may be used.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 16: Working in a Team
	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues

Essential resources

Learners will need the opportunity to participate in a team working task.

Websites

www.lifecoachexpert.co.uk

www.tellmehowto.net/career

www.worksmart.org.uk/career

Unit 14: Investigating Rights and Responsibilities at Work

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

All employees have rights and responsibilities. This unit will introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. The learner will explore what is meant by having rights, for example being safe at work, being healthy at work, the right to a minimum amount of pay and the right to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

The unit goes on to explore the responsibilities that the learner has when they are employed or participating in work experience. Learning will focus around their responsibility to arrive on time, dress appropriately and complete tasks efficiently and effectively within agreed timelines.

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that is available to them both with the workplace and from external sources such as Citizens Advice Bureau.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand that they have rights in the workplace	1.1 Identify aspects of working life where they have rights
2 Understand that they should respect the rights of others in the workplace	2.1 Describe how the rights of others can be respected
3 Understand that they have responsibilities in the workplace	3.1 Identify aspects of working life where they must fulfil certain responsibilities

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4 Know where to get help for problems that arise at work	4.1 Identify sources of help within the workplace

Unit content

1 Understand that they have rights in the workplace

Workplace rights: eg salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)

2 Understand that they should respect the rights of others in the workplace

Respecting the rights of others: eg right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of other's personal information

3 Understand that they have responsibilities in the workplace

Workplace responsibilities: health and safety; understand what the employee is expected to do at work

4 Know where to get help and advice for problems that arise at work

Sources of help and advice: advisers eg line manager, human resources department, occupational health, health and safety advisor; documents eg policies, staff handbook, intranet

Essential guidance for tutors

Delivery

The focus of this unit is on the rights and responsibilities of the individual as an employee in the workplace. Reference to corresponding employer rights and responsibilities is likely to be made in any discussion of the issues, although, it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would be helpful if they could relate the learning to an actual workplace, either through past experience, a current job or work placement. They should have the opportunity to talk to others who have direct experience of the workplace in order to relate the theory to a real situation. They could also use role play and other simulations to increase their understanding.

Learners should be able to identify a range of areas where they have rights at work (for example right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, not to be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). A knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights eg Jobcentre Plus, Connexions, library, internet.

Learners will require an opportunity to demonstrate an understanding that their own behaviour has an effect on the rights of others. Either within a workplace setting (for example at work for those already employed or on work placement) or through simulation, learners could show that they are respecting the rights of others. This might be through speaking in a way that does not cause offence, not distracting others, respecting other people's property, not putting other people in danger, or not discriminating unfairly against people. Learners could be encouraged to find the rights and responsibilities policy for their own setting. Discussion could focus on the appropriateness of the document for example whether it is clear, easy to read and contains appropriate images which show respect for the rights of others.

In addition to the behaviours identified above, learners will need to identify their responsibilities to an employer (for example to follow instructions, to work to the best of their ability, to be honest, to be punctual, not to waste the employer's time, to follow company or organisational procedures such as phoning when they are ill and unable to come in to work or to present themselves neatly and cleanly in the workplace). Learners with access to the workplace could supplement their evidence with a witness statement to the effect that they are behaving as a responsible employee. The statement should make clear what behaviours have been observed.

Learners only need to identify sources of support for rights and responsibilities within the workplace (for example their supervisor, the human resources department, a staff handbook). They do not need to raise actual issues or problems, only to know where they could turn should such issues arise. Speakers may be invited to share their experiences of seeking advice in the workplace.

Assessment

In order to achieve 1.1, the learner must identify at least three different aspects of working life for which they have rights as an employee. This evidence could be presented using a range of different formats for example as a poster or leaflet, a recorded discussion with the tutor or presented as a list of the aspects identified.

To achieve 2.1, the learner must describe how the rights of others can be respected. In order to achieve this, the learner could be provided with a number of different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language. The learner could then demonstrate how the situation could be changed to respect the rights of others.

To achieve 3.1, the learner needs to identify aspects of working life where they must fulfil certain responsibilities. They need to identify at least three different aspects.

For 4.1, the learner must identify three different sources of help if a problem arises at work.

If any of the above evidence is provided as a result of discussions with the tutor, written evidence must be available for internal and external verification.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 9: Self-management Skills	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 12: Conduct at Work	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 15: Managing Your Health at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 20: Preparing For Work Placement	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 22: Safe Learning in the Workplace	Unit 28: Preparing For Work Placement	Unit 26: Preparing For Work Placement
	Unit 30: Safe Learning in the Workplace	

Essential resources

There are no essential resources required for this unit.

Websites

www.acas.org.uk

www.adviceguide.org.uk

www.direct.gov.uk/en/Employment/Employees/index.htm

www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights

www.eco.org.uk – Equality in the work place

www.standards.dfes.gov.uk

www.tuc.org.uk

www.worksmart.org.uk

Unit 15: Managing Your Health at Work

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Much of our time is spent at work. Our work and how we work can have a huge impact on our physical and mental wellbeing. During time spent at work, workers can suffer from everyday ailments and aches and pains including headaches, back problems and stress. It is important that people know how to look after themselves whilst they are at work so that they can stay healthy and work effectively.

The aim of this unit is to help learners understand why it is important to be healthy at work and how to keep well at work. Learners will explore different types of health issues that could arise in different working environments.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know why it is important to be healthy at work	1.1	Describe why it is important to be healthy at work
2	Know how to keep healthy at work	2.1	Identify ways of keeping healthy at work
		2.2	Identify different types of working environments and their possible health issues

Unit content

1 Know why it is important to be healthy at work

Importance of being healthy at work: eg work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer someone is out of work the harder it is to get back

2 Know how to keep healthy at work

Keeping healthy: appropriate equipment eg suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep, dealing effectively with stress

Health factors to consider in different work environment: different needs for different environments eg working in hospital, office, outdoors; different types of illnesses and injuries eg repetitive strain injury, colds, flu and other illnesses; temperature in work environment eg summer heat, cold, air conditioning, heating

Essential guidance for tutors

Delivery

During the delivery of this unit, learners should be given as much practical experience as possible. Delivery methods could include learner-centred tasks such as group work and research tasks or learner-led presentations.

Group discussions could be used to identify the benefits of being healthy at work. Personal experience could be referred to (for example a learner may be able to share how they felt when they experienced unemployment due to ill health).

Speakers from different areas of work may be invited to talk to the group on the importance of keeping healthy at work. This may include reference to the benefits that a healthy workforce has for a company or organisation.

When discussing illnesses and injuries at work, it is important to make this as relevant as possible for the learner. If they have already been in work, they will be able to refer to experiences that they have encountered. However, this will be difficult for learners who have not had any previous work experience. One way to overcome this would be to refer to their classroom experiences or perhaps where they do work at home. Topics such as repetitive strain injury, posture, colds and flu could then be discussed in this context.

Websites may also be a good source of information. Learners could be encouraged to find out what is meant by repetitive strain injury for example www.patient.co.uk

The learner may be asked to extract information for example What causes RSI? How could it be prevented? Learners would not be expected to give detailed or lengthy answers to this type of question.

Learners should also be encouraged to think about how they can manage their health in different types of workplace environments, for example infection control is particularly important when working in a hospital, whilst wearing personal protective equipment (PPE) is essential when working on a building site. Learners could visit different work environments to find out about managing health in specific work areas or speakers could be invited to talk to the group.

