

## Mapping changes – Original (2008) to Revised (2011)

Edexcel BTEC Level 2 Award, Certificate, Extended Certificate and Diploma in Workskills (QCF) Edexcel BTEC

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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# Contents

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Unit 1: Alternatives to Paid Work .....	2
Unit 2: Working as a Volunteer.....	2
Unit 3: Managing Your Own Money.....	4
Unit 4: Searching for a Job .....	6
Unit 5: Applying for a Job .....	8
Unit 6: Preparing for an Interview.....	10
Unit 7: Interview Skills.....	12
Unit 8: Self-management Skills .....	14
Unit 9: Self-assessment .....	16
Unit 10: Career Progression .....	18
Unit 11: Developing Personal Skills for Leadership.....	24
Unit 12: Practising Leadership Skills with Others.....	26
Unit 13: Learning with Colleagues and Other Learners .....	28
Unit 14: Communicating Solutions to Others .....	30
Unit 15: Effectiveness at Work .....	32
Unit 16: Working in a Team .....	34
Unit 17: Learning from More Experienced People .....	36
Unit 18: Building Working Relationships with Colleagues .....	40
Unit 19: Building Working Relationships with Customers .....	42
Unit 20: Investigating Rights and Responsibilities at Work.....	44
Unit 21: Managing Your Health at Work .....	46
Unit 22: Setting and Meeting Targets at Work .....	48
Unit 23: Solving Work-related Problems.....	50
Unit 24: Summarising Documents.....	52
Unit 25: Contributing to Meetings .....	54
Unit 26: Preparing for Work Placement .....	56
Unit 27: Learning from Work Placement.....	58
Unit 28: Planning an Enterprise Activity.....	60
Unit 29: Running an Enterprise Activity .....	62
Unit 30: Producing a Product.....	64

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# Mapping Assessment Changes

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# Unit 1: Alternatives to Paid Work

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand different beneficial alternatives to paid work	1.1	Describe different types of beneficial alternatives to paid work
		1.2	Explain how the different types of beneficial alternatives to paid work differ
2	Understand the role of organisations associated with beneficial alternatives to paid work	2.1	Describe the role of different organisations associated with beneficial alternatives to paid work
3	Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work	3.1	Explain different types of skills, qualities and knowledge that can be gained through participating in activities associated with beneficial alternatives to paid work
4	Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work to other areas of life	4.1	Explain what steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life

## Revised

Learning outcomes		Assessment criteria	
1	Understand different alternatives to paid work	1.1	Describe different types of alternatives to paid work
		1.2	Explain differences in types of alternatives to work
		1.3	Explain the role of different organisations associated with alternatives to paid work
2	Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life	2.1	Describe different types of skills, qualities and knowledge that can be gained through participating in alternatives to paid work
		2.2	Explain steps to take to use the skills, qualities or knowledge gained from alternatives to paid work in other areas of life

## **Assessment - Unit 1: Alternatives to Paid Work**

LO2 and LO3 of the ORIGINAL specification have been removed and their AC have been absorbed by the REVISED specification LO. The assessment criteria and guidance for this unit are essentially the same.

LO1 AC 1.3 of the REVISED specification was AC 2.1 of the ORIGINAL specification but now asks that the learner 'Explain' rather than 'Describe'.

LO2 of the REVISED specification was LO4 of the ORIGINAL specification.

In the REVISED specification AC 2.1 was AC 3.1 in the ORIGINAL specification and now there is a need to 'Describe' rather than 'Explain'.

In the REVISED specification AC 2.2 is the same as AC 4.1 of the ORIGINAL specification.

**ORIGINAL assessment section, page 23. REVISED assessment section, page 22.**

## Unit 2: Working as a Volunteer

### Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to find voluntary work	1.1	Identify ways to become a volunteer
		1.2	Apply for voluntary work which matches their skills and interests
2	Understand what is expected of the volunteer in undertaking the voluntary work	2.1	Explain the nature of the work to be undertaken
		2.2	Explain behaviours and attitudes needed to undertake the work
3	Be able to undertake voluntary work	3.1	Complete a voluntary work task which the learner has identified as matching their skills and interests
4	Understand that the skills used during voluntary work may be of benefit to personal or career plans	4.1	Describe how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans

### Revised

Learning outcomes		Assessment criteria	
1	Be able to find voluntary work that matches own skills and interests	1.1	Identify ways to become a volunteer
		1.2	Apply for voluntary work matching own skills and interests
		1.3	Describe the nature of the work to be undertaken
		1.4	Describe behaviours and attitudes needed to undertake the work
2	Be able to undertake voluntary work	2.1	Complete a voluntary work task which matches own skills and interests
3	Understand benefits to the individual from taking part in voluntary work	3.1	Describe skills developed during voluntary work
		3.2	Explain how the skills used during the time as a volunteer may be useful for career planning

## **Assessment - Unit 2: Working as a Volunteer**

LO2 of the ORIGINAL specification has been removed and its AC absorbed by LO1 of the REVISED specification.

LO1 of the REVISED specification has changed and asks that the voluntary work found matches the skills and interests of the learner. LO1 AC 1.3 and AC 1.4 of the REVISED specification were AC 2.1 and AC 2.2 in the ORIGINAL specification and now ask that the learner 'Describe' rather than 'Explain'.

LO2 of the REVISED specification was LO3 of the ORIGINAL specification.  
AC 2.1 of the REVISED specification was AC 3.1 of the ORIGINAL specification.

LO3 of the REVISED specification is similar to LO4 of the ORIGINAL specification.  
AC 3.1 and AC 3.2 of the REVISED specification are derived from AC 4.1 of the ORIGINAL specification.

**ORIGINAL assessment section, pages 28 and 29. REVISED assessment section, pages 26 and 27.**

# Unit 3: Managing Your Own Money

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to produce a budget	1.1	Carry out suitable calculations to plan outgoings and income
2	Know ways to buy and invest on credit	2.1	Identify different sources of credit
3	Understand the responsibilities of using credit for outgoings and investing	3.1	Describe the responsibilities of using credit for outgoings and investing
4	Understand the potential problems of using credit	4.1	Describe the potential problems of using credit

## Revised

Learning outcomes		Assessment criteria	
1	Be able to produce a personal budget	1.1	Carry out calculations of expenditure and income for an individual for a month
		1.2	Calculate balance at the end of the month
		1.3	Identify ways to ensure expenditure does not exceed income
2	Understand the use of credit to borrow money	2.1	Identify different sources of credit
		2.2	Explain how to use credit responsibly for expenditure and investing
		2.3	Describe the potential problems of using credit

### **Assessment - Unit 3: Managing Your Own Money**

LO 2 to 4 of the ORIGINAL specification have been removed and the AC absorbed by LO2 of the REVISED specification.

AC 1.1 of the REVISED specification now asks for the given period of time to be one month.

AC 1.2 and 1.3 are additional so will need attention when reviewing existing resources.

LO 2 of the REVISED specification is new.

AC 2.2 and AC 2.3 of REVISED specification were AC 3.1 and AC 4.1 in the ORIGINAL specification, respectively. The assessment page reflects this.

**ORIGINAL assessment section, page 34. REVISED assessment section, page 32.**

## Unit 4: Searching for a Job

### Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to use potential job sources	1.1	Evaluate a range of sources of employment available for job-seekers
		1.2	Select appropriate sources of job vacancies for their own purposes
		1.3	Identify potential job roles from the appropriate sources of employment
2	Understand how their skills, interests and achievements might relate to potential job roles	2.1	Explain how their skills, interests and achievements relate to potential job roles identified from appropriate sources of employment
3	Be able to investigate job vacancies	3.1	Search for potential job vacancies
		3.2	Communicate with employers or the employer's representative to obtain further information about job vacancies

### Revised

Learning outcomes		Assessment criteria	
1	Understand how to use sources of information about jobs	1.1	Explain the roles of different sources of information about jobs
		1.2	Select appropriate sources of information about job vacancies for own purposes
		1.3	Identify potential job roles from sources of information about jobs
2	Understand how to relate own skills, interests and achievements to potential job roles	2.1	Explain how own skills relate to potential job roles
		2.2	Explain own interests in relation to potential job roles
		2.3	Explain how own achievements are relevant to potential job roles
3	Be able to investigate job vacancies	3.1	Carry out investigations to identify potential job vacancies
		3.2	Provide evidence of communication with employers or the employer's representative to obtain further information about job vacancies

## **Assessment - Unit 4: Searching for a Job**

There have been some subtle changes to the majority of LO and AC in this unit, so existing resources will need to be amended.

