

Mapping Changes – Original (2008) to Revised (2011)

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

For first teaching September 2011

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GUIDELINES – please read

This document has been put together to help you compare the ORIGINAL and REVISED specifications more easily. It should allow you to amend your existing resources where necessary.

The document is in no way exhaustive and must be used as a reference guide only.

We have positioned the learning outcomes and assessment criteria of each specification side by side so you can compare them more easily.

The ASSESSMENT box also refers to the assessment section in the specification.

If assessment criteria (AC) are not mentioned then they remain unchanged.

Where ORIGINAL is referred to this means the 2008 specification.

Where REVISED is referred to this means the 2011 specification.

The following are key points to note before using this document.

All unit titles remain the same as the original.

Where there are changes to learning outcomes and/or assessment criteria they are, on the whole, only minor. Assessment content essentially remains the same.

Changes are, on the whole, either splitting criteria to aid easier assessment evidencing and to follow QCF requirements, a change in the number of pieces of evidence required or a change in common operative verbs (command word).

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Mapping Assessment Changes

Unit 1: Alternatives to Paid Work

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know different alternatives to paid work	1.1	Identify alternatives to paid work
		1.2	Identify local organisations associated with alternatives to paid work
2	Know the benefits that individuals can gain from taking part in alternatives to paid work	2.1	Identify the skills and qualities gained from participating in alternatives to paid work
		2.2	Identify how the skills and qualities gained from participating in alternatives to paid work may be of personal benefit to the individual

Assessment - Unit 1: Alternatives to Paid Work

LO2 of the ORIGINAL specification has been removed and the AC has been added to LO1 of the REVISED specification.
AC 1.2 of the REVISED specification is now AC 2.1 of the ORIGINAL specification.

AC 3.1 of the ORIGINAL specification is now AC 2.1 of the REVISED specification.
AC 3.2 of the ORIGINAL specification is now AC 3.2 of the REVISED specification.

ORIGINAL specification assessment section, page 24. REVISED specification assessment section, pages 19 and 20.

Unit 2: Working as a Volunteer

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know the role of the volunteer in different types of voluntary work	1.1	Identify different types of voluntary work
		1.2	Identify activities undertaken by volunteers in different types of voluntary work
2	Know the benefits of participating in voluntary work	2.1	Identify benefits of voluntary work for the volunteer
		2.2	Identify benefits of voluntary work for the organisation, community or individual being served
3	Be able to undertake voluntary work	3.1	Participate in voluntary work according to a given brief

Assessment - Unit 2: Working as a Volunteer

All LO and AC remain unchanged in this unit, apart from a minor adjustment of focus and wording in LO1 AC 1.1 and AC 1.2.

AC 1.1 and AC 1.2 of the REVISED specification asks the learner to 'Identify activities' that a volunteer would undertake, rather than the 'Role'.

AC 3.1 of the REVISED specification offers an alternative evidence route (witness statement from 'employer').

ORIGINAL specification assessment section, page 29. REVISED specification assessment section, page 23.

Unit 3: Managing Your Own Money

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know different sources of income	1.1	Identify different sources of income
2	Be able to buy goods and services using cash	2.1	In a given role, have sufficient money to pay for goods and services
		2.2	Check that the correct change has been received when paying for goods and services
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 making savings in daily life
		4.2	Identify where saved money can be kept

Assessment - Unit 3: Managing Your Own Money

LO5 of the ORIGINAL specification has been removed in the REVISED specification.

LO1 of the REVISED specification has a slight change in AC 1.1, originally this AC was to be carried out with support and this is now to be done without support.

LO2 of the REVISED specification requires the learner to 'Be able to' rather than just 'Know how to'.

AC 2.1 of the ORIGINAL specification has been split and is now AC 2.1 and AC 2.2 of the REVISED specification and has a shift of focus.

AC 2.1 of the REVISED specification requires there to be a given 'Role', rather than in a given 'Example'.

AC 4.1 of the REVISED specification has a slight change in focus, asking the learner to identify where they make savings in daily life.

AC 4.2 of the REVISED specification was AC 5.1 of the ORIGINAL specification.

Apart from this the assessment page is almost identical; the only difference being that AC 4.1 of the REVISED specification asks for 'Making savings in daily life' rather than the generic 'Saving money' that the ORIGINAL specification asked for.