Learners could ask friends or colleagues how they keep healthy. A simple questionnaire could be designed and the information gathered could be presented to the rest of the group. Alternatively, posters may be designed on how to manage health at work. The posters could then be displayed in the class or place of learning. This task could provide practice for functional skills if learners ensured that the information given was grammatically accurate and spelt correctly.

Assessment

In order to achieve 1.1, the learner must describe why it is important to be healthy at work. They should be able to give at least three reasons which benefit themselves and the employer. This could be assessed through a one-to-one discussion with the tutor, recorded by the tutor for verification purposes. Alternatively, the learner could produce a poster or leaflet to display their ideas.

To achieve 2.1, the learner must be able to identify three different ways of keeping healthy at work. The learner could produce a leaflet or poster showing different ways of keeping healthy at work. Alternatively, they may participate in a discussion which highlights how to keep healthy at work.

For 2.2, the learner must identify at least two different types of working environments and at least one associated health risk or issue for each type.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit: 15 Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 20: Preparing For Work Placement	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 22: Safe Learning in the Workplace	Unit 30: Safe Learning in the Workplace	Unit 26: Preparing For Work Placement

Essential resources

Learners will need access to appropriate information about how to keep healthy at work.

Websites

www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork

www.workingforhealth.gov.uk

www.worksmart.org.uk/index.php

Unit 16: Setting and Meeting Targets at Work

QCF Level: Entry 3

Credit Value: 2

Guided learning hours: 20

Unit abstract

Personal targets are widely used at all levels in the workplace as a way of motivating employees and helping them understand their own performance. The aim of this unit is to help learners to understand what targets are, how they relate to job roles and how and why they need to be set in the workplace. With guidance and support, learners will also set a personal target and review their progress against this target.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to set personal targets in the workplace	1.1 Identify aspects of job roles which may require setting and reviewing targets
2 Set a personal target	2.1 Agree a personal target with an appropriate person 2.2 Record the personal target
3 Review a personal target	3.1 Carry out a review of their progress against their target with an appropriate person 3.2 Identify one aspect which has been achieved

Unit content

1 Understand how to set personal targets in the workplace

Aspects of a job role which may require target setting: performance targets eg sales targets, customer satisfaction targets, meeting deadlines; personal conduct targets eg cooperation with others in a team, punctuality, communication; personal development targets eg learning a new skill, attending a training course, work shadowing

2 Set a personal target

Agree a personal target: the target should be appropriate eg realistic, achievable, relevant to individual's interests, circumstances and plans

Recording the personal target: appropriateness of means of recording the target eg does the method of recording make the target clear, motivating, relevant?; different ways of recording targets eg written, electronic, graphics and diagrams, visual reminders

3 Review a personal target

Reviewing progress and achievement: confirming whether the target has been achieved or which part of the target has been achieved eg whole target has been achieved or steps been taken towards achieving it; knowing how to identify if target has been achieved or what part of the target has been achieved eg reviewing past and present performance, getting feedback from others, thinking about what has changed

Essential guidance for tutors

Delivery

In introducing learners to the concept of how to set targets in the workplace, tutors/line managers may wish to discuss the general importance of targets in a workplace and the reasons for target setting. Learners might already have some understanding of setting personal targets outside of the workplace, which they could draw on for learning outcome 1 (for example setting personal learning targets at school or college), or setting their own personal targets (for example giving up smoking, learning a new skill).

For learning outcomes 2 and 3, tutors or line managers may wish to show learners some straightforward examples of the procedures for setting and reviewing targets, for example paperwork and forms used by different workplaces or departments. Tutors could explain some of the basic information about personal development plans such as what they are for, what they look like and how they are used. Alternatively, a guest speaker, experienced in helping others set and review targets, could be invited to speak to the group and participate in a question and answer session.

If tutors provide simulated job descriptions from which learners identify where target-setting is required, these should be job roles which learners at this level could reasonably be expected to perform and ideally job roles in which the learners have expressed an interest.

For learning outcome 3, tutors should encourage learners to record the target in an accessible way so that it can be easily reviewed when the time comes. Tutors may find it easier to support learners in breaking down a larger target (for example a target stretching over a longer period of time or a target with a number of steps) into something smaller and more manageable for the learner to review. This would be the case if the review point falls within the time period for the target's completion. This will help learners to focus on particular activities in their review.

Assessment

To achieve 1.1, the learner may receive support in thinking about and discussing some of the key aspects of job roles in which they might be expected to set targets. However, they must be able to identify these key aspects independently. The learner needs to identify at least two key aspects for target setting. This could be part of their own job description if they are in the workplace, or a set of simulated job descriptions/activities provided by the tutor in a school or college context. Personal learning and development targets are acceptable examples of targets for 1.1.

For 2.1, the learner must agree a personal target with the support of their tutor, line manager or appropriate work colleague. Whilst the learner may need support in terms of prompting and questioning, identification of the target needs to be their own. Before recording the target, the learner must agree with their tutor or line manager that the target is appropriate. The target may be directly work-related or it may relate to personal learning, training or development.

The learner does not need to record their personal target in any specific format for 2.2. However, if they are carrying out this activity in the workplace, it may be helpful for them to use the relevant organisational forms and procedures, providing these are appropriate for learners at this level. Whatever the method used, the learner needs to record the target in such a way that it can be easily accessed and reviewed for 3.1.

For 3.1, the learner will carry out a review, in which they discuss their progress against the identified target either with their tutor, line manager or appropriate work colleague. The review should take place after an appropriate period of time has passed. If appropriate, the period of time could be set by the tutor, line manager, reviewer or appropriate work colleague and agreed with the learner at the time of setting the target. This review does not have to be part of the formal appraisal or review process if the learner is in the workplace, but it may be helpful to do it formally, if and where this occurs naturally.

To achieve 3.2, the learner needs to identify one aspect which has been achieved so far. It is not necessary for the learner to have completed all the steps to achieve the target but they should be making progress towards it. This might be in the form of a small step of achievement (for example completing one activity within a larger project) but the learner must show that they are aware that it is a step towards the target.

Evidence for 3.1 and 3.2 does not need to be recorded on formal workplace documentation unless it is appropriate and useful to do so. Appropriate alternative methods may be used for example a poster or written evidence provided by the learner, with supporting notes from the tutor or line manager, evidence from tutorials or taped discussions verified by the tutor or line manager.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 10: Self-assessment	Unit 23: Setting and Meeting Targets at Work	Unit 22: Setting and Meeting Targets at Work
Unit 11: Career Progression	Unit 10: Self-assessment	Unit 9: Self-assessment
	Unit 11: Career Progression	Unit 10: Career Progression

Essential resources

Learners will need examples of appropriate job roles and examples of how to set targets that are in keeping with certain job roles.