LO1 AC 1.1 of the REVISED specification has a change in command from 'Evaluate' to 'Explain' and within the assessment section, from 'Consider' to 'Explain'.

AC 2.1 in the ORIGINAL specification has been split into AC 2.1 to AC 2.3 in the REVISED specification.

AC 3.1 and AC 3.2 are essentially the same in assessment requirements, although there is a slight wording change to the AC.

**ORIGINAL assessment section, pages 39 and 40. REVISED assessment section, pages 36 and 37.**

# Unit 5: Applying for a Job

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to access different methods of applying for a job	1.1	Investigate different methods of applying for a job
2	Be able to prepare a job application	2.1	Collate the appropriate information for a job application
		2.2	Prepare a thorough job application
3	Be able to present the job application appropriately	3.1	Select and use the conventions, formats and styles of presenting job applications appropriately
4	Be able to reflect on the appropriateness of the job application	4.1	Evaluate the suitability of the style and information in the job application in relation to its intended audience

## Revised

Learning outcomes		Assessment criteria	
1	Understand different methods of applying for a job	1.1	Describe different methods of applying for a job
		1.2	Explain how to obtain job application information
2	Be able to prepare a job application	2.1	Collate the information appropriate for a job application
		2.2	Complete a comprehensive and accurate job application
		2.3	Carry out checks of a job application for accuracy
		2.4	Review a job application for fitness for purpose

## **Assessment - Unit 5: Applying for a Job**

LO3 and 4 of the ORIGINAL specification have been removed and the AC absorbed by LO1 and LO2 of the REVISED specification.

LO1 of the REVISED specification has changed to 'Understand different methods' and now has two AC.

AC 1.1 of the REVISED specification has a command change from 'Investigate' to 'Describe'.

AC 1.2 in the REVISED specification is an additional requirement.

AC 2.1 is essentially the same but asks for more specific evidence.

AC 2.2 in the REVISED specification includes AC 3.1 from the ORIGINAL specification.

AC 2.3 in the REVISED specification is an additional assessment requirement.

AC 2.4 in the REVISED specification was AC 4.1 in the ORIGINAL specification and in the REVISED specification assessment section asks for further evidence if used in AC 2.2, 'The review needs to include letters of application'.

**ORIGINAL assessment section, pages 45 and 46. REVISED assessment section, pages 41 and 42.**

# Unit 6: Preparing for an Interview

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to anticipate key questions that they might be asked at the interview	1.1	Suggest key types of questions that the interviewer might ask
2	Be able to prepare answers to anticipated interview questions	2.1	Prepare appropriate answers to the key questions most likely to be asked by the interviewer

## Revised

Learning outcomes		Assessment criteria	
1	Know information required in preparing for an interview	1.1	Describe the key information about the interviewing organisation which are relevant to the job/placement/course
		1.2	Describe key aspects of the job/placement/course drawing on application information
		1.3	Identify gaps in own information about the organisation
		1.4	Identify gaps in own information about the job/placement/course
		1.5	Devise questions to ask the interviewer at interview to find answers to gaps in knowledge
2	Be able to prepare answers to interview questions	2.1	Devise questions that may be asked at an interview
		2.2	Select questions most likely to be asked at an interview specific to the course/job/placement
		2.3	Prepare responses to questions that may be asked at interview

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
3	Know how to use information about the job/placement/course to identify questions to ask the interviewer	3.1	Find out key information about the employer/organisation/course and explain why it is useful for the interview
		3.2	Identify what information they do not have about the job/placement/course which they could request at the interview

### **Assessment - Unit 6: Preparing for an Interview**

There have been some subtle changes to the majority of LO and AC in this unit, so existing resources will need to be amended. LO3 of the ORIGINAL specification has been removed and the AC absorbed by LO1 of the REVISED specification.

AC 1.1 and AC 1.2 of the REVISED specification were derived from AC 3.1 of the ORIGINAL specification.

AC 1.3 – 1.5 of the REVISED specification were derived from AC 3.2 of the ORIGINAL specification.

AC 2.1 – 2.3 of the REVISED specification are very similar to AC 1.1 and AC 2.1 of the ORIGINAL specification but assessment requirements in the guidance have changed slightly. AC 2.1 of the REVISED specification now requires four questions.

**ORIGINAL assessment section, pages 51 and 52. REVISED assessment section, pages 46 and 47.**

# Unit 7: Interview Skills

## Original

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to present themselves appropriately at an interview	1.1 Arrive in good time for the interview and have prepared information about the name or job role/title of the interviewer 1.2 Introduce themselves at the interview location 1.3 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course
2 Be able to answer the interviewer's questions appropriately	2.1 Explain the importance of clarifying an interviewer's questions if they are unclear 2.2 Give full responses which provide answers to the questions asked by the interviewer
3 Reflect on their performance in an interview	3.1 Analyse what went well and what did not 3.2 Suggest ways of improving their performance in a future interview

## Revised

Learning outcomes	Assessment criteria
1 Be able to demonstrate readiness for an interview	1.1 Present an appearance and dress code that conforms to interview requirements 1.2 Demonstrate punctuality for the interview 1.3 Introduce self at the interview location 1.4 Give the name or job role/title of the interviewer during introductions
2 Be able to respond to questions in an interview	2.1 Give responses to clarify an interviewer's questions if they are unclear 2.2 Give responses which provide answers to the questions asked by the interviewer 2.3 Demonstrate non-verbal communication such as body language and facial expressions to show interest in the job or course
3 Know how to review own performance in an interview	3.1 Describe what went well in the interview 3.2 Describe what did not go well in the interview 3.3 Suggest ways of improving own performance in a future interview

## **Assessment - Unit 7: Interview Skills**

There have been some subtle changes to the majority of LO and AC in this unit, so existing resources will need to be amended.

AC 1.1 of the REVISED specification was originally an introduction to the assessment guidance of the ORIGINAL specification, which has been made more specific. It is also part of ORIGINAL AC 1.2.

AC 1.2 of the REVISED specification was also originally part of the assessment introduction, which has been made more specific.

AC 1.3 of the REVISED was AC 1.2 in the ORIGINAL specification.

AC 1.4 of the REVISED specification is an extension to part of the ORIGINAL specification AC 1.1 and requires the learner to use the name of the interviewer rather than just have the information.

The introduction to AC 2.1 – AC 2.3 of the REVISED specification was part of AC 1.3 of the ORIGINAL specification.

The specific paragraphs for AC 2.1 to 2.2, respectively, remain unchanged.

AC 2.3 of the REVISED specification is part of the ORIGINAL specification AC 1.3.

AC 3.1 of the ORIGINAL specification has been split into two (AC 3.1 and 3.2).

AC 3.1 of the REVISED specification has a different command, and asks the learner to 'Know how to'.

**ORIGINAL assessment section, pages 55 and 56. REVISED assessment section, pages 52 and 53.**

# Unit 8: Self-management Skills

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of managing themselves effectively in the workplace	1.1	Explain how and why they need to manage themselves in the workplace
		1.2	Explain how appropriate self-management benefits themselves, their colleagues and their employer
2	Demonstrate effective self-management skills	2.1	Produce a plan for a working day
		2.2	Structure appropriate breaks during their working day
		2.3	Agree and prioritise work appropriately to achieve their daily objectives
3	Carry out an analysis of their self-management skills	3.1	Analyse their self-management skills
		3.2	Suggest areas for improvement

## Revised

Learning outcomes		Assessment criteria	
1	Understand the importance of self-management for work	1.1	Explain why it is important for individuals to self-manage in the workplace
		1.2	Explain how to self-manage in the workplace
		1.3	Explain benefits to others in the workplace when individuals self-manage effectively
2	Be able to self-manage for work	2.1	Produce a plan of activities and breaks for a working day
		2.2	Carry out activities prioritising to achieve daily objectives
3	Be able to review own self-management skills for work	3.1	Assess own self-management skills for work
		3.2	Identify aspects of self-management for improvement

## **Assessment - Unit 8: Self-management Skills**

There have been some subtle changes to the majority of LO and AC in this unit, so existing resources will need to be amended.

LO1 of the REVISED specification focuses on 'Self-management for work'.

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

AC 1.3 in the REVISED specification is essentially the same as AC 1.2 of the ORIGINAL specification.

LO2 of the REVISED specification now requires that the learner 'Be able to self-manage for work'.

In the assessment guidance, AC 2.2 and 2.3 from the ORIGINAL specification are now covered by AC 2.2 of the REVISED specification.

LO3 of the REVISED specification now requires that the learner 'Be able to review own self-management skills for work'.