ORIGINAL specification assessment section, page 34. REVISED specification assessment section, page 28.

Unit 4: Being Responsible for Other People's Money

Original

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
3	Be able to complete simple money calculations using other people's money	3.1	Complete simple calculations using money

Revised

Learning outcomes		Assessment criteria	
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	List ways to keep other people's money safe
		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
3	Be able to complete simple money calculations using other people's money	3.1	Complete simple calculations using money

Assessment - Unit 4: Being Responsible for Other People's Money

The LO and AC for this unit are almost identical, apart from AC 2.1.

AC 2.1 of the REVISED specification asks the learner to 'List ways to keep other people's money safe' rather than Handle other people's money responsibly'.

AC 2.1 and AC 2.2 of the REVISED specification have different assessment guidance.

AC 2.1 of the REVISED specification now asks learners to 'List at least two ways to keep other peoples money safe'.

In the assessment section AC 2.2 of the REVISED specification now asks learners to 'Outline why' rather than 'Describe clearly why'.

ORIGINAL specification assessment section, page 40. REVISED specification assessment section, page 31.

Unit 5: Searching for a Job

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know sources of information for potential employment	1.1	Identify different sources of information about potential employment
2	Know own skills and abilities for employment	2.1	Identify own skills and abilities for employment
3	Be able to search for job vacancies from given sources	3.1	Identify the key features of a job from an advert
		3.2	Identify job vacancies to match own skills, abilities and interests from given sources of information

Assessment - Unit 5: Searching for a Job

There is an additional learning outcome, LO2, in the REVISED specification, which has one new requirement for this unit, AC 2.1, therefore this will need to be reviewed in your resources.

LO3 of the REVISED specification was LO2 in the ORIGINAL specification.

AC 3.1 and AC 3.2 of the REVISED specification were AC 2.1 and AC 2.2 of the ORIGINAL specification.

AC 3.1 of the REVISED specification requires the learner to 'Identify key features' rather than 'Name'.

AC 3.2 of the REVISED specification has the phrase 'With support' removed but is essentially the same. It builds on the new AC 2.1 to make the AC more personalised to the learner.

ORIGINAL specification assessment section, page 45. REVISED specification assessment section, page 35.

Unit 6: Applying for a Job

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know different methods of applying for a job	1.1	Identify different methods of applying for a job
2	Know why job application forms are used by employers	2.1	Outline why a job application form is used as a way of applying for a job
3	Be able to complete a job application form	3.1	Identify information needed for a job application form
		3.2	Present required information in a job application form

Assessment - Unit 6: Applying for a Job

The LO and AC are essentially the same. The assessment guidance remains unchanged.

LO2 of the REVISED specification has changed slightly in focus and asks the learners to 'Know why job application forms are used by employers'.

AC 2.1 of the REVISED specification asks the learner to 'Outline' uses rather than 'Give reasons'.

LO3 in the REVISED specification asks the learner to 'Be able to complete a job application form', rather than present personal information for one.

AC 3.2 has slightly different wording but the requirements is the same.

ORIGINAL specification assessment section, pages 49 and 50. REVISED specification assessment section, pages 39 and 40.

Unit 7: Preparing for an Interview

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know the requirements of the job, placement or course following an application	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 for interview questions	2.1	Prepare answers to a given set of questions likely to be asked at the interview
		2.2	Identify questions to ask at interview
3	Know how to plan travel for an interview	3.1	Identify from information provided, the time and place where the interview will be held
		3.2	Identify the route and means of transport to travel to the interview

Assessment - Unit 7: Preparing for an Interview

LO2 of the REVISED specification has been broadened and has further requirements than the ORIGINAL specification, asking the learner to not only prepare answers, but also identify questions to ask at the interview.

AC 2.1 of the REVISED specification has had 'With support' removed and asks for 'Answers' rather than 'Brief answers'.

AC 2.2 of the REVISED specification is an addition, and this is reflected in the assessment guidance, so will need to be added to resources.

LO3 of the REVISED specification asks the learner to 'Know how to plan travel' where as the ORIGINAL specification asked learners to 'Know that it is important to plan their travel'.

AC 3.2 of the REVISED specification has had 'With support' removed.