Websites

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/smart.html

www.worksmart.org.uk/career

Unit 17: Solving Work-related Problems

QCF Level: Entry 3

Credit Value: 2

Guided learning hours: 20

Unit abstract

The aim of this unit is to help the learner to develop problem-solving skills for use in the workplace. The problem-solving skills developed within the context of the learner's work may also be useful in other areas of life. The learner will find out how to identify workplace problems and seek sources of help and support. They will consider ways to solve workplace problems or issues and learn how to apply problem solving skills to a workplace problem. This includes identifying a simple set of steps aimed at solving a problem at work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be aware that a problem or issue has arisen which requires problem-solving skills	1.1 Identify some common types of workplace problem or issue that require problem-solving skills
2 Be able to access sources of help for work-related problems	2.1 With support, identify some general sources of help, support and guidance
3 Know a range of ways to solve workplace problems or issues	3.1 Outline the importance of listening to the suggestions of others when solving problems in the workplace 3.2 With support, identify possible solutions to the problem, using given sources of help, support and guidance 3.3 Identify any previous experience of similar situations to identify possible solutions

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Select an appropriate solution	4.1	Identify an appropriate solution to a workplace problem or issue
5	Know how to apply a problem-solving solution to a workplace problem or issue	5.1	Identify an agreed set of steps aimed at solving a workplace problem or issue

Unit content

1 Be aware that a problem or issue has arisen which requires problem-solving skills

Workplace problems or issues which require problem-solving skills: insufficient resources eg not enough paint to finish decorating job; equipment breakdown/failure eg photocopier jam; not understanding instructions eg verbal instructions for new task; new equipment introduced to the workplace eg new till in shop, new franking machine in mailroom; customer asks for service or item not encountered before; disagreement or difficulty with colleagues eg disagreement over rota or new office seating plan

2 Be able to access sources of help for work-related problems

Sources of help for work-related problems: supervisors or managers; human resources department, other colleagues; training manuals and instruction manuals; leaflets and posters, internet

3 Know a range of ways to solve workplace problems or issues

Consider suggestions of others: others may have encountered same problem before; others may have experience in solving this kind of problem; others may know what works best; others may understand any problems/difficulties that could occur

Ways to solve workplace problems: use all sources of help available to solve problems eg advice of others, user guides, policy documents, training manuals

Own previous experience of similar situations: consider solutions previously used to solve similar problems eg remembering what steps you took last time photocopier jammed, finding name of person in HR who previously advised about sick leave

4 Select an appropriate solution

Selecting solutions: identify a range of workable options; consider which option would be most appropriate or effective

5 Know how to apply a problem-solving solution to a workplace problem or issue

Agreed set of steps to solve problem or issue: clear, stepped process set out logically; agree steps with supervisor, line manager, team leader or other appropriate person(s)

Essential guidance for tutors

Delivery

The content of this unit could relate to a single problem but is more likely to arise from dealing with a range of different workplace situations. The problems or issues should be those which a learner working at this level might commonly encounter in the workplace and for which it would be reasonable to expect the learner to play an active part in their resolution. They are likely to centre on the learner rather than to be issues for the company as a whole (for example ‘What happens when the photocopier breaks down?’ rather than ‘How do we reach new markets?’). Problems or issues could be naturally occurring or simulated.

For learning outcome 1, learners could work as a group to recall situations from previous or current jobs, including Saturday jobs and work placements. Learners could discuss possible workplace scenarios if they have not yet had experience of the workplace. In this case, the tutor might find it helpful to set out a range of situations for the learners to discuss. In order for learners to understand the concept of workplace problems or issues which require problem-solving skills, it may be useful for learners to watch a video depicting workplace scenarios. Learners could work in groups to answer questions on a worksheet. Photographs showing a range of situations could be used as the basis of group discussion which could be displayed on posters in the class.

Learning outcome 2 provides an opportunity for learners to have practical experience by using sources of help provided by the tutor, employer, supervisor, line manager (or other suitable person) to help solve different problems.

Speakers from different areas of work may be invited to talk to the group about ways they have solved problems that have arisen in their workplace. Learners could be presented with scenarios which demonstrate some solved workplace problems or issues. Work-related problems that learners have encountered could also be used as examples. Learners could be asked to make a list or poster to record the ways problems were solved in the situations.

Tutors or line managers could provide learners with a description of a range of workplace problems and a range of possible options for solutions to the problems. Learners could select their own solution to the problem and then present their solution to the rest of the group. Group discussion about which solutions are workable and any difficulties arising from options, could give learners an understanding of how to make appropriate choices. Solutions could be collated on a board, flipchart or PowerPoint slides.

For learning outcome 5, where learners are required to work towards planning the steps required to solve a workplace problem or issue, tutors or line managers could use a group activity that requires learners to put problem-solving steps in the correct order. This would help learners gain a basic understanding of the concept of planning an effective solution to a problem.

Assessment

1.1 requires the learner to identify some common types of workplace problem or issues that require problem-solving skills. At least three different work place problems that require problem solving skills, need to be identified.

For 2.1, the learner needs to identify at least two different sources of general help, support or guidance for workplace problems. The sources identified by the learner can be straightforward, but should be different types of sources (for example people resources such as a union representative or another colleague, written resources such as a training manual, instruction booklet or the internet).

In achieving 3.1, the learner needs to select one of the problems identified in 1.1 and give two reasons why listening to the suggestions of others could help them solve the problem.

For 3.2, the learner must identify at least two possible ways to solve the problem they have identified. In identifying ways to solve the problem, the learner may use sources of help given to them by the tutor. In achieving 3.3, the learner must include ideas on how they would use their own past experiences in solving the identified problem.

For 4.1, the learner must select one appropriate way to solve the problem from the possibilities given in 3.2.

The learner needs to list the steps to be taken to solve the workplace problem for 5.1. The steps listed do not need to be sophisticated, but, with the appropriate support, the learner should be able to show that they understand that common sense, logic and order are needed when taking steps to solve a problem in the workplace.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1	Level 2
Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
Unit 24: Solving Work-related Problems	Unit 23: Solving Work-related Problems

Essential resources

Learners will need access to appropriate sources of examples of workplace problems and how to solve them.

Websites

www.direct.gov.uk/en/Employment/Employees/index.htm

www.lifecoachexpert.co.uk

www.worksmart.org.uk

Unit 18: Presenting Accurate Documents

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

The aim of this unit is to help the learner understand the importance of presenting accurate documents and how to achieve this accuracy. The unit will help the learner to produce common workplace documents such as letters, emails and notes that are accurate in terms of spelling, punctuation and grammar, and easy to read in terms of legibility and presentation.

The learner will also discuss the importance of presenting documents to a high standard and the impact that it can have on them and/or the workplace if work is not carried out to an appropriate standard.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know why it is important to record information accurately	1.1 Describe the importance of presenting accurate documents
2 Know the appropriate use of different types of workplace documents	2.1 Identify situations where different types of documents are appropriate
3 Be able to produce grammatically accurate, accurately spelt and punctuated documents common to the workplace	3.1 Check a work document to correct grammar, punctuation and spelling of common words including those key to a specific workplace 3.2 Use an appropriate format to produce work documents, including suitable font, spacing and selection of formatting features such as boldening, italics, bullets and numbering

Unit content

1 Know why it is important to record information accurately

Accurate information: convey correct message; positive impression of workplace; positive impression of own working standards; prevent misunderstandings and problems arising from inaccurate communications

2 Know the appropriate use of different types of workplace documents

Appropriate use of different documents: eg email for sending information or documents quickly and cheaply to a large number of people, reports for formal meetings, investigations or important events, notices and posters for communal areas or specific office workspaces, letters to inform someone of something or thank them for something

3 Be able to produce grammatically accurate, accurately spelt and punctuated documents common to the workplace

Documents: different types of documents eg emails, letters, forms, reports, messages, notices, leaflets, posters; handwritten; electronic

Grammar, spelling, punctuation: basic grammar eg appropriate verb tense, subject/verb agreement; accurate spelling of common words; capital letters, full stops, question marks

Formatting: eg font, letter size, spacing, bullets, placement of information, margins, bold, underline

Essential guidance for tutors

Delivery

Throughout this unit, learners will benefit from the experience of producing a range of different types of documents, for example notes, emails, letters, short reports, memos and forms and pro formas where they are inputting or adding text. If learners have access to a specific workplace, the documents could be those that they are actually producing as part of their job or placement. Learners should be encouraged to check each document they are working on to ensure that it is of a high standard.