AC 3.1 of the REVISED specification asks the learner to 'Assess own self-management skills for work' rather than 'Analyse'.

AC 3.2 of the REVISED specification asks the learner to 'Identify aspects of self-management for improvement' rather than 'Suggest'.

**ORIGINAL assessment section, pages 62 and 63. REVISED assessment section, page 59.**

# Unit 9: Self-assessment

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of self-assessment	1.1	Explain the importance of self-assessment
2	Reflect on personal strengths and weaknesses	2.1	Describe their own personal strengths and weaknesses
		2.2	Explain why it is important to continue developing their strengths
		2.3	Describe why it is important to improve areas of weakness and some ways of doing so
3	Understand why personal skills and qualities are important to all areas of life	3.1	Analyse their own skills and qualities
		3.2	Explain how these skills and qualities are important to their lives

## Revised

Learning outcomes		Assessment criteria	
1	Understand self-assessment	1.1	Explain why it is important to assess personal strengths and weaknesses
		1.2	Explain why it is important to assess personal skills and qualities
2	Be able to reflect on personal strengths and weaknesses	2.1	Describe own personal strengths and weaknesses
		2.2	Explain why it is important to continue to develop own strengths
		2.3	Explain why it is important to improve on own areas of weakness
3	Be able to reflect on own skills and qualities	3.1	Describe own skills and qualities
		3.2	Explain why skills and qualities identified are important for own career and personal life

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Understand the process of personal goal setting	4.1	Describe how short-term goals will meet long term goals
		4.2	Describe ways in which goals may be tracked over time
5	Be able to evaluate personal achievements	5.1	Identify their achievements over a given period
		5.2	Discuss some examples of things they would have liked to achieve
		5.3	Suggest some reasons why they achieved some things, but not others

## Revised

Learning outcomes		Assessment criteria	
4	Be able to set personal goals	4.1	Identify sources of information for learning and progression
		4.2	Identify personal long-term goals
		4.3	Describe short-term goals required for meeting long-term goals
		4.4	Describe ways in which goals may be tracked over time
		4.5	Devise a plan for learning, showing responsibility for own learning
		4.6	Implement own plan for learning, showing responsibility for own learning
5	Be able to review personal achievements	5.1	Identify achievements over a given period
		5.2	Give reasons for success in achievements
		5.3	Explain why goals may not be reached within a set period of time

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## **Assessment - Unit 9: Self-assessment**

AC 1.1 from the ORIGINAL specification has been expanded and requires further evidence.

AC 2.1 and 2.2 are the same respectively, but AC 2.3 of the REVISED specification requires learner to 'Explain', but the guidance doesn't require learners to give the two ways to improve the weakness that the ORIGINAL specification does.

LO4 of the REVISED specification now asks the learner to 'Be able to set personal goals'. This has changed from the ORIGINAL specification, which asked the learner to 'Understand the process of personal goal setting'.

What was AC 4.1 in the ORIGINAL specification has been expanded and has elements in the REVISED specification AC 4.1 to AC 4.3 and AC 4.5 and AC 4.6. The assessment guidance needs to be reviewed against existing resource materials.

LO5 of the REVISED specification now asks the learner to 'Be able to review personal achievements' rather than 'Evaluate'.

AC 5.2 of the REVISED specification has changed focus and asks learners to 'Give reasons for success in achievements'.

AC 5.3 AC 5.2 of the REVISED specification now requires the learner to 'Explain why goals may not be reached within a set period of time'.

AC 5.2 and AC 5.3 have changed their requirements and the assessment guidance needs to be reviewed against existing resource materials.

**ORIGINAL assessment section, page 69. REVISED assessment section, pages 65 and 66.**

# Unit 10: Career Progression

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand that personal skills, qualities and experience influence career progression	1.1	Analyse their own skills, qualities and experience
		1.2	Discuss reasons why their personal qualities, skills and experience might be more suited to some areas of work or learning than others
2	Be able to access information and guidance related to career progression	2.1	Find different sources of information related to career progression
		2.2	Evaluate the relevance of the information to their own skills, qualities, experience and career aspirations

## Revised

Learning outcomes		Assessment criteria	
1	Understand career progression	1.1	Explain the career benefits of work or study opportunities
		1.2	Explain how one job role or stage of career development may lead to another
2	Be able to review skills, qualities and experience for career progression	2.1	Describe own skills, qualities and experience
		2.2	Explain how own personal qualities, skills and experience apply to areas of work or learning
		2.3	Identify area of work or learning for own career progression

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
3	Understand the importance of work or study opportunities in career progression	3.1	Discuss the career benefits of different examples of work or study opportunities
		3.2	Explain how one job role or stage of career development may lead to another
4	Be able to plan their career progression	4.1	Produce a career progression plan
		4.2	Explain the timeline and resources that might be needed to support their career progression plan
		4.3	Discuss appropriate ways of reviewing their career progression plan

## Revised

Learning outcomes		Assessment criteria	
3	Be able to plan career progression	3.1	Identify information for own career progression from different sources
		3.2	Explain how information for career progression relates to own skills, qualities, experience and career aspirations
		3.3	Produce a career progression plan, including information that relates to own skills, experience and career aspirations
		3.4	Explain the timeline for the career plan
		3.5	Identify resources needed to support the career progression plan
		3.6	Explain how the career progression plan will be reviewed

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## **Assessment – Unit 10: Career Progression**

There have been some subtle changes to the majority of LO and AC in this unit, so existing resources will need to be amended. Where a match is stated, this refers to assessment guidance.

LO3 of the ORIGINAL specification has been removed and elements absorbed by LO1 of the REVISED specification.

LO1 of the REVISED specification has been simplified to 'Understand career progression'.

AC 1.1 in the REVISED specification matches AC 3.1 of the ORIGINAL specification, but the command has changed from 'Discuss' to 'Explain'.

AC 1.2 in the REVISED specification matches AC 3.2 of the ORIGINAL specification.

LO2 of the REVISED specification has absorbed the element of LO1 of the ORIGINAL specification that focuses on the learner's skills etc and asks that the learner 'Be able to review skills, qualities and experience for career progression'.

AC 2.1 in the REVISED specification matches AC 1.1 of the ORIGINAL specification but the command has changed, from 'Analyse' in the ORIGINAL specification to 'Describe' in the REVISED specification.

AC 2.2 in the REVISED specification matches AC 1.2 of the ORIGINAL specification but has a command change from 'Discuss' to 'Explain' but the evidence guidance has changed and requires two areas of work or learning instead of one.

AC 2.3 is an addition.

LO3 of the REVISED specification was LO4 of the ORIGINAL specification and has absorbed the AC.

AC 3.1 in the REVISED specification matches AC 2.1 of the ORIGINAL specification and now requires the learner to 'Identify information for own career progression from different sources', which is much more learner-focused.

AC 3.2 in the REVISED specification matches AC 2.2 of the ORIGINAL specification and now asks the learner to 'Explain' rather than 'Evaluate'.

AC 3.3 in the REVISED specification matches AC 4.1 of the ORIGINAL specification, but has been broadened to 'Produce a career progression plan, including information that relates to own skills, experience and career aspirations'.

AC 3.4 and AC 3.5 in the REVISED specification are from AC 4.2 of the ORIGINAL specification.

AC 3.6 in the REVISED specification matches AC 4.3 of the ORIGINAL specification but asks the learner to 'Explain how the career progression plan will be reviewed'.

**ORIGINAL assessment section, pages 75 and 76. REVISED assessment section, pages 73 and 74.**

# Unit 11: Developing Personal Skills for Leadership

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the main features of leadership	1.1	Describe the main features of leadership
		1.2	Explain how their own skills and qualities relate to the main features of leadership
2	Plan how to demonstrate leadership skills	2.1	Describe the range of skills they will use to lead others
		2.2	Explain how they will put these skills into practice in order to lead others
3	Prepare for a leadership activity	3.1	Select a suitable activity to demonstrate their leadership skills
		3.2	Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

## Revised

Learning outcomes		Assessment criteria	
1	Know the main features of leadership	1.1	Describe the main features of leadership
		1.2	Describe how own skills and qualities relate to the main features of leadership
2	Know how to demonstrate own leadership skills	2.1	Describe the range of skills that can be used to lead others
		2.2	Describe how own leadership skills can be put into practice in order to lead others
3	Be able to prepare for a leadership activity	3.1	Select a suitable activity to demonstrate leadership skills
		3.2	Explain how the selected activity will enable demonstration of an appropriate range of skills

### **Assessment - Unit 11: Developing Personal Skills for Leadership**

LO1 of the REVISED specification now asks for the learner to 'Know the main features of leadership' rather than the original 'Understand'.

