



Pearson
BTEC



Standardisation Material

Unit: A1 Being Organised



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Contents

Introduction	4
Assignment Brief	6
Internal Verification of Assignment Brief	8
Learner Work	10
Internal Verification of Assessment Decisions	21
Unit Specification	23

Introduction

The unit that has been presented for verification is Unit A1 Being Organised

The Learner is Amy Brown

The Assessor is Ms Christine Arnold

The Internal Verifier is Mr Andrew Hambleton

Learner evidence presented includes a written plan as a spreadsheet, post-it notes, a set of presentation slides and notes.

There is also an Assignment Brief, the internal verification of the Assignment Brief, an Assessment Record Form and the internal verification of the assessment decisions.

SSV Commentary to Activity 1: Assignment Brief

Working within your programme team, look through the following assignment brief.

Discuss whether this is fit for purpose on terms of

- **Structure**
- **Key information**
- **Scenario and context**
- **Assessment activities**
- **Timescales and other information**
- **Internal Verification.**

Consider the following questions:

Q 1

Does task 1 in the assignment brief fully address Assessment Criterion A.P1 and essential information for assessment decisions?

Q 2

Does task 2 in the assignment brief fully address Assessment Criterion B.M2 and essential information for assessment decisions?

Q 3

Does task 2 in the assignment brief fully address Assessment Criterion B.D2 and essential information for assessment decisions?

Q 4

Is the assignment brief language and layout accessible to learners at this level?

Q 5

Is internal verification of the assignment brief completed in a timely manner?

Q 6

Are the Internal Verifier's decisions on the assignment brief accurate?

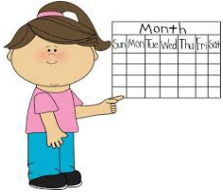
BTEC Assignment Brief

Qualification	BTEC Level 1 Introductory Certificate
Unit number and title	Unit A1 Being Organised
Learning aims	A Explore techniques to improve own organisational skills B Review the use of techniques to improve own organisational skills
Assignment title	January Time Plan
Assessor	Ms Christine Arnold
Issue date	30 th November 2016
Hand in deadline	15 th February 2017

Vocational Context	<p>You need to produce a planner for the 2-week period of your course in college after the winter break. Identify days and times in the week that are blocked out for lessons, assessments, work, sport and leisure activities. Make sure you include all your daily activities such as homework, routine tasks and travel as well as college time. Demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe. You will need to meet all your deadlines and take account of any costs. After this period you will review the success of your planner with your tutor.</p>
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Task 1	<ul style="list-style-type: none"> Decide on the best format for your planner and all the necessary details you should include for the two-week period such as your timetable, your assignments and other commitments outside college. It will need to include time-management techniques such as prioritising your tasks, using checklists, calendars, action plans, timings, and alerts. You should also use organisational techniques such as appropriate software or stationery, your phone or tablet, emails or messages, and other resources to demonstrate how you will organise your time, and allow for unexpected problems.
Checklist of evidence required	2-week planner which demonstrates details of time-management techniques and organisational techniques
Learning Aims covered by this task:	
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P1	Use limited techniques to improve your own organisational skills.
A.M1	Use appropriate techniques to improve your own organisational skills.
A.D1	Use appropriate and effective techniques to improve your own organisational skills.

Task 2	<ul style="list-style-type: none"> • Prepare for a discussion with your tutor about how well your planner worked for you and what you might change. • In your discussion you will identify which techniques worked well and which didn't. You must give as much detail as you can by providing examples, so that it is clear how your techniques helped you improve your organisational skills.
Checklist of evidence required	Your evidence may be a written report or short presentation, and will be recorded by your tutor. Your tutor will write a supporting Record of Practical Activity.
Learning Aims covered by this task:	
Learning Aim reference	To achieve the criteria you must show that you are able to:
B.P2	Identify the techniques used to improve own organisational skills, giving outline examples.
B.M2	Review the techniques used, giving some examples of how they improved own organisational skills.
B.D2	Review the techniques used, giving detailed examples of how they improved own organisational skills

Sources of information to support you with this Assignment	<p>Template calendars and planners on your tablet or phone, the internet or at a stationer's.</p> <p>College timetables and assignment deadlines.</p> <p>Manual or electronic filing systems and folders.</p>
Other assessment materials attached to this Assignment Brief	<p><i>None. Please refer back to your class notes.</i></p> 

Internal Verification of Assignment Brief

INTERNAL VERIFICATION – ASSIGNMENT BRIEF				
Programme title	BTEC Level 1 Introductory Certificate			
Assessor	Ms Christine Arnold	Internal Verifier	Mr A Hambleton	
Unit Number and Name	Unit A1 Being Organised			
Assignment title	January Time Plan			
Assessment Criteria targeted by this Assignment Brief	A.P1, B.P2 A.M1, B.M2 A.D1, B.D2			
Is this assignment an authorised assignment brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details.	NO			
INTERNAL VERIFIER CHECKLIST	Y/N	Please give reasons for responses including evidence of judgements and good practice		
Are the programme and unit details accurate?	Y			
Are clear deadlines for assessment given?	Y			
Is the time frame of an appropriate duration?	Y			
Is there a suitable vocational scenario or context?	Y			
Are the assessment criteria to be addressed stated accurately?	Y			
Does each task show which criteria are being addressed?	Y			
Do the tasks meet the assessment requirements of the unit/s?	Y			
Is it clear what evidence the learner needs to generate?	Y			
Is likely to generate evidence which is valid and sufficient?	Y			
Overall, is the Assignment fit for purpose?	Yes	YES	No	
*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken on Page 2.				

Action required: <i>(If none then please state n/a)</i>		Date to be Completed	Completed
N/A			
Assignment Brief Authorised for Use			
Internal Verifier signature	<i>Christine Arnold</i>	Date	01/09/2016
Assessor signature	<i>Andrew Hambleton</i>	Date	02/09/2016
Lead Internal Verifier signature (if appropriate)		Date	

SSV Commentary:

Q 1

Does task 1 in the assignment brief fully address Assessment Criterion A.P1 and essential information for assessment decisions?

YES

Task 1 in the Assignment Brief does fully address assessment criterion A.P1. The task suggests some organisational techniques the learner may choose to use to improve their organisational skills and keep themselves on track.

Q 2

Does task 2 in the assignment brief fully address Assessment Criterion B.M2 and essential information for assessment decisions?

YES

Task 2 in the assignment Brief does fully address Assessment Criterion B.M2. The task requires the learner to review the techniques they used with examples to clearly show which techniques help to improve their organisational skills. It does this without providing too much scaffolding and requires more complex thinking by the learner.

Q 3

Does task 2 in the assignment brief fully address Assessment Criterion B.D2 and essential information for assessment decisions?

NO

Task 2 does not fully address Assessment Criterion B.D2. The task does not ask the learner to make **any links** on how they could use the techniques in the future i.e. which methods worked well and why they were better than others for the task that was set. This is clearly stated in the essential information for assessment decisions