To help the learner understand the importance of accuracy, they may be given a range of documents of varying standards. They could then discuss the impression that the documents give of the person who has completed the work and the company or organisation. For example, a poorly-written letter suggests a sloppy approach in general. It also suggests to both customers and colleagues that the individual does not pay attention to detail in their job as a whole. Conversely, well-written, well-presented documents suggest a general competence in both the individual and the company or organisation.

Learners may find it helpful to compile a simple dictionary of common words and/or words they have difficulty spelling. This could then be used to help them check for accuracy.

Learners should be encouraged to use a dictionary and/or spellcheck software. They might also ask others to check a draft of their work before producing a final copy, where this is usual practice in a workplace. Alternatively, the learner may produce a checklist of 'things to look for' when checking accuracy of a document. The list could include reminders for example capital letters should be used at the beginning of each sentence.

It is appropriate for tutors/line managers to encourage learners to ask others to their work. Learners should understand that this is standard practice in the workplace. Colleagues or senior members of staff may be asked to check the content and accuracy of a presentation, particularly if the document is of high importance.

The level of accuracy required throughout this unit should be consistent with the English functional skills standards for learners working at Entry level 3.

Assessment

Evidence of competence could be gathered throughout delivery of this unit. Learners could work on different types of documents and keep their completed work in a file. This file could then be presented for assessment purposes. The tutor may want to assess each piece of work that has been completed.

For 1.1, the learner must give a description of why it is important to produce accurate information. This may be through a one-to-one discussion with the tutor or, alternatively, a written description.

For 2.1, the learner may be given different types of documents and asked the situation in which the document could be used. A minimum of three different types of documents would be needed as the learner is required to identify at least three different types of situations where different types of documents are appropriate.

When evidencing 3.1, the learner needs to show how they have checked the completed work for accuracy. Dictionaries and/or appropriate software may be used to achieve this assessment criterion. The learner may provide an original document and a revised document which highlights the changes. Alternatively, the learner may be given a document and asked to correct the errors. The learner must be able to show that they can check for accuracy of spelling, grammar and punctuation.

For 3.2, the learner needs to demonstrate their ability to use different types of formatting when creating work documents for example bullets, embolden, italics, different font types. The learner must produce at least two different types of work-related documents (for example email, letter, form, report, message, notice, poster) using at least two different types of formatting in each document.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1	Level 2
Unit 25: Taking Notes at Meetings	Unit 24: Summarising Documents
Unit 26: Summarising Documents	Unit 25: Contributing to Meetings
Unit 27: Contributing to Meetings	

Essential resources

Learners must have access to different forms of documents for example emails, letters, forms.

Websites

www.bbc.co.uk/skillswise/e3

www.tellmehowto.net/education

Unit 19: Speaking Confidently at Work

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

This unit will help learners develop the communication skills needed to build their confidence with the different people they encounter in the workplace. Learners will find out the difference between formal and informal situations and the types of language to use, appropriate to each situation. Throughout delivery of this unit, the learner will experience practical situations which will build their confidence in spoken language, including answering questions and making relevant comments and suggestions when speaking to others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to contribute to workplace discussions and conversations	1.1 Make relevant comments and suggestions 1.2 Ask and answer straightforward questions 1.3 Volunteer constructive ideas and opinions
2 Be able to use language which is appropriate for the work situation	2.1 Describe the difference between formal and informal language 2.2 Speak formally or informally as appropriate to the situation 2.3 Identify ways to show politeness when speaking to others in the workplace
3 Know why it is important to speak confidently at work	3.1 Describe why it is important to speak confidently at work

Unit content

1 Be able to contribute to workplace discussions and conversations

Discussions and conversations: small group discussions; one-to-one discussions or conversations; importance of clarity when communicating; strategies to help follow discussions eg listen carefully to what others are saying, ask questions; strategies to join in discussions eg listen for pause in conversation, interruptions

Make relevant comments and suggestions: make comments and suggestions in an appropriate way eg non-offensive, relevant to the topic being discussed

Ask and answer straightforward questions: being polite when asking and answering questions; giving a relevant and appropriate answer to the question; asking relevant and appropriate questions of others; open and closed questions

Volunteer constructive ideas and opinions: give own viewpoint in an appropriate way eg non-offensive, relevant to the topic being discussed

2 Be able to use language, which is appropriate for the work situation

Formal and informal language: formal language suited to formal, 'official' or ceremonial situations eg meetings, presentations, ceremonies; informal language suited to informal, relaxed or casual situations eg workplace discussion with colleagues, training course, staff socials, chatting with workmates

Speak formally or informally as appropriate: appropriate use of language for different situations eg senior managers, customers, friends, workmates

Show politeness: eg not using inappropriate or offensive language, using appropriate tone of voice and volume

Appropriate language: understand common technical terms; being polite or courteous when speaking to others eg not using inappropriate or offensive language, using an appropriate volume and tone of voice

3 Know why it is important to speak confidently at work

Importance of speech: learning tool; communication; social development

Importance of speaking confidently: eg share ideas and opinions effectively, raise self-esteem, raise awareness of others to own contribution, build good working relationships with colleagues, convey positive impression of self to other people

Essential guidance for tutors

Delivery

Learners should have the opportunity to take part in a wide range of different exchanges, from chatting with colleagues during breaks to making phone calls to taking part in a formal meeting. Meetings would be for a range of different purposes (for example team updates, training sessions, one-to-one with a manager) with different people attending, although they would largely be people with whom the learner is familiar and on subjects which they generally understand.

It is possible that some learners might be shy, anxious or hesitant about the prospect of speaking confidently at work or contributing to discussions in various situations in the workplace. Giving learners the opportunity to discuss feelings of shyness or anxiety could be beneficial in addressing their concerns and hesitation in this regard. Group discussions or role play could give learners the opportunity to build skills and confidence in speaking to others in unfamiliar situations.

The learners could be given scenarios which encourage one-to-one discussions. Initially this should be on familiar topics in order to build up the learner's confidence eg they may want to discuss where they prefer to shop and why. As their confidence grows, they could be encouraged to discuss less familiar or more complex topics.

Employers could be invited to discuss the importance of speaking confidently in the work context. These could include representatives from different vocational sectors where the importance of confident speaking varies for example call centre, receptionist in an office, sales person. During the discussions and exchanges, it may be appropriate to encourage peer group assessment. This would be done on an informal basis.