AC 1.2 now asks for a learner to 'Describe' rather than 'Explain' but the assessment guidance is the same.

LO2 now asks the learner to 'Know how to' rather than 'Understand how to'.

AC 2.2 now asks for a learner to 'Describe' rather than 'Explain' but the assessment guidance is the same.

LO3 asks the learner to, 'Be able to prepare' rather than 'Prepare for' but the assessment guidance is the same.

**ORIGINAL assessment section, pages 79 and 80. REVISED assessment section, page 82.**

# Unit 12: Practising Leadership Skills with Others

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to lead a group activity	1.1	Explain how their leadership skills will contribute to a given group activity
2	Demonstrate effective leadership skills with others	2.1	Give support to other members of the group
		2.2	Allocate tasks and activities appropriately to other members of the group
		2.3	Give and receive appropriate feedback
		2.4	Make decisions about tasks and activities appropriately
3	Evaluate their leadership performance	3.1	Carry out an evaluation of their leadership performance
		3.2	Suggest areas for improvement of their leadership performance

## Revised

Learning outcomes		Assessment criteria	
1	Know how to lead a group activity	1.1	Describe how leadership skills contribute to a given group activity
2	Be able to demonstrate effective leadership skills with others	2.1	Give support to other members of the group
		2.2	Allocate tasks and activities appropriately to other members of the group
		2.3	Give and receive appropriate feedback for members of the group
		2.4	Make decisions about tasks and activities to solve problems
3	Be able to review own leadership performance	3.1	Assess own leadership performance
		3.2	Suggest areas for improvement of own leadership performance

## **Assessment - Unit 12: Practising Leadership Skills with Others**

No changes to the assessment section of this unit, although there are command word changes to all LO and AC 1.1 and AC 3.1.

LO1 now asks the learner to 'Know how to' rather than 'Understand how to'.

AC 1.1 now asks the learner to 'Describe' rather than 'Explain'.

LO2 now has 'Be able to' added to the original LO.

LO3 of the REVISED specification asks the learners to 'Be able to review own leadership performance' rather than 'Evaluate'.

AC 3.1 of the REVISED specification now requires the learner to 'Assess own leadership performance' rather than 'Carry out an evaluation'.

**ORIGINAL assessment section, page 88. REVISED assessment section, pages 85 and 86.**

# Unit 13: Learning with Colleagues and Other Learners

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of learning with colleagues or other learners	1.1	Explain why learning with their colleagues or other learners is important for their own development
2	Plan the learning they will undertake with colleagues or other learners	2.1	Describe a learning goal which they will be able to undertake with colleagues or other learners
		2.2	Explain how they will work towards achieving the learning goal
3	Be able to interact appropriately with colleagues or other learners in a learning situation	3.1	Respond appropriately to advice from others
		3.2	Express beliefs and opinions to others appropriately
		3.3	Give helpful feedback to others
4	Review the learning they have undertaken with colleagues or other learners	4.1	Give examples of how they have learned with colleagues or other learners
		4.2	Reflect on their experience of learning with a group of other colleagues or other learners

## Revised

Learning outcomes		Assessment criteria	
1	Understand the importance of learning with colleagues or other learners	1.1	Describe how learning with ones colleagues or other learners is important for own development
2	Know how to plan the learning to be undertaken with colleagues or other learners	2.1	Select a learning goal to undertake with colleagues or other learners
		2.2	Describe ways to work towards achieving the learning goal
3	Be able to interact appropriately with colleagues or other learners in a learning situation	3.1	Respond appropriately to advice from others
		3.2	Express beliefs and opinions to others appropriately
		3.3	Give helpful feedback to others
4	Be able to review the learning undertaken with colleagues or other learners	4.1	Give examples of how learning with colleagues or other learners took place
		4.2	Describe an example of learning with others that was successful
		4.3	Discuss an example of learning with others that was not successful

### **Assessment - Unit 13: Learning with Colleagues and Other Learners**

There have been a number of command word changes but assessment requirements are essentially the same, assessment is the same for LO1 to LO3 and match the ORIGINAL assessment guidance for these three.

LO1 AC 1.1 now asks the learner to 'Describe' rather than 'Explain'.

LO2 of the REVISED specification has 'Know how to' added to the ORIGINAL specification's LO.

AC 2.1 now asks the learner to 'Select' rather than 'Describe'.

AC 2.2 now asks the learner to 'Describe' rather than 'Explain'.

LO4 of the REVISED specification has 'Be able to' added to the ORIGINAL specification LO4.

The assessment section AC 4.1 and 4.2 of the REVISED specification requires an additional example from the ORIGINAL specification.

AC 4.3 is new and requires further evidence.

**ORIGINAL assessment section, pages 94 and 95. REVISED assessment section, pages 90 and 91.**

# Unit 14: Communicating Solutions to Others

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand why they need to solve a problem	1.1	Describe a possible problem to solve
		1.2	Explain why the problem requires a solution
		1.3	Describe a way to solve the problem
2	Communicate the solution effectively to others	2.1	Using appropriate communication methods, explain to others how the problem was solved
		2.2	Use appropriate information to support their explanation
3	Provide appropriate responses to questions or objections	3.1	Identify possible questions or objections to their solutions to a problem
		3.2	Plan how to deal with feedback and questions from others in the group
		3.3	Respond appropriately to questions or objections from others
4	Evaluate their performance	4.1	Evaluate how effective their performance was
		4.2	Suggest areas for improvement

## Revised

Learning outcomes		Assessment criteria	
1	Know why a problem needs to be solved	1.1	Describe a possible problem to solve
		1.2	Describe reasons why the problem needs a solution
		1.3	Describe a way to solve the problem
2	Be able to communicate the solution effectively to others	2.1	Explain to others how the problem was solved
		2.2	Use appropriate information to support their explanation
3	Be able to provide appropriate responses to questions or objections	3.1	Identify possible questions or objections to their solutions to a problem
		3.2	Plan how to deal with feedback and questions from others in the group
		3.3	Respond appropriately to questions or objections from others
4	Be able to assess own performance	4.1	Explain why parts of the communication were successful
		4.2	Explain why parts of the communication were not so successful
		4.3	Suggest ways to improve the communication of the solution

## **Assessment - Unit 14: Communicating Solutions to Others**

LO1 of the REVISED specification asks that the learner 'Know' rather than 'Understand'.

AC 1.2 of the REVISED specification asks the learner to 'Describe reasons' rather than 'Explain'.

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

AC 2.1 of the REVISED specification has had the part of the sentence 'Using appropriate communication methods' from the ORIGINAL specification removed.

LO3 of the REVISED specification has the additional 'Be able to' added to the ORIGINAL specification LO3.

LO4 of the REVISED specification has the additional 'Be able to' added and asks the learner to 'Assess' rather than 'Evaluate'.

AC 4.1 and AC 4.2 in the REVISED specification are derived from AC 4.1 of the ORIGINAL specification.

AC 4.3 of the REVISED specification was AC 4.2 in the ORIGINAL specification and asks for further evidence and asks the learner to 'Suggest ways to improve the communication of the solution'. The assessment guidance now asks for two areas of improvement rather than the original one.

**ORIGINAL assessment section, page 102. REVISED assessment section, pages 96 and 97.**

# Unit 15: Effectiveness at Work

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand effective workplace behaviour	1.1	Explain different ways in which employees can behave effectively within the workplace or when representing their employer outside of the workplace
2	Demonstrate effective working practice	2.1	Interact appropriately with a wide range of colleagues in the workplace
		2.2	Represent the workplace positively when dealing with customers or others outside of the workplace
		2.3	Apply organisational procedures appropriately
3	Evaluate their own practice	3.1	Describe what went well and what did not
		3.2	Suggest areas for improvement of their performance

## Revised

Learning outcomes		Assessment criteria	
1	Understand effective workplace behaviour	1.1	Describe different ways in which employees can behave effectively within the workplace
		1.2	Describe different ways in which employees can behave effectively when representing their employer outside of the workplace
2	Be able to demonstrate effective working practice	2.1	Interact appropriately with a wide range of colleagues in the workplace
		2.2	Interact appropriately with others outside the workplace to meet workplace objectives.
		2.3	Apply organisational codes of practice, procedures and safety rules appropriately
3	Be able to evaluate their own practice	3.1	Review own practice to establish what went well
		3.2	Review own practice to establish what did not go well
		3.3	Suggest areas for improvement of performance

### **Assessment - Unit 15: Effectiveness at Work**

AC 1.1 of the ORIGINAL specification has been split and the assessment guidance has been modified. The learner is asked to 'Describe at least two ways in which employees can behave effectively within and outside of the workplace'.