ORIGINAL specification assessment section, pages 53 and 54. REVISED specification assessment section, page 43.

Unit 8: Interview Skills

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know how to prepare to be interviewed	1.1	Identify clothing to wear for an interview
		1.2	Identify why personal hygiene is important for an interview
		1.3	Describe the job role
		1.4	List possible interview questions
2	Be able to respond to the interviewer's questions	2.1	Demonstrate non-verbal communication to show attention in an interview
		2.2	Give clear, straightforward answers to the questions asked
3	Be able to recognise effectiveness of own performance in an interview	3.1	Identify what went well in the interview and what did not

Assessment - Unit 8: Interview Skills

AC 1.1 of the ORIGINAL specification has been split in to AC 1.1 and AC 1.2 of the REVISED specification.

AC 1.3 and AC 1.4 of the REVISED specification are additional, so will need reviewing in terms of your existing resources.

AC 2.1 and AC 2.2 of the REVISED specification are derived from AC 1.2 of the ORIGINAL specification. The assessment guidance for AC 2.1 of the REVISED specification is taken from AC 1.2 in the ORIGINAL specification.

Assessment guidance for AC 2.2 of the REVISED specification was originally for AC 2.1 of the ORIGINAL specification.

LO3 and its AC are essentially the same but allow for broader evidencing.

LO3 of the REVISED specification has a wording change to 'Be able to recognise effectiveness of own performance in an interview'.

ORIGINAL specification assessment section, pages 57 and 58. REVISED specification assessment section, pages 47 and 48.

Unit 9: Self-management Skills

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know why self-management is needed for work	1.1	Identify aspects employees need to manage for themselves in the workplace
		1.2	Identify why employees need to manage themselves in the workplace
2	Be able to demonstrate self-management skills	2.1	Complete agreed tasks punctually
		2.2	Identify when to take a break from working
		2.3	Identify who to contact if help or support is needed in self-management
3	Be able to recognise effectiveness of own self-management skills	3.1	Identify success in own self-management in agreed tasks
		3.2	Identify own self-management that was less successful

Assessment - Unit 9: Self-management Skills

There is a slight change in wording but the assessment guidance of this unit remain unchanged.

LO1 of the REVISED specification has a command change from 'Understand' to 'Identify'.

AC 1.1 of the original is essentially the same but asks that learners 'Identify aspects employees need to manage for themselves in the workplace' rather than 'Recognise' that employees need to manage themselves.

AC 1.2 of the REVISED specification asks learners to 'Identify why employees need to manage themselves' rather than identifying areas, which was the requirement of the ORIGINAL specification.

LO2 of the REVISED specification has 'Be able to' added to the ORIGINAL specification LO.

AC 2.1 of the REVISED specification is essentially the same but has a wording change to 'Complete agreed tasks punctually'.

AC 2.2 of the REVISED specification is essentially the same but has a command change to 'Identify' rather than 'Demonstrate'.

LO3 of the REVISED specification now asks that the learner 'Be able to recognise effectiveness of own self-management skills'.

AC 3.1 and AC 3.2 of the REVISED specification are derived from AC 3.1 of the ORIGINAL specification, where it has been split into two.

ORIGINAL specification assessment section, pages 64 and 65. REVISED specification assessment section, page 54.

Unit 10: Self-assessment

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know personal strengths and weaknesses	1.1	List own personal strengths
		1.2	Identify areas of personal weakness
2	Know the benefits of own skills and qualities	2.1	Identify own skills and qualities
		2.2	Identify how own skills and qualities can be helpful for career or personal life
3	Know how to set personal goals	3.1	Identify a personal long-term goal
		3.2	Identify personal short-term goals
		3.3	Identify how short-term goals may be achieved

Assessment – Unit 10: Self-assessment

AC 1.1 of the ORIGINAL specification has been split into AC 2.1 and AC 2.2 of the REVISED specification.

LO2 of the REVISED specification now requires that the learner 'Know the benefits of own skills and qualities'.

AC 2.1 of the REVISED specification has changed focus slightly and asks that the learner 'Identify own skills and qualities'.

AC 2.2 of the REVISED specification has changed focus slightly to focus more on the learner, asking them to 'Identify how own skills and qualities can be helpful for career or personal life'.