Learners should adopt an appropriate register, using suitable language and tone as well as body language in verbal exchanges. They need to be aware that register should be appropriate both to the situation and to the people involved. Learners could also be encouraged to think about how they can show courtesy or politeness when speaking to others in the workplace, as this is an important aspect of good communication that is sometimes overlooked. This will help raise awareness that the workplace generally calls for more formal register but that exchanges with employers, managers and customers tend to be more formal than those with peers or colleagues. Formal register would, however, be required in a formal meeting even if a comment is addressed to a close colleague.

Learners may find it helpful to watch clips from videos or popular television programmes to help them understand the use of different language registers.

The sophistication of learner's contributions should be consistent with the English functional skills standard for learners working at this level.

Assessment

Wherever possible, the learner should be assessed in the workplace in real-life situations with employers, colleagues or work-placement supervisors providing witness statements. However, simulated conversations and discussions are acceptable where they deal with topics which are relevant to a workplace of direct interest to the learner.

It is unlikely that individual tasks will be set for each assessment criterion. However, the tutor/line manager may choose this assessment model if it meets the individual learner's needs. Alternative assessment models could include witness statements or checklists which are authenticated by the tutor/line manager and completed during delivery of the unit, or observation records. If an ongoing assessment is used, the learner must be informed that an assessment is taking place. Evidence must be available for internal and external verification.

1.1, 1.2 and 1.3 require the learner to demonstrate confident speaking in both discussions and conversations. Discussions may be in small groups of two or three people. Conversations would normally be with one other person. A witness statement or assessment checklist may be used to record competence. The learner must be able to demonstrate their ability to make comments and suggestions, ask and answer questions and volunteer constructive ideas and opinions.

For 2.1, the learner must show that they understand the difference between informal and formal language. They need to provide at least one example of when it would be appropriate to use formal language and one example of when it would be appropriate to use informal language.

Separate conversations and discussions are not required for 2.2. The learner could be assessed from the conversations and discussions used in 1.1-1.3. The learner may describe the importance of speaking confidently through one-to-one discussions, small group discussions or by providing evidence of their knowledge and understanding.

The sophistication of learner's contribution should be consistent with the English functional skills standards for learners working at Entry Level 3.

For 2.3, the learner must be able to identify at least two different ways in which they could show politeness or courtesy when speaking to someone in the workplace.

For 3.1, the learner needs to describe how speaking confidently can impact on the way they are perceived by other people associated with the workplace, both external (for example customers) and internal (for example managers and workmates). They must also be able to give a basic description of the link between being able to speak confidently at work and an enhanced sense of self-esteem.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 8: Interview Skills	Unit 8: Interview Skills	Unit 7: Interview Skills
Unit 12: Conduct at Work	Unit 15: Communicating Solutions to Others	Unit 14: Communicating Solutions to Others
	Unit 19: Building Working Relationships with Colleagues	Unit 18: Building Working Relationships with Colleagues
	Unit 20: Building Working Relationships with Customers	Unit 19: Building Working Relationships with Customers
	Unit 27: Contributing to Meetings	Unit 25: Contributing to Meetings

Essential resources

Learners will need the opportunity to take part in a wide range of different exchanges where verbal skills can be assessed.

Websites

www.bbc.co.uk/skillswise/words/vocabulary

www.bbc.co.uk/skillswise/e3

www.lifecoachexpert.co.uk

Unit 20: Preparing for Work Placement

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Learners undertaking work placement have the opportunity to learn and develop the skills they need for the world of work. They need to be enthusiastic, hardworking and highly motivated. It is, therefore, essential that before undertaking any form of work placement, the learner is well prepared. This unit introduces the learner to the importance of knowing what will be expected of them during their work placement and what they hope to achieve as a result of this experience.

Starting a work placement, particularly if it is a learner's first experience of the workplace, should be an exciting time for a learner. It could however also be an anxious time. The unit helps the learner to identify possible factors that may cause anxiety or uncertainty and where to go for support.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner may be preparing.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know where they plan to do their work placement	1.1 Identify key information about where they plan to do their work placement
2 Know what is expected of them during the work placement	2.1 Identify different tasks they are likely to perform as part of the work placement 2.2 Identify appropriate behaviours and attitudes for the work placement
3 Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.1 Identify factors which may cause anxiety or uncertainty during a work placement 3.2 Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4 Know what they might achieve from the work placement	4.1 Set appropriate goals for the work placement

Unit content

1 Know where they plan to do their work placement

Key information about their work placement: name of company or organisation; type of business or service; location; details of relevant contact person at company or organisation

2 Know what is expected of them during the work placement

Work placement tasks: tasks eg administrative, customer service, logistics

Appropriate behaviours: behaviours eg being punctual, being reliable in carrying out tasks, showing tolerance and respect for others

Appropriate attitudes: attitudes eg motivated, enthusiastic, willing to learn, flexible, accommodating, cheerful

3 Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement

Factors: personal eg transport arrangements, financial issues, childcare arrangements; work -related eg strained relationships with colleagues, asked to complete inappropriate or confusing tasks, unclear instructions given

Appropriate sources of support in situations of anxiety or uncertainty: eg work placement supervisor or personal mentor assigned for the work placement, team leader, work placement coordinator, work placement notes, training guide, instruction manual

4 Know what they might achieve from the work placement

Appropriate goals: personal targets eg arrive on time, attend each day, dress appropriately; work-related targets eg learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear

Essential guidance for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Learners need to find out information about where they are planning to do their work placement. Where possible, learners should be encouraged to do this on their own. It may however be necessary for the tutor to support the learner in this. Documents provided by the company or organisation, their website or arranging for a representative from the organisation to speak with the learner could all be valuable sources of information. The information gathered by the learner should be relevant and straightforward in nature for example What is the name of the company or organisation? What does the company or organisation do? Who will the learner be reporting to? What is the physical location of the work placement?

To help the learner understand the types of tasks they may be involved in, it may be useful to invite learners who have already completed a work placement with the same company or organisation (or with a similar type of company or organisation) to speak to the current group of learners. Alternatively, a past or present employee may be able to provide appropriate information. If neither of these sources are available, the tutor may provide simple job descriptions for similar positions to help the learner identify the types of tasks they may undertake.

Learners need to be aware that their dress and body language during a work placement can communicate positive and negative attitudes. This could be illustrated through role play situations. Appropriate attitudes and behaviours for the workplace could be discussed in small groups. Workplace scenes from television programmes, films or other video clips could be used as a starter for discussions.

Tutors could also provide lists of the possible attitudes and behaviours needed to satisfy the requirements of the work placement; employers could be invited as guest speakers to discuss expectations. Learners should be given the opportunity to discuss these attitudes and behaviours so that they can identify a range of possible goals to aim for in order to get the most out of their time on work placement.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to carry out what they are asked to do. It would therefore be beneficial for learners to discuss possible causes of concern and to know the appropriate sources of support to help them deal with any feelings of stress or confusion during the work placement. For example, learners could watch a TV or film clip that depicts a stressful scene in the workplace, identify the possible problem, discuss what caused the problem and who the people in the clip could approach to help resolve the stress, difficulty or confusion in that situation, or what other sources of help might be available. This could help address learners' fears and concerns about who to approach for help if they encounter any difficult or confusing situations during their work placement. Alternatively, learners could discuss relevant situations that they have experienced, such as during previous work placements, part-time work roles or voluntary work. The discussion could include how the situation was resolved.