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

AC 2.2 of the REVISED specification asks the learner to 'Interact appropriately' rather than 'Represent the workplace positively'.

LO3 of the REVISED specification has the additional 'Be able to' added to the ORIGINAL specification LO2.

AC 3.1 of the ORIGINAL specification has been split and now asks the learner to 'Review own practice to establish' what went well and did not go well.

Apart from LO1, all assessment guidance for this unit remains unchanged.

**ORIGINAL assessment section, pages 108 and 109. REVISED assessment section, page 103.**

# Unit 16: Working in a Team

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Explain the advantages and disadvantages of having a team complete a task
2	Understand the need for a team to work to an agreed code of conduct	2.1	Identify a code of conduct for effective team work
		2.2	Explain the likely consequences of team members not following a code of conduct
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team
		3.2	Identify some relevant strengths, skills and experiences that other members bring to a particular team
4	Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team
		4.2	Explain how each role contributes to the team's objectives and the completion of the team task

## Revised

Learning outcomes		Assessment criteria	
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Assess advantages of having a team complete a task
		1.2	Assess disadvantages of having a team complete a task
2	Understand the need for a team to work to an agreed code of conduct	2.1	Create a code of conduct for effective team work
		2.2	Explain likely consequences of team members not following a code of conduct
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team
		3.2	Assess relevant strengths, skills and experiences that other members bring to a particular team
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team
		4.2	Describe how each role contributes to the team's objectives and the completion of the team task

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
5	Work positively as a member of a team	5.1	Describe ways in which respect was shown for the ideas and suggestions of others
		5.2	Identify relevant ideas and suggestions which were given and which helped the team to complete their task
		5.3	Describe ways in which help, support or advice was given to team members where appropriate
		5.4	Explain why it is important to respond positively to advice or constructive criticism
		5.5	Complete tasks allocated to the required standard and on time
6	Reflect on the performance of a team	6.1	Discuss how their individual performance contributed to the overall performance of the team
		6.2	Outline ways in which the team as a whole performed effectively
		6.3	Outline areas in which the team could improve its team work skills

## Revised

Learning outcomes		Assessment criteria	
5	Be able to work positively as a member of a team	5.1	Identify relevant ideas and suggestions from others that will enable the team to complete the task
		5.2	Devise a team plan to solve a problem when working with others
		5.3	Make a contribution to a team by sharing skills and knowledge
		5.4	Offer help, support or advice to team members when appropriate
		5.5	Respond positively to advice and constructive criticism
		5.6	Follow a plan to complete a task or activity on time
6	Be able to reflect on the performance of a team	6.1	Discuss how individual performance contributed to the overall performance of the team
		6.2	Describe ways in which the team as a whole performed effectively
		6.3	Select areas in which the team could improve its team work skills

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## **Assessment - Unit 16: Working in a Team**

The majority of command words have changed within the AC of this unit, although the actual assessment guidance remains very similar. The AC for LO5 have changed so existing resources will need amending.

AC 1.1 of the ORIGINAL specification has been split and extended and requires the learner to 'Assess' rather than 'Explain' – but rather than asking for three examples of advantages only two are needed.

AC 2.1 of the REVISED specification has a command change and asks that the learner 'Create a code of conduct' rather than 'Identify'.  
AC 2.2 of the REVISED specification asks for two examples rather than three.

AC 3.1 of the REVISED specification asks that the learner 'Assess own strengths' rather than 'Explain'.

AC 3.2 of the REVISED specification asks that the learner 'Assess relevant strengths' rather than 'Identify'.

LO4 of the REVISED specification asks that the learner 'Be able to allocate roles and responsibilities within the team in relation to a given task' rather than 'Understand'.

AC 4.2 of the REVISED specification has a command word change from 'Explain' to 'Describe'.

LO5 of the REVISED specification asks that the learner 'Be able to work positively as a member of a team'

The AC have some subtle but significant changes. For example AC 5.4 of the ORIGINAL specification is now AC 5.5 and asks for learners to respond positively to advice and constructive criticism.

AC 5.6 of the REVISED specification is an additional requirement.

LO6 of the REVISED specification asks that the learner 'Be able to reflect on the performance of a team'.

AC 6.2 of the REVISED specification now asks the learner to 'Describe' rather than 'Outline'.

AC 6.3 of the REVISED specification now asks the learner to 'Select' rather than 'Outline'.

**ORIGINAL assessment section, page 116. REVISED assessment section, pages 109 and 110.**

# Unit 17: Learning from More Experienced People

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand situations where they might interact with more experienced people	1.1	Describe situations in which they might interact with more experienced people
2	Understand how more experienced people work effectively	2.1	Describe an effective way of working demonstrated by a more experienced person
		2.2	Explain why this way of working was effective
3	Understand how they can improve their performance by learning from those who have more experience	3.1	Describe an example of a skill or process they have learned from others with more experience
		3.2	Explain how they can use what they have learned to improve their performance

## Revised

Learning outcomes		Assessment criteria	
1	Know about situations where they might interact with more experienced people	1.1	Select situations where learners can interact with experienced people
		1.2	Describe ways to benefit from working with more experienced people
2	Know ways in which more experienced people work effectively	2.1	Describe effective working methods demonstrated by a more experienced person
		2.2	Describe why these ways of working are effective
3	Know how to improve performance by learning from those who have more experience	3.1	Select examples of a skill or process learnt from others with more experience
		3.2	Describe how to use what has been learnt to improve own performance
		3.3	Describe the advantages of learning from more experienced people
		3.4	Describe the disadvantages of learning from more experienced people
		3.5	Select a skill or process which needs to be improved
		3.6	Outline the plan to improve the skill or process with the help of more experienced people

## Original

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4 Review what they have learned from more experienced people	4.1 Carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people

### Assessment - Unit 17: Learning from More Experienced People

The majority of AC of this unit have minor changes or they are additional. Tutors will need to inspect their resources closely for possible amendments, although the actual assessment remains very similar.

LO1 of the REVISED specification asks that learners 'Know about' rather than 'Understand'.  
AC 1.2 in the REVISED specification is an additional requirement.

LO2 of the REVISED specification asks that learners 'Know ways in which more experienced people work effectively' rather than 'Understand how'.

AC 2.1 in the REVISED specification requires additional description, asking learners to 'Describe effective working methods demonstrated by a more experienced person' rather than 'Describe an effective way of working demonstrated by a more experienced person'.  
AC 2.2 now asks the learner to 'Describe', rather than 'Explain'.

LO3 of the REVISED specification asks that learners 'Know how to improve performance' rather than 'Understand'.  
AC 3.3 to AC 3.6 of the REVISED specification have been derived from AC 4.1 of the ORIGINAL specification and has additional requirements.

**ORIGINAL assessment section, pages 123 and 124. REVISED assessment section, pages 114 and 115.**

# Unit 18: Building Working Relationships with Colleagues

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how people in the workplace depend on one another	1.1	Explain the interdependencies between different people in a workplace
2	Understand how an individual's behaviour affects other people at work	2.1	Describe how the positive behaviour of one person can affect others in the workplace
		2.2	Describe how the negative behaviour of one person can affect others in the workplace
3	Be able to demonstrate positive behaviours that promote effective working with others	3.1	Communicate clearly with colleagues
		3.2	Resolve differences with colleagues amicably
		3.3	Offer help and guidance to colleagues and accept their help and guidance
		3.4	Offer ideas, suggestions and opinions to colleagues
		3.5	Consider the ideas, suggestions and opinions of colleagues and respond appropriately

## Revised

Learning outcomes		Assessment criteria	
1	Understand how people in the workplace depend on one another	1.1	Describe the interdependencies between different people in a workplace
2	Understand how an individual's behaviour affects other people at work	2.1	Describe how the positive behaviour of one person can affect others in the workplace
		2.2	Describe how the negative behaviour of one person can affect others in the workplace
3	Be able to demonstrate positive behaviours that promote effective working with others	3.1	Communicate clearly with colleagues
		3.2	Resolve differences with colleagues amicably
		3.3	Offer help and guidance to colleagues and accept their help and guidance
		3.4	Offer ideas, suggestions and opinions to colleagues
		3.5	Consider the ideas, suggestions and opinions of colleagues and respond appropriately

### **Assessment - Unit 18: Building Working Relationships with Colleagues**

AC 1.1 of the REVISED specification has a command word change from 'Explain' to 'Describe'.