LO3 of the REVISED specification now asks the learner to 'Know how to set personal goals'.

AC 3.1 and AC 3.2 of the REVISED specification now make reference to personal goals.

Assessment guidance remain unchanged.

ORIGINAL specification assessment section, Page 70. REVISED specification assessment section, page 60.

Unit 11: Career Progression

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know the importance of career progression	1.1	Identify benefits of career progression
		1.2	Identify why it is important for individuals to be involved in own career progression
2	Know skills and qualities for career progression	2.1	List types of skills and qualities relevant to career progression
		2.2	Identify own skills and qualities for career progression
3	Be able to use information and guidance related to career progression	3.1	Identify different types of careers-related resources
		3.2	Identify a career or area of work to match own interests from careers-related resources

Assessment - Unit 11: Career Progression

This unit has changes to the LO, AC and the assessment guidance, therefore existing resources created for the ORIGINAL specification will need reviewing.

ORIGINAL specification assessment section, pages 73 and 74. REVISED specification assessment section, page 63.

Unit 12: Conduct at Work

Original

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

Revised

Learning outcomes		Assessment criteria	
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 give a reason why it went well
		3.2	Identify an aspect of own conduct that did not go well and give a reason why it did not go well

Assessment - Unit 12: Conduct at Work

All LO, AC and assessment guidance for this unit remain essentially unchanged.

The only change is that AC 3.1 of the ORIGINAL specification has been split into AC 3.1 and AC 3.2 of the REVISED specification.

ORIGINAL specification assessment section, page 78. REVISED specification assessment section, pages 67 and 68.

Unit 13: Working in a Team

Original

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
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

Revised

Learning outcomes		Assessment criteria	
1	Know about team working	1.1	List rules for team working
		1.2	List skills individuals need for teamwork
2	Know how to match their strengths and interests to a team task	2.1	Identify strengths and interests relevant to the task
		2.2	List aspects of a team task that, with support, could be achieved
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 team task
4	Be able 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 prompted
		4.3	Offer help to other team members when prompted
		4.4	Follow instructions to complete the aspects of the task they were allocated

Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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

Revised

Learning outcomes		Assessment criteria	
5	Know own 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

Assessment - Unit 13: Working in a Team

AC 1.1 and AC 1.2 of the REVISED specification ask the learner to 'List' rather than 'Identify'. AC 1.1 of the REVISED specification has had the word 'Effective' removed.

AC 2.1 of ORIGINAL specification has been split and requirements broadened, and asks for two examples in the assessment guidance.

LO4 of the REVISED specification requires the learner to 'Be able to' rather than 'Know how to'.

AC 4.1 to AC 4.5 of the REVISED specification assessment guidance differ from the ORIGINAL specification as there is a requirement of at least two examples for each type of specified behaviour, rather than just the previous one.

LO5 of the REVISED specification requires the learner to 'Know own performance as a member of a team' rather than 'Understand'.

ORIGINAL specification assessment section, page 86. REVISED specification assessment section, pages 75 and 76.

Unit 14: Investigating Rights and Responsibilities at Work

Original

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
4	Know where to get help for problems that arise at work	4.1	Identify sources of help within the workplace

Revised

Learning outcomes		Assessment criteria	
1	Know rights of employees in the workplace	1.1	Identify aspects of working life where employees have rights
2	Know how to respect the rights of others in the workplace	2.1	Outline how the rights of others should be respected in the workplace
3	Know employee responsibilities in the workplace	3.1	Identify responsibilities of employees in the workplace
4	Know where to get help for problems with rights and responsibilities at work	4.1	Identify sources of help for problems with rights and responsibilities within the workplace

Assessment - Unit 14: Investigating Rights and Responsibilities at Work

LO1 to LO3 of the REVISED specification are very close to the ORIGINAL specification but have a slightly different focus and now ask the learner to 'Know' rather than 'Understand'.

LO1 of the REVISED specification focuses on employees in general.

LO2 of the REVISED specification asks that the learner 'Know how to respect' rather than just 'Understand that they should respect'.

LO3 of the REVISED specification focuses on employees responsibilities.

The assessment requirements in the guidance remain essentially unchanged for this unit apart from a minor change to AC 2.1 that now requires the learner to 'Outline' rather than 'Describe'.