Learners might perceive setting goals as a complex task. If this is the case, it could be useful to introduce this topic by providing practical, familiar examples for example they could be asked to make a list of what they want to do today. They could then return to their list the following day and find out if they managed to achieve it and if not, why not. This could be used as an introduction to setting realistic, appropriate goals for their work placement.

Learners may wish to discuss possible work placement goals in group situations and/or individually with tutors or careers advisers.

Assessment

In order to achieve 1.1, the learner must be able to identify basic information about the work placement to which they are going. The source of the information may be for example from documents provided by the tutor, information gained from an informal interview with the work placement provider or information gained from leaflets supplied by the work placement provider. Information identified by the learner should include the name of the organisation, what the organisation does, its location and who the learner's point of contact will be.

To achieve 2.1, the learner must identify at least three different tasks that they may be expected to carry out when they are on work placement. They should be given information about the work placement from which they can identify the relevant tasks.

In order to achieve 2.2, the learner must identify two different behaviours and two different attitudes that would be expected for the work placement. A video clip or DVD of people in a work environment could be used as a source of evidence to allow learners to identify appropriate behaviours and attitudes. Alternatively, the learner could produce a leaflet or poster to describe the behaviours and attitudes.

For 3.1, the learner needs to identify two different factors that may cause anxiety or uncertainty during the work placement. The factors identified could then be used as the starting point for 3.2, where the learner identifies a source of help for each factor. Alternatively, for 3.2, the learner should be able to identify at least two appropriate sources of help or support they could use if they found themselves in a situation of stress, uncertainty or difficulty during the work placement.

4.1 requires the learner to set two personal goals and one work-related goal. The goals must be appropriate and in keeping with the overall aims of the work placement. If this is carried out as part of a tutorial, evidence must be available for internal and external verification.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 14: Investigating Rights and Responsibilities at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 15: Managing Your Health at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 21: Learning from Work Placement	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 22: Safe Learning in the Workplace	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
	Unit 29: Learning from Work Placement	Unit 27: Learning from Work Placement
	Unit 30: Safe Learning in the Workplace	

Essential resources

In order to make this unit relevant, the learner must be preparing to go on a suitable work placement. Employers must also be prepared for the upcoming work placement and support the learner in gathering relevant information.

Websites

www.need2know.co.uk

www.projectsmart.co.uk/smart-goals.html

www.trident-edexcel.co.uk

www.work-experience.org

Unit 21: Learning from Work Placement

QCF Level: Entry 3

Credit Value: 2

Guided learning hours: 10

Unit abstract

Spending time in a work placement can be an extremely valuable experience. Learners have the opportunity to observe others at work, experience different job roles first hand, develop personal and work-related skills and gain an understanding of their own strengths and weaknesses. This unit has been designed to help the learner reflect on the experience they have gained in the work placement and identify what they have learned. They will be encouraged to make basic judgements about their own performance and relate it to the goals that they will set for their future.

Before starting this unit, the learner must have experienced a work placement and know that the information gathered from that experience will be used as a basis for this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to reflect on the experience of the work placement	1.1 Identify what they did well and/or what they could have done better during the work placement
2 Know what they have learned from the work placement	2.1 Identify what they learned about the job role and their work placement 2.2 Identify what they learned about themselves during the work placement
3 Be able to use learning from the work placement to set goals	3.1 With guidance, set realistic goals which build on their learning from the work placement

Unit content

1 Be able to reflect on the experience of the work placement

Reflect: sources of feedback eg tutor, supervisor or line manager, colleagues; gathering information eg listing tasks undertaken, checklist of skills needed to do tasks

2 Know what they have learned from the work placement

Job role: specific tasks; working with others

The work placement: purpose; size of company or organisation; organisational structure; their own role during the work placement

Personal learning: self-management eg flexibility, time keeping, enthusiasm, punctuality; effectiveness in working with other people; skills to do a particular task; interests or talents eg good at working with animals, interest in working with computers, enjoys talking to people on the telephone

3 Be able to use learning from the work placement to set goals

Goals: short-term; achievable; measurable; career plans; qualifications or study plans

Essential guidance for tutors

Delivery

In order to achieve this unit, the learner must have had experience in a work placement. The length of time spent in the work placement is not defined. However, sufficient time must be given to allow the learner to achieve the assessment criteria.

It may be beneficial for this unit to be delivered alongside a tutorial programme. This would ensure that, prior to experiencing a work placement, the learner would know and understand what evidence they should gather. Ongoing one-to-one discussions throughout the work placement will also help learners understand the learning process and the importance of feedback. Learners may find it helpful to discuss their expectations of their work placement prior to attending. They could then use this information to discuss what they learned or perhaps did not learn.

As the majority of the evidence gained for this unit will be via a work placement and one-to-one discussions with the learner's tutor and/or line manager, it is unlikely that much time will be spent in a formal teaching situation. Learners should however be given guidance on how to gather information needed for the work placement evidence and on how to reflect on their work placement experience. Initially this could be done using familiar situations for example reflecting on how easily they got their child ready for bed, how successful a shopping trip was. Simple questions could be asked for example was it successful, what went well, how do they know, what would they do differently next time, why did it not go so well. Developing a simple checklist may also be a useful tool. The learner would then assess their own abilities as they complete tasks.

Throughout their work experience, the learner could be encouraged to gather information about their job role and their work placement. Evidence could include their induction pack, job descriptions, marketing leaflets about the work placement and descriptions of organisational structures. It is very important that the learner understands the concept of confidentiality and ensures that any information used is approved by their supervisor or line manager.

Assessment

In order to achieve this unit, the learner must take part in work experience to gather the relevant information and demonstrate that they have achieved all the assessment criteria. The learner may demonstrate their competence by collating a portfolio containing evidence for each assessment criterion. The learner could keep a record of activities at the placement which will help them in the review process with a tutor or careers adviser when they return to school or college.

The learner could complete a record of activities undertaken at the work placement. This could take the form of short answers to straightforward questions about the placement.

At a review meeting with a tutor on return from the work placement, the learner should be able to identify what aspects of the work placement they did well and what they could have done better, giving examples in each instance. They may need some encouragement and prompting to do this in a positive attempt to recognise the benefits of the experience gained. This would provide evidence for 1.1.

In order to achieve 2.1 and 2.2, the learner must identify what they have learned about themselves, the company or organisation and the role they undertook at the placement, giving at least one example in each case. This could include identifying a talent, personal quality or interest recognised as a result of the placement, knowledge gained about the function of the company or organisation, learning a new skill by doing a task successfully or learning to use a particular tool or machine.

In order to achieve 3.1, learners must discuss with a tutor or careers adviser, possible options in respect of future career plans following their learning experience at the placement, and with support, set realistic goals in respect of areas such as courses, training programmes and further experience. Evidence of the learner's goals may take the form of a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or another appropriate format.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 9: Self-assessment
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22: Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing For Work Placement	Unit 26: Preparing For Work Placement
	Unit 29: Learning from Work Placement	Unit 27: Learning from Work Placement

Essential resources

The learner must attend a work placement prior to undertaking this unit.