The assessment guidance for AC 3.4 of the REVISED specification now requires two ideas, rather than one.

**ORIGINAL assessment section, pages 132 and 133. REVISED assessment section, pages 121 and 122.**

# Unit 19: Building Working Relationships with Customers

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1	Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation
		1.2	Explain why keeping customers satisfied is important to organisations
2	Understand why organisations normally have protocols for dealing with customers	2.1	Describe the key areas likely to be contained in a customer service protocol
		2.2	Explain why it is important for employees to follow customer service protocols
3	Interact positively with customers in line with given protocols	3.1	Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests
		3.2	Communicate appropriately with customers
		3.3	Explain the procedures within an organisation for dealing with customer problems and complaints
		3.4	Describe when it would be necessary to involve colleagues in assisting the customer

## Revised

Learning outcomes		Assessment criteria	
1	Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole	1.1	Describe how an employee's self-presentation can affect a customer's opinion of the individual and their organisation
		1.2	Describe the importance of maintaining customers satisfaction with organisations
2	Understand why organisations normally have protocols for dealing with customers	2.1	Describe key areas likely to be contained in a customer service protocol
		2.2	Describe the importance for employees to follow customer service protocols
3	Be able to interact positively with customers in line with given protocols	3.1	Provide answers to customer queries and requests by following an organisation's protocols
		3.2	Communicate appropriately with customers
		3.3	Explain the procedures within an organisation for dealing with customer problems and complaints
		3.4	Describe when it would be necessary to involve colleagues in assisting the customer

## **Assessment - Unit 19: Building Working Relationships with Customers**

AC 1.1 and AC 1.2 of the REVISED specification now require the learner to 'Describe' rather than 'Explain'.

AC 2.2 of the REVISED specification now requires the learner to 'Describe' rather than 'Explain'.

LO3 of the REVISED specification asks the learner to 'Be able to'.

AC 3.1 of the REVISED specification is essentially the same but does not stipulate answers should be for 'Commonly occurring customer queries'.

**ORIGINAL assessment section, pages 139 and 140. REVISED assessment section, page 130.**

# Unit 20: Investigating Rights and Responsibilities at Work

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace
		1.2	Understand how rights and responsibilities are established and enforced in a workplace
2	Understand why employees and employers have certain rights and responsibilities	2.1	Identify the rights and responsibilities an employee has at work
		2.2	Explain the implications of employee rights and responsibilities
3	Be able to access sources of guidance and information about rights and responsibilities at work	3.1	Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
		3.2	Describe the type of advice given by key representative bodies

## Revised

Learning outcomes		Assessment criteria	
1	Understand why rights and responsibilities are important in a workplace	1.1	Explain reasons why rights and responsibilities are important in a workplace
		1.2	Explain how rights and responsibilities are enforced in a workplace
2	Understand rights and responsibilities of employees and employers	2.1	Outline the responsibilities employers have to employees
		2.2	Outline the rights and responsibilities an employee has at work
		2.3	Explain the implications of employee rights and responsibilities in a workplace
		2.4	Describe data protection and confidentiality procedures for the use, storage and exchange of information in a workplace
3	Know how to obtain guidance and information about rights and responsibilities at work	3.1	Identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities
		3.2	Describe the type of advice given by key representative bodies

## **Assessment - Unit 20: Investigating Rights and Responsibilities at Work**

AC 1.2 in the REVISED specification assessment guidance asks for the learner to consider how rights and responsibilities are enforced (not established and enforced, as per the ORIGINAL specification).

LO2 AC have been split and the assessment requirement broadened in the REVISED specification, so will need reviewing in terms of your resources.

AC 2.4 in the REVISED specification is an additional requirement, so will need reviewing in terms of your resources.

LO3 of the REVISED specification now requires the learner to 'Know how to obtain guidance and information about rights and responsibilities at work' rather than 'Be able to access sources of guidance'.

**ORIGINAL assessment section, page 146. REVISED assessment section, page 136.**

# Unit 21: Managing Your Health at Work

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the employee's role in maintaining good health at work	1.1	Explain how employees can maintain good health in the workplace
2	Know the services employers can provide to help maintain the health of the workforce	2.1	Explain services that can be provided by employers to help maintain the health of the workforce
3	Know sources of help to ensure good health at work	3.1	Describe different sources of help to ensure good health at work
		3.2	Explain the services offered by different sources of help

## Revised

Learning outcomes		Assessment criteria	
1	Understand the employee's role in maintaining good health at work	1.1	Explain why it is important for employees to maintain good health at work
		1.2	Explain how employees can maintain good health in the workplace
2	Know the services employers can provide to maintain the health of the workforce	2.1	Describe services that can be provided by employers to help maintain the health of the workforce
3	Know sources of help to ensure good health at work	3.1	Describe different sources of help to ensure good health at work
		3.2	Describe the services offered by different sources of help

## **Assessment - Unit 21: Managing Your Health at Work**

AC 1.1 of the REVISED specification is an addition.

AC 1.2 of the REVISED specification was AC 1.1 of the ORIGINAL specification.

AC 2.1 of the REVISED specification now requires the learner to 'Describe' rather than 'Explain'.

AC 3.2 of the REVISED specification now requires the learner to 'Describe' rather than 'Explain'.

**ORIGINAL assessment section, pages 151 and 152. REVISED assessment section, page 141.**

# Unit 22: Setting and Meeting Targets at Work

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to develop and confirm personal targets	1.1	Develop personal targets that are appropriate for a workplace situation
		1.2	Identify relevant team or organisational targets which relate to own personal targets
		1.3	Confirm own personal targets with an appropriate person
		1.4	Present own personal targets in an appropriate format to suit organisational requirements
2	Review progress against own targets	2.1	Identify an appropriate review point
		2.2	Review own progress with an appropriate person
		2.3	Discuss and agree with an appropriate person what has been achieved and what, if anything, is still to be achieved

## Revised

Learning outcomes		Assessment criteria	
1	Be able to set personal targets for a workplace	1.1	Identify personal targets that are appropriate for a workplace situation
		1.2	Identify team or organisational targets which relate to own personal targets
		1.3	Confirm own personal targets with an appropriate person
		1.4	Present own personal targets in a format to suit organisational requirements
2	Be able to review progress in meeting own targets	2.1	Identify when progress will be reviewed
		2.2	Review own progress in meeting targets with an appropriate person
		2.3	Explain next steps in meeting targets

## **Assessment - Unit 22: Setting and Meeting Targets at Work**

LO1 of the REVISED specification asks the learner to 'Be able to set personal targets for a workplace', rather than 'Understand how to develop and confirm personal targets'.

AC 1.1 asks the learner to 'Identify personal targets' rather than 'Develop'.

AC 1.4 has the word 'Appropriate' removed.

LO2 of the REVISED specification is now 'Be able to review progress in meeting own targets'. This change is reflected in AC 2.2 of the REVISED specification.

In the assessment section, AC 2.2 of the REVISED specification has absorbed an evidence requirement from AC 2.3 of the ORIGINAL specification (2<sup>nd</sup> sentence for AC 2.2 of the REVISED specification/1<sup>st</sup> sentence of ORIGINAL specification respectively).

AC 2.3 of the REVISED specification asks the learner to 'Explain next steps in meeting targets' so will need reviewing in terms of your resources.

**ORIGINAL assessment section, pages 155 and 156. REVISED assessment section, pages 145 and 146.**

# Unit 23: Solving Work-related Problems

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand that both individuals and organisations encounter workplace problems	1.1	Explain the main reasons that individuals encounter problems in the workplace
		1.2	Describe some of the common types of problems that an organisation or company might need to solve
2	Use sources of help effectively	2.1	Explain how sources of help available to both individuals and to organisations can help in solving work-related problems
		2.2	Extract relevant information or advice from several different sources to help solve workplace problems
3	Consider possible solutions to workplace problems	3.1	Describe possible solutions to different workplace problems
		3.2	Rank the solutions to problems according to their likely effectiveness, providing explanations for the rank order
4	Apply appropriate strategies to solve workplace problems	4.1	Plan how to execute the solutions they consider most likely to work

## Revised

Learning outcomes		Assessment criteria	
1	Understand problems that arise in the workplace	1.1	Explain the main reasons that individuals encounter problems in the workplace
		1.2	Describe common types of problems that an organisation or company might need to solve
2	Know how to use sources of help for workplace problems	2.1	Describe sources of help available to both individuals and to organisations to solve work-related problems
		2.2	Present information or advice from several different sources to help solve workplace problems encountered by individuals
3	Understand how to solve workplace problems	3.1	Describe strategies for solving problems
		3.2	Describe possible solutions to different workplace problems
		3.3	Rank the solutions to problems according to their likely effectiveness
		3.4	Explain reasons for the rank order of solutions
4	Know how to apply strategies to solve workplace problems	4.1	Present plans for carrying out solutions to solve workplace problems

## **Assessment - Unit 23: Solving Work-related Problems**

LO1 of the REVISED specification has been changed and asks the learner to 'Understand problems that arise in the workplace'.