ORIGINAL specification assessment section, page 93. REVISED specification assessment section, page 81.

Unit 15: Managing Your Health at Work

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know why it is important to be healthy at work	1.1	Outline 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 possible health issues that may arise in different work environments

Assessment - Unit 15: Managing Your Health at Work

This unit remains unchanged, apart from AC 1.1 of the REVISED specification that asks the learner to 'Outline' rather than 'Describe'.

ORIGINAL specification assessment section, page 98. REVISED specification assessment section, page 86.

Unit 16: Setting and Meeting Targets at Work

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know why personal targets are needed in the workplace	1.1	Outline reasons for setting personal targets in the workplace
		1.2	Identify aspects of job roles which may require setting and meeting targets
2	Be able to set a personal target	2.1	Identify a personal target agreed with an appropriate person
		2.2	Record the personal target
		2.3	Identify activities needed to achieve the personal target
3	Be able to review a personal target	3.1	Carry out a review of own personal progress in meeting a target
		3.2	Identify next steps required towards meeting a personal target

Assessment - Unit 16: Setting and Meeting Targets at Work

LO1 of the REVISED specification requires the learner to 'Know' rather than 'Understand'.

AC 1.1 of the REVISED specification is new therefore has additional requirements.

AC 1.1 of the ORIGINAL specification is now AC 1.2 of the REVISED specification.

LO2 of the REVISED specification has 'Be able to' added to the original LO.

AC 2.1 of the REVISED specification has a command word change and asks the learner to 'identify' rather than 'agree', but the assessment requirements are the same.

AC 2.3 of the REVISED specification is new and therefore has additional requirements within the assessment guidance.

LO3 of the REVISED specification has 'Be able to' added to the original LO.

AC 3.1 of the REVISED specification has additional requirements within the guidance (at the beginning of the paragraph 'To identify' down to the fifth line, 'A step towards the target'). This was guidance from AC 3.2 of the ORIGINAL specification.

AC 3.2 of the REVISED specification is new so therefore has additional requirements.

ORIGINAL specification assessment section, pages 101 and 102. REVISED specification assessment section, pages 89 and 90.

Unit 17: Solving Work-related Problems

Original

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
4	Select an appropriate solution	4.1	Identify an appropriate solution to a workplace problem or issue

Revised

Learning outcomes		Assessment criteria	
1	Be able to recognise workplace problems or issues which require problem-solving skills	1.1	Identify some common types of workplace problems or issues that require problem-solving skills
2	Know sources of help for solving work-related problems	2.1	Identify sources of help, support and guidance for work-related problems
		2.2	Identify how listening to the suggestions of others helps when solving problems in the workplace
3	Know how to select solutions to a workplace problem or issue	3.1	Identify possible solutions to a problem, using given sources of help, support and guidance
		3.2	Identify how own experiences of problem-solving can help to find solutions to a problem
4	Know how to solve a workplace problem or issue	4.1	Identify a solution appropriate to a workplace problem or issue
		4.2	Identify steps to take to solve a workplace problem or issue

Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
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

Assessment - Unit 17: Solving Work-related Problems

This unit has changes to LO, AC and the assessment requirement, therefore existing resources created for the ORIGINAL specification will need reviewing.

LO5 of the ORIGINAL specification has been removed and elements absorbed by LO4 of the REVISED specification.

LO1 of the REVISED specification now requires the learner to 'Be able to recognise' rather than 'Be aware' of (workplace) problems.

LO2 of the REVISED specification now requires that the learner 'Know sources of help'.

AC 2.1 the REVISED specification is unchanged, apart from having the words 'With support' removed from the AC.

AC 2.2 of the REVISED specification was AC 3.1 of the ORIGINAL specification. In the assessment guidance this requirement has changed slightly so will need reviewing in existing resources.

LO3 of the REVISED specification now requires that the learner 'Know how to select solutions'.

AC 3.2 and AC 3.3 of the ORIGINAL specification are now AC 3.1 and AC 3.2 respectively.

LO4 of the REVISED specification now requires that the learner 'Know how to solve a workplace problem' rather than just 'Select an appropriate solution'

AC 4.2 of the REVISED specification was AC 5.1 of the ORIGINAL specification.

ORIGINAL specification assessment section, page 109. REVISED specification assessment section, pages 94 and 95.