Websites

www.connexions-direct.com

www.direct.gov.uk/en/EducationAndLearning

Unit 22: Safe Learning in the Workplace

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Health and safety is a very important aspect of work experience. This unit will help learners to understand some of the risks and hazards in the workplace. Learners will develop an awareness of their own responsibilities and actions in reducing the risk of harm to self and others. This includes knowing how to follow instructions concerning hazards in the workplace environment and knowing what could cause harm or risk to self or others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know about risks and hazards in the workplace	1.1 List hazards in the workplace 1.2 List risks in the workplace
2 Know what responsibilities people have for safety in the workplace	2.1 Identify the person responsible for health and safety in the workplace environment 2.2 Identify own responsibility in relation to reporting hazards in the workplace
3 Be aware of how to reduce risk of harm to self or others	3.1 Identify examples from the workplace environment which could cause risk of harm to self or others 3.2 Outline own behaviour for safe practice in the workplace environment
4 Know how to deal with low risk hazards in the workplace environment	4.1 Outline how to follow instructions to deal with low-risk hazards in the workplace environment

Unit content

1 Know about risks and hazards in the workplace

Definition of terms: hazard; risk (according to the Health & Safety Executive)

Hazards and risks in the workplace: low-risk hazards and risks relating to eg electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; personal protective equipment and clothing; working at height, working with animals, working with computers, vehicles and transport

2 Know what responsibilities people have for safety in the workplace

Knowing own responsibilities in relation to reporting risks: being aware of the person to whom risks and health and safety matters should be reported; legal responsibilities eg awareness of own duties for health and safety; knowing own limitations in dealing with a risk

3 Be aware of how to reduce risk of harm to self or others

Possible examples of risk or harm to self or others in workplace environment eg environmental issues, personal safety issues, stress, substance misuse in the workplace, work-related violence, bullying and harassment, lone working, mobile working and length of working time

Own behaviour for safe practice in the workplace: knowing relevant workplace policies, procedures and safe working practice aimed at controlling risks to health and safety; remaining alert to the presence of risk in the workplace environment; own conduct in minimising risk in key areas such as housekeeping eg spillages, obstructions under desks and in walkways, personal hygiene eg washing hands or disposing of used tissues and handkerchiefs, accidents eg falls or trips, emergencies eg fire, recognition of signage and emergency alarms, following given instructions; knowing own limitations and when to get help

4 Know how to deal with low risk hazards in the workplace environment

Following instructions to deal with low-risk hazards: eg instructions in clearing a minor non-toxic spillage, instructions for removing minor obstruction in a walkway or emergency exit area

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible.

Tutors delivering this unit have the opportunity to use a wide range of resources including group work, presentations, seminars, practical workshops, external visitors, DVDs, simulations and internet-based research. It is important to emphasise personal responsibility in relation to health and safety throughout the teaching of this unit.

The Essentials of Health and Safety At Work, published by The Health & Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

An understanding of safe working practices could be covered by the use of different case studies or DVDs and learners could summarise key points on factsheets, posters or leaflets. Learners may also be able to visit different workplace environments to observe health and safety practices and the safety equipment used. Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Role-play exercises or group simulations could also be used for some situations, for example a fire drill.

Assessment

The criteria for this unit may be combined in one assignment task, as a series of health and safety factsheets or posters. This could involve internet research, images collected from magazines and brief explanations.

To meet the requirements for 1.1 and 1.2, the learner will need to identify at least one hazard and one risk in a workplace environment. The examples identified must show that the learner understands the definition of a hazard and the definition of a risk (according to the Health & Safety Executive definitions).

For 2.1, the learner needs to identify the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible for health and safety, the learner need only identify one person.

To meet 2.2, the learner must identify their own responsibilities in relation to reporting hazards in a workplace (either real or simulated). The real or simulated workplace will need at least one clear reporting responsibility for the learner to identify.

3.1 and 3.2 could be combined on one factsheet, leaflet or other appropriate form of evidence. 3.1 requires two specific, straightforward examples from a workplace setting which could cause harm, accidents, incidents or injuries. 3.2 requires the learner to identify at least two examples of their own behaviour which could minimise risk in the workplace.

4.1 requires at least one specific example of how to follow set instructions for dealing with low-risk hazards in a workplace (either real or simulated). 2.2 and 4.1 could be combined on one factsheet or other appropriate form of evidence.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications:

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer	Unit 2: Working as a Volunteer
Unit 9: Self-management Skills	Unit 9: Self-management Skills	Unit 8: Self-management Skills
Unit 12: Conduct at Work	Unit 16: Positive Attitudes and Behaviours at Work	Unit 15: Effectiveness at Work
Unit 14: Investigating Rights and Responsibilities at Work	Unit 21: Investigating Rights and Responsibilities at Work	Unit 20: Investigating Rights and Responsibilities at Work
Unit 15: Managing Your Health at Work	Unit 22 Managing Your Health at Work	Unit 21: Managing Your Health at Work
Unit 20: Preparing for Work Placement	Unit 28: Preparing for Work Placement	Unit 26: Preparing for Work Placement
	Unit 30: Safe Learning in the Workplace	

Essential resources

The Essentials of Health and Safety at Work published by The Health & Safety Executive (2006)

Websites

www.healthandsafety.co.uk

www.hse.gov.uk

Unit 23: Planning an Enterprise Activity

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The aim of this unit is to introduce learners to the main aspects and skills needed in selecting and setting up an enterprise activity. Learners will consider the potential customers for their enterprise activity and ways of promoting it. They will also investigate the costs involved in producing the product or service.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the key requirements of an enterprise activity	1.1 List suggestions of products or services to sell 1.2 List customers who might buy the product or service
2 Know promotional methods for an enterprise activity	2.1 List ways of promoting a product or service
3 Know the costs in producing the chosen product or service	3.1 List the costs involved in producing the product or service, including any start-up costs
4 Know how to promote and sell the chosen product or service	4.1 Use basic promotional methods to advertise the product or service 4.2 Identify skills needed to sell the product or service

Unit content

1 Know the key requirements of an enterprise activity

Possible products or services: eg greeting cards, handmade jewellery, dog walking service, carpet cleaning service

Potential customers: eg friends, colleagues, neighbours, local shopkeepers, dog owners, tenants, landlords or homeowners

2 Know promotional methods for an enterprise activity

Promotional methods: eg posters, advertising leaflets/flyers, introductory offers and discounts

3 Know the costs in producing the chosen product or service

Production costs: eg ingredients, materials, components, equipment, facilities, advertising, paying for skills or training

4 Know how to promote and sell the chosen product or service

Promotional methods: choose the relevant promotional method for the chosen product or service eg poster, leaflet, flyer; knowing what information to include on promotional material eg logo, branding, price, location, availability, contact details, information on how to purchase or order

Skills needed to sell the product or service: knowledge of product or service; understanding customer needs; presentation skills; questioning skills, face-to-face communication

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of an enterprise activity in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can either be producing a product for example greeting cards or gift wrap, or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding possible products or services. It is important to emphasise that the activity must be possible within the learner's current skills. Ideas could be explored individually or through group activity.

A question and answer session could determine suggestions of products and services to sell and who might want to buy the product or service.

In order to understand selling skills, it would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers, magazines and the internet. Point of sale advertising could be a useful resource. Skills can be gained from a range of services including books, internet, media articles or television documentaries.