LO2 now requires the learner to 'Know how to use sources of help for workplace problems'.

AC 2.1 of the REVISED specification requires the learner to 'Describe' rather than 'Explain'.

LO3 now requires the learner to 'Understand how to solve workplace problems'.

AC 3.1 of the REVISED specification is an additional assessment requirement.

AC 3.2 of the REVISED specification was AC 3.1 of the ORIGINAL specification.

AC 3.3 and AC 3.4 of the REVISED specification are derived from AC 3.2 of the ORIGINAL specification.

LO4 of the REVISED specification now requires the learner to 'Know how to apply strategies to solve workplace problems'.

AC 4.1 of the REVISED specification requires the learner to now 'Present plans for carrying out solutions to solve workplace problems'.

**ORIGINAL assessment section, pages 162 and 163. REVISED assessment section, pages 150 and 151.**

# Unit 24: Summarising Documents

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to distinguish between the key points and supporting detail in documents of several pages	1.1	Extract the key points from a document of several pages
2	Understand that the intended purpose and audience for a summary should influence the way in which it is written	2.1	Explain how summaries can be written and presented differently according to purpose and audience
3	Be able to summarise the key points of documents of several pages in a way that is consistent with the intended purpose and audience	3.1	Produce a summary which: <ul style="list-style-type: none"> <li>• captures the key points of a document accurately</li> <li>• is presented in a format and uses language appropriate for the intended purpose and audience</li> <li>• has been proofread and edited for accuracy</li> </ul>

## Revised

Learning outcomes		Assessment criteria	
1	Know how the intended purpose and audience for a summary influences the way in which it is written	1.1	Describe different audiences for summaries
		1.2	Describe different purposes for summaries
		1.3	Describe different formats for writing summaries
2	Be able to produce an accurate summary of a chosen document	2.1	Extract key points from a chosen document
		2.2	Produce a summary, suitable for the intended purpose and audience, of key points of a chosen document
		2.3	Proofread and edit the summary to ensure accuracy

## **Assessment - Unit 24: Summarising Documents**

There have been some changes to the majority of LO and AC in this unit, so existing resources will need to be amended against the REVISED specification LO, AC and assessment guidance.

LO1 of the REVISED specification was LO2 of the ORIGINAL specification but requires the learner to 'Know how the intended purpose and audience for a summary influences the way'.

AC 1.1 to AC 1.3 of the REVISED specification are derived from AC 2.1 of the ORIGINAL specification. The assessment guidance has additional requirements.

LO2 of the REVISED specification is new and incorporates elements of LO1 and LO3 of the ORIGINAL specification.

AC 2.1 in the REVISED specification was AC 1.1 of the ORIGINAL specification.

AC 2.2 and AC 2.3 of the REVISED specification are derived from AC 3.1 of the ORIGINAL specification.

**ORIGINAL assessment section, page 168. REVISED assessment section, page 155.**

# Unit 25: Contributing to Meetings

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know key aspects of meetings	1.1	Describe key aspects of the meeting process and procedures
2	Know solutions to common meeting problems	2.1	Describe appropriate solutions to common meeting problems
3	Be able to contribute to the discussion at a meeting	3.1	Record personal notes from the meeting
		3.2	Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting
4	Be able to take responsibility for an agenda item at a meeting	4.1	Present an agenda item at a meeting
		4.2	Answer questions to help move the discussion forward and reach decisions

## Revised

Learning outcomes		Assessment criteria	
1	Know key aspects of meetings	1.1	Describe preparations required prior to the meeting
		1.2	Describe the procedures taken during the meeting
		1.3	Describe the procedures taken after the meeting
2	Know solutions to common meeting problems	2.1	Describe appropriate solutions to common meeting problems
3	Be able to contribute to the discussion at a meeting	3.1	Take personal notes from the meeting
		3.2	Contribute relevant ideas and opinions which help move the discussion forward and build appropriately on what has already been said at the meeting
4	Be able to take responsibility for an agenda item at a meeting	4.1	Present an agenda item at a meeting
		4.2	Answer questions to help move the discussion forward and reach decisions

### **Assessment - Unit 25: Contributing to Meetings**

AC 1.1 to AC 1.3 of the REVISED specification are derived from AC 1.1 of the ORIGINAL specification. The assessment guidance has an additional requirement and asks learners to 'Include procedures to follow during and after the meeting'.

AC 3.1 of the REVISED specification has a command change from 'Record' to 'Take personal notes from the meeting'.

Apart from the above, the unit remains unchanged.

**ORIGINAL assessment section, page 176. REVISED assessment section, page 161.**

# Unit 26: Preparing for Work Placement

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the company or organisation where they plan to do the work placement	1.1	Explain key information about the company or organisation providing the work placement and where this information was obtained
2	Understand information they need before starting work placement	2.1	Explain the terms and conditions of the work placement
		2.2	Explain the tasks they would need to perform as part of the work placement
3	Understand what the company or organisation expects of the learner during the work placement	3.1	Explain why workplace values are important for success at the work placement
		3.2	Describe personal presentation requirements appropriate to the work placement
		3.3	Explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement
4	Be able to set goals for the work placement, including skills development	4.1	Set specific, realistic goals for the work placement, including a goal that relates to skills development

## Revised

Learning outcomes		Assessment criteria	
1	Know the company or organisation where the work placement is planned	1.1	Describe the company or organisation providing the work placement
		1.2	Describe the key purpose of company or organisation
2	Know the information needed before starting the work placement	2.1	Describe the terms and conditions of the work placement
		2.2	Describe the tasks to be performed as part of the work placement
3	Know what the company or organisation expects of the learner during the work placement	3.1	Describe why workplace values are important for success at the work placement
		3.2	Describe personal presentation requirements appropriate to the work placement
		3.3	Describe how to deal effectively with situations of emotional stress, difficulty or confusion during the work placement
4	Be able to set goals relating to the work placement	4.1	Set goals for skills development relating to the work placement
		4.2	Set goals for personal development relating to the work placement

## **Assessment - Unit 26: Preparing for Work Placement**

All command words of LO1 to LO3 of the REVISED specification AC have changed from 'Explain' to 'Describe' (apart from AC 3.2, which was already 'Describe').

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

AC 1.1 and AC 1.2 of the REVISED specification are derived from AC 1.1 of the ORIGINAL specification.

LO2 of the REVISED specification now asks the learner to 'Know' rather than 'Understand'.

LO3 of the REVISED specification now asks the learner to 'Know' rather than 'Understand'.

LO4 AC of the REVISED specification assessment guidance has some further requirements from the ORIGINAL specification.

AC 4.1 of the REVISED specification assessment guidance now asks for two goals related to skills development.

AC 4.2 of the REVISED specification is an additional requirement, expanding on the ORIGINAL specification AC 4.1.

**ORIGINAL assessment section, page 184. REVISED assessment section, page 168.**

# Unit 27: Learning from Work Placement

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to present evidence of learning gained from tasks undertaken during the work placement	1.1	Show evidence that explains the learning gained from tasks undertaken during the work placement
2	Understand what skills were used or gained during the work placement	2.1	Explain how they used their strengths or skills during the work placement and where they experienced challenges
3	Understand aspects of the work placement that could have been improved	3.1	Explain any aspect of the work placement experience that could have been improved and how it could have been improved
4	Be able to use learning from the work placement to set career-related goals	4.1	Describe how the work placement experience might assist them in making choices about a future career
		4.2	Set short- term and long-term goals which build on their learning from the work placement

## Revised

Learning outcomes		Assessment criteria	
1	Be able to reflect on what was learnt on the work placement	1.1	Maintain a log of work placement tasks and personal development
		1.2	Describe skills and knowledge gained during the work placement
2	Know how to improve the work placement experience	2.1	Identify aspects of the work placement experience that could have been improved
		2.2	Describe how improvements could be made to tasks carried out during work placement
3	Be able to use learning from the work placement to set career-related goals	3.1	Describe how the work placement experience might assist them in making choices about a future career
		3.2	Set short-term and long-term goals which build on own learning from the work placement

## **Assessment - Unit 27: Learning from Work Placement**

There have been some changes to the majority of LO and AC in this unit, so existing resources will need to be amended. LO2 of the ORIGINAL specification and its AC have been absorbed by LO1 of the REVISED specification.