Unit 18: Presenting Accurate Documents

Original

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 emboldening, italics, bullets and numbering

Revised

Learning outcomes		Assessment criteria	
1	Know why it is important to record information accurately	1.1	List reasons why it is important to present accurate documents
2	Know the appropriate use of different types of workplace documents	2.1	Identify different situations where different types of documents are appropriate
3	Be able to produce documents suitable for 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 appropriate formats to produce work documents

Assessment - Unit 18: Presenting Accurate Documents

The requirements of this unit are essentially the same.

AC 1.1 of the REVISED specification now asks the learner to 'List reasons why it is important to present accurate documents'.

AC 1.1 of the REVISED specification assessment guidance now requires the learner to give two reasons, rather than give a description of why, which was required in the ORIGINAL specification.

AC 2.1 of the REVISED specification assessment guidance now requires a minimum of two types, rather than the three required by the ORIGINAL specification.

LO3 and AC 3.2 have been made more concise but are essentially the same, with unchanged assessment requirements in the guidance.

ORIGINAL specification assessment section, pages 113 and 114. REVISED specification assessment section, pages 99 and 100.

Unit 19: Speaking Confidently at Work

Original

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

Revised

Learning outcomes		Assessment criteria	
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	Know about different types of language	2.1	List different situations for using formal and informal language
3	Be able to use language which is appropriate for the work situation	3.1	Speak formally or informally as appropriate to the situation
		3.2	Show politeness when speaking to others in the workplace
4	Know why it is important to speak confidently at work	4.1	List benefits of speaking confidently in the workplace

Assessment - Unit 19: Speaking Confidently at Work

Some command words/phrases have changed, but the assessment requirements are essentially the same.

There is an additional learning outcome, LO2, its AC 2.1 is similar to the ORIGINAL specification but has changed focus and asks the learner to 'List different situations' that the language would be used rather than 'Describe differences between' the types of language.

LO3 of the REVISED specification was LO2 of the ORIGINAL specification, and AC 2.2 and AC 2.3 of the ORIGINAL specification have now become AC 3.1 and AC 3.2 in the REVISED specification.

AC 3.2 of the REVISED specification asks the learner to 'Show' politeness, rather than 'Identify' ways to show politeness, but the assessment demand in the guidance is still the same.

LO4 of REVISED specification was LO3 of the ORIGINAL specification and AC 3.1 has become AC 4.1 but asks the learner to 'List benefits' of speaking confidently.

ORIGINAL assessment section, page 118. REVISED specification assessment section, pages 103 and 104.

Unit 20: Preparing for Work Placement

Original

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
4	Know what they might achieve from the work placement	4.1	Set appropriate goals for the work placement

Revised

Learning outcomes		Assessment criteria	
1	Know where to plan to do work placement	1.1	Identify key information about where to plan to do work placement
2	Know what is expected during the work placement	2.1	Identify different tasks 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
4	Be able to set goals for the work placement	4.1	Set appropriate goals for the work placement

Assessment - Unit 20: Preparing for Work Placement

This unit remains essentially the same.

LO4 of the REVISED specification requires the learner to 'Be able to set goals for the work placement' rather than 'Know what they might achieve from the work placement'.

AC 4.1 is the same, the only difference is in the assessment guidance where the learner is required to set at least one personal goal, rather than the two that were required in the ORIGINAL specification.

ORIGINAL specification assessment section, page 125. REVISED specification assessment section, page 111.

Unit 21: Learning from Work Placement

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Be able to reflect on the experience of the work placement	1.1	List what went well during the work placement and why it went well
		1.2	List what they could have done better during the work placement and how it could have been done better
2	Know what has been learned from the work placement	2.1	Identify what was learned about the job role and the 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 learning from the work placement

Assessment - Unit 21: Learning from Work Placement

This unit remains essentially the same.

AC 1.1 and AC 1.2 of the REVISED specification was AC 1.1 of the ORIGINAL specification and the guidance now requires at least two examples each.

ORIGINAL specification assessment section, pages 129 and 130. REVISED specification assessment section, pages 115 and 116.