It is important that learners understand the link between promoting and selling a product or service. Learners could be encouraged to develop selling skills through role play or through viewing market traders and other sales people.

To complete this unit, learners could, with support, research costs on their selected idea and produce promotional material.

Assessment

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

For 1.1 and 1.2, the learner should be given the opportunity to discuss possible ideas for an enterprise activity. This could be part of a group discussion with a tutor or as an individual activity. The learner needs to identify a range of different types of products and services before choosing the idea to pursue further in this unit. The learner needs to identify at least one type of customer who is likely to buy their product or service.

To achieve 2.1, the learner must identify at least three general ways of promoting products or services. They do not need to compare methods.

To achieve 3.1, the learner needs to identify a range of costs involved in setting up their activity and producing the item or product. This could be presented as a brief poster presentation.

For 4.1, the learner must produce some basic promotional material for their product or service, such as a flyer or promotional poster, which contains key information. This information should include the name of the product or service, price, availability and/or contact information.

For 4.2, tutor observation of the learner in a role play, which demonstrates selling skills, could be used as evidence. Alternatively, the learner would need to identify key sales skills in discussion with the tutor or via a poster or other appropriate document.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 24: Running an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 25: Producing a Product	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

No essential resources are needed for this unit.

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 24: Running an Enterprise Activity

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The aim of this unit is to give learners the opportunity to find out what is involved in running a successful enterprise activity and to carry it out. The unit will help learners to put their ideas into action as they demonstrate selling a product or service and gain an understanding of the importance of keeping accurate, but basic, financial records pertaining to sales, costs, profit and loss.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know the reasons that would make an enterprise activity successful	1.1 List ideas or methods that will lead to the success of an enterprise activity
2 Be able to carry out an enterprise activity	2.1 Demonstrate selling a product or service
3 Know how to keep accurate records to identify profit and loss	3.1 List the number of sales, costs and profit or loss made

Unit content

1 Know the reasons that would make an enterprise activity successful

Ideas or methods that lead to success: eg identify customers, plan tasks and timescales, allocate tasks and roles to the appropriate people, use personal and practical skills appropriately

2 Be able to carry out an enterprise activity

Selling a product or service: suitable products or services prepared and ready for sale; necessary components obtained; promotion materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; appropriate sales skills used

3 Know how to keep accurate records to identify profit and loss

Records: have appropriate record keeping system; indicate cost in producing service or product; show numbers sold; show calculation of profits/losses

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product for example greeting cards, baking biscuits, making sweets, jewellery or providing a service for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 23: Planning an Enterprise Activity* and *Unit 25: Producing a Product*.

Learner activities should require them to carry out some simple multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate basic planning and preparation skills. Additionally, the learner will need the opportunity to show basic competency in organisational skills, and basic skills in reviewing the financial success of the enterprise activity. The level of financial calculations required should reflect the functional skills mathematics standards for learners at this level.

Learners will need support in carrying out and reviewing their enterprise activity. The tutor might wish to provide the learner with a form or standard record sheet to record the sales, costs and profit/loss information required for this unit.

Regular feedback from tutors (and peers where appropriate) will promote steady progress in the learner's development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order for tutors or line managers to identify knowledge and skills that have been developed.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

Assessment

Assessment of this unit centres on the undertaking of an enterprise activity.

In order to achieve 1.1, the learner must identify at least two key ideas or methods that will help an enterprise activity to be successful. This could be provided, for example in a written report, a brief poster presentation, video evidence or completion of a log or record sheet.

To achieve 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been adequately prepared, the price and nature of the product or service made clear, and adequate sales skills demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence could be used as well as a tutor witness statement.

For 3.1, some simple records should be provided showing costs and sales with a calculation of the profit or loss made. Record sheets provided by the tutor may be used for this purpose.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 25: Producing a Product	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

No essential resources are required for this unit.

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 25: Producing a Product

QCF Level: Entry 3

Credit Value: 1

Guided learning hours: 10

Unit abstract

Producing a product offers an opportunity to learn and develop skills in choosing an appropriate product to make. Valuable entrepreneurial ideas and skills may be gained from being involved in a production activity, even if on a small scale. In this unit, learners will learn to understand simple production processes, work safely, describe practical skills in the use of tools and equipment and evaluate their product or item.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Know how to make a product or item	1.1 List the steps needed to make the product or item
2 Be able to identify the skills required to make the product or item	2.1 Identify the skills required to make the product or item
3 Be able to produce the product or item safely	3.1 Demonstrate appropriate levels of safety in making the product or item
4 Know how to examine the product or item	4.1 List the qualities and any faults of the product or item

Unit content

1 Know how to make a product or item

Steps needed to make the product or item: choice of appropriate product or item to make; planning product or item to make; resources or materials for product or item; plan for effective use of different types of equipment eg tools, measuring instruments, appliances, containers; plan for safe use of equipment

2 Be able to identify the skills required to make the product or item

Skills required: operate piece of machinery, know certain techniques eg painting, baking, welding, creative skills, problem-solving skills

3 Be able to produce the product or item safely

Appropriate levels of safety in making product or item: use correct materials and equipment as required; use any equipment safely and correctly; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe product or item

4 Know how to examine the product or item

Qualities and faults of the product or item: quality of the item or product; quality of materials used

Essential guidance for tutors

Delivery

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of producing a product or item in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

At this level, learner activities should require them to sequence their assessment evidence using basic reading, writing and other communication skills appropriate for learners working at Entry Level 3. The unit focuses on developing the skills needed to make a product or item under supervision. Learners will need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

Delivery of this unit could be carried out in conjunction with *Unit 23: Planning an Enterprise Activity* and *Unit 24: Running an Enterprise Activity*.

Assessment

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

A range of assessment activities can be used. Photographs and video or audio recordings could add to the range of evidence suggested.

For 1.1, it is permissible for the learner to receive support from the tutor for example using a simple planning template supplied by the tutor, but the learner must make their own decision about which steps to put into the template. Alternatively, the tutor could record a discussion with an individual as a witness statement, or a brief presentation witnessed by the tutor could be used.

For 2.1, the learner must be able to identify at least two skills needed to make the product or item. A question and answer session could be used as evidence for this purpose. Alternatively, appropriate forms of evidence such as written notes or recordings of discussions with the learner, may be used.

To achieve 3.1, observation by the tutor of the learner making the product or item safely, or an aspect of the product or item safely, needs to be recorded. It must be clear from the observation that the learner has demonstrated appropriate levels of safety in making the product or item.

For 4.1, a description of the qualities and faults of the final product or item may be written by the learner, or the assessor could record a discussion with the learner. A question and answer session with a witness statement could also be used. At least two observations about the product or item (positive qualities, faults or a combination of both) must be made by the learner.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
	Unit 33: Producing a Product	Unit 30: Producing a Product

Essential resources

Learners will need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, soft-cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first aid supplies and support need to be known.

Where photographs and recordings or audio and video are to be used as evidence, appropriate equipment will be needed.

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Annexe A

QCA codes

The QCA Qualifications and Credit Framework (QCF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DCSF Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA QCF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:

500/4070/4 – Edexcel Entry Level BTEC Award in WorkSkills (Entry 3) (QCF)

500/4075/3 – Edexcel Entry Level BTEC Certificate in WorkSkills (Entry 3) (QCF)

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