LO1 of the REVISED specification has changed from the ORIGINAL specification and now goes beyond asking learners to present evidence of work placement learning to 'Be able to reflect on what was learnt on the work placement'.

AC 1.1 of the ORIGINAL specification has now been split in to AC 1.1 and AC 1.2 and more description is required. In the assessment guidance of AC 1.1 ORIGINAL specification the 4<sup>th</sup> sentence 'The learner needs to relate the development of the skill or knowledge' has been removed.

The assessment guidance for AC 1.2 of the REVISED specification was essentially AC 2.1 of the ORIGINAL specification.

LO2 of the REVISED specification is essentially LO3 of ORIGINAL specification, but requires the learner to 'Know how to improve the work placement experience' rather than 'Understand aspects of the work placement that could have been improved'.

AC 2.1 and AC 2.2 of the REVISED specification are taken from AC 3.1 of the ORIGINAL specification but require the learner to 'Identify' and 'Describe' and have requirements beyond the ORIGINAL specification.

LO3 of the REVISED specification was LO4 of ORIGINAL specification.

AC 3.1 of the REVISED specification matches AC 4.1 of the ORIGINAL specification.

AC 3.2 of the REVISED specification matches AC 4.2 of the ORIGINAL specification.

**ORIGINAL assessment section, page 190. REVISED assessment section, page 174.**

# Unit 28: Planning an Enterprise Activity

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service
		1.2	Describe why people might want to buy their product or service
2	Draw up a plan for an enterprise activity	2.1	Prepare a plan for implementing an enterprise activity
3	Understand the risks involved in running the enterprise activity	3.1	Assess the main risks that may occur in implementing the enterprise activity

## Revised

Learning outcomes		Assessment criteria	
1	Know how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service
		1.2	Describe why people might want to buy their product or service
2	Be able to prepare a plan for implementing an enterprise activity	2.1	Describe the tasks that need to be completed to carry out the enterprise activity
		2.2	Present the timelines required to carry out the tasks identified
		2.3	Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified
3	Understand the risks involved in running the enterprise activity	3.1	Assess main risks that may occur in implementing the enterprise activity
		3.2	Discuss ways to minimise the risks

### **Assessment - Unit 28: Planning an Enterprise Activity**

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

LO2 of the REVISED specification has a command change from 'Draw up a plan' to 'Be able to prepare a plan'.

AC 2.1 of the ORIGINAL specification has been split into AC 2.1 to AC 2.3 of the REVISED specification. The assessment guidance for this AC requires more evidence of planning etc in comparison to the ORIGINAL specification and offers more scope for the learner.

AC 3.2 of the REVISED specification is an addition.

**ORIGINAL assessment section, page 196. REVISED assessment section, page 180.**

# Unit 29: Running an Enterprise Activity

## Original

Learning outcomes		Assessment criteria	
The learner will:			
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	Explain the features of an effective strategy to ensure success for their enterprise activity
2	Be able to complete an enterprise activity using appropriate skills and procedures	2.1	Demonstrate selling the product or service taking into account the practical and person skills needed, including customer care procedures
		2.2	Explain the importance of handling money correctly in an enterprise activity
3	Be able to evaluate the success of the enterprise activity	3.1	Use financial records to explain the reasons for the success or failure of the enterprise activity

## Revised

Learning outcomes		Assessment criteria	
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	Identify what is required in an operational plan
		1.2	Create an operational plan for the actual enterprise activity
2	Be able to carry out an enterprise activity using appropriate skills and procedures	2.1	Demonstrate a range of skills and techniques to sell the product or service
		2.2	Demonstrate good customer care
		2.3	Demonstrate correct handling money procedures for an enterprise activity
		2.4	Explain the importance of correct handling money procedures for an enterprise activity
3	Be able to evaluate the profitability of the enterprise activity	3.1	Present financial records to show the set up costs, running costs and other costs
		3.2	Present financial records showing sales and profit or losses
		3.3	Give reasons for the financial success or financial failure of the enterprise activity

## Original

Learning outcomes		Assessment criteria	
The learner will:			
4	Know how to review their personal involvement in an enterprise activity	4.1	Describe their role in the enterprise activity and any skills they have gained

## Revised

Learning outcomes		Assessment criteria	
4	Know how to review personal involvement in an enterprise activity	4.1	Describe skills gained from running the enterprise activity
		4.2	Describe personal strengths which were demonstrated during the enterprise activity
		4.3	Describe skills that need to be improved as a result of participating in the enterprise activity

### **Assessment - Unit 29: Running an Enterprise Activity**

It is advised that this unit is reviewed against any existing resources you have produced for the ORIGINAL specification.

AC 1.1 of the ORIGINAL specification has been split and the requirements have been extended.

AC 1.1 of the REVISED specification calls for the learner to 'Identify' what is required in their strategy/plan.

AC 1.2 of the REVISED specification now requires the learner to 'Create' an operational plan.

AC 2.1 of the ORIGINAL specification has been split and is now AC 2.1 and AC 2.2 in the REVISED specification.

AC 2.3 of the REVISED specification is an additional requirement.

AC 2.4 of the REVISED specification matches AC 2.2 of the ORIGINAL specification.

LO3 of the REVISED specification has changed and now asks the learner to evaluate 'Profitability' rather than 'Success'.

AC 3.1 to AC 3.3 of the REVISED specification are derived from AC 3.1 of the ORIGINAL specification and require more detail.

The assessment guidance for AC 3.3 requires the learner to now give at least two reasons, where previously just an explanation was required.

AC 4.1 to AC 4.3 of the of the REVISED specification are derived from AC 4.1 of the ORIGINAL specification and the assessment guidance reflects this.

**ORIGINAL assessment section, page 202. REVISED assessment section, page 187.**

# Unit 30: Producing a Product

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to plan the manufacture of a product or item	1.1	Prepare a plan that explains how to make a product or item, including the choice of materials and equipment, safety considerations and expected quality of product
2	Understand the new skills required to make the product or item	2.1	Explain the new skills needed to make the product or item
		2.2	Explain how and where the new skills will be learned
3	Be able to produce the product or item safely	3.1	Demonstrate how the planned levels of safety were met in producing the product or item

## Revised

Learning outcomes		Assessment criteria	
1	Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required
		1.2	Outline the safety measures to be taken to ensure the production process is safe
		1.3	Outline the expected quality of the finished product
2	Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item
		2.2	Discuss how and where new skills will be learned
3	Be able to produce the product or item in line with the plan and outlined safety requirements	3.1	Make the product using the materials and equipment specified in the plan
		3.2	Describe how the safety requirements were met during the production process

## Original

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Be able to evaluate the product or item produced	4.1	Describe how the plan for making the product or item affected the level of quality
		4.2	Suggest possible future improvements that could be made in producing the product or item

## Revised

Learning outcomes		Assessment criteria	
4	Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1	Identify the parts of the plan that were successful
		4.2	Identify the parts of the plan that were not successful
		4.3	Make suggestions on how to improve the plan
		4.4	Outline the positive and negative points of product or item
		4.5	Make suggestions on how the product could be improved

### **Assessment - Unit 30: Producing a Product**

LO1 of the REVISED specification asks the learner to 'Be able to plan' rather than 'Understand how to plan'.

AC 1.1 of the ORIGINAL specification is essentially unchanged, but has been split into separate assessment criteria for easier evidencing.

AC 2.1 of the REVISED specification requires two examples of skills rather than one.

LO3 of the REVISED specification is essentially the same but now goes further and asks the learner to 'Be able to produce the product or item in line with the plan and outlined safety requirements' and this change is reflected in the AC and its assessment guidance.

LO4 has changed and the AC reflect this and will therefore need reviewing against existing resources.

AC 4.1 of the ORIGINAL specification assessment guidance has been split and is now AC 4.1, AC 4.2 and AC 4.3 with more specific assessment requirements needed, demanding more examples/samples in the assessment guidance.

The assessment guidance for AC 4.4 and AC 4.5 of the REVISED specification reflect AC 4.2 of the ORIGINAL specification but now ask for additional evidence – one negative aspect of their product and two suggestions for improvement.

**ORIGINAL assessment section, page 207. REVISED assessment section, pages 192 and 193.**

## Unit 31: Understanding Employment Responsibilities and Rights

This is a new unit, therefore no mapping is required

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