Unit 22: Safe Learning in the Workplace

Original

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

Revised

Learning outcomes		Assessment criteria	
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	Name 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	Know how to reduce risk of harm to self or others	3.1	List ways that make the workplace environment safe for self and others
		3.2	List ways that own behaviour could cause risk of harm to self or others
4	Know how to deal with low risk hazards in the workplace environment	4.1	Inform correct person of low risk hazard
		4.2	Follow instructions, either verbal or written, to deal with low risk hazard

Assessment - Unit 22: Safe Learning in the Workplace

AC 1.1 and AC 1.2 of the REVISED specification assessment guidance require two hazards and risks, rather than the ORIGINAL specification requirement of one.

AC 2.1 of the REVISED specification has a command change from 'Identify' to 'Name'.

LO3 of the REVISED specification has a command change from 'Be aware' to 'Know how to'.

AC 3.1 of the REVISED specification has a command change from 'Identify' to 'List'.

AC 3.2 of the REVISED specification has a command change from 'Outline' to 'List'.

AC 4.1 of the ORIGINAL specification has been split and broadened into AC 4.1 and AC 4.2 and will need further attention in your existing resources.

ORIGINAL specification assessment section, pages 135 and 136. REVISED specification assessment section, page 119.

Unit 23: Planning an Enterprise Activity

Original

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

Revised

Learning outcomes		Assessment criteria	
1	Know the key requirements of an enterprise activity	1.1	List suggestions of products or services to sell
		1.2	Give reasons for choice of one product or service
		1.3	List customers who might buy the product or service
2	Know the costs of producing the chosen product or service	2.1	List the costs involved in producing the product or service
		2.2	List the start-up costs for producing product or service
3	Know how to promote and sell the chosen product or service	3.1	List ways of promoting a product or service
		3.2	Identify skills needed to sell the product or service
4	Be able to promote and sell the chosen product or service	4.1	Use one basic promotional method to advertise the product or service

Assessment - Unit 23: Planning an Enterprise Activity

This unit has had some changes, but remains essentially the same. Some LO and AC have been moved to allow for more logical learning progression.

LO1 AC have an additional requirement in the assessment guidance where two types of customer are needed.
AC 1.2 of the REVISED specification is an additional requirement.

LO2 of the REVISED specification was LO3 in the ORIGINAL specification.
AC 2.1 of the REVISED specification was AC 3.1 of the ORIGINAL specification.
AC 2.2 of the REVISED specification is an additional requirement in the guidance. Both AC 2.1 and AC 2.2 of the REVISED specification guidance requires the learner to 'Identify two costs'.

LO3 of the REVISED specification was LO4 of the ORIGINAL specification.
AC 3.1 of the REVISED specification was AC 2.1 of the ORIGINAL specification and now needs two examples rather than the original three.
AC 3.2 of the REVISED specification was AC 4.1 of the ORIGINAL specification.

LO4 of REVISED specification was LO2 of the ORIGINAL specification, but requires the learner to 'Be able to promote and sell' rather than 'Know promotional methods'.

ORIGINAL specification assessment section, pages 139 and 140. REVISED specification assessment section, pages 123 and 124.

Unit 24: Running an Enterprise Activity

Original

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

Revised

Learning outcomes		Assessment criteria	
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	Choose a product or service for selling
		2.2	Choose an appropriate price
		2.3	Choose an appropriate venue for carrying out the enterprise
		2.4	Demonstrate sales skills when selling a product or service
3	Know how to keep accurate records to identify profit and loss	3.1	List the number of sales and costs
		3.2	List the profit or loss made

Assessment - Unit 24: Running an Enterprise Activity

AC 2.1 of the ORIGINAL specification has been split into AC 2.1 to AC 2.4, broadening the requirements of this unit, so will need attention in reference to existing resources regarding its delivery.

AC 3.1 of the ORIGINAL specification has been split into AC 3.1 to AC 3.2.

ORIGINAL specification assessment section, pages 143 and 144. REVISED specification assessment section, pages 127 and 128.

Unit 25: Producing a Product

Original

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

Revised

Learning outcomes		Assessment criteria	
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 when making the product or item
4	Know how to examine the finished product or item	4.1	List qualities and any faults of the finished product or item

Assessment - Unit 25: Producing a Product

This unit remains unchanged.

ORIGINAL specification assessment section, pages 147 and 148. REVISED specification assessment section, pages 131 and 132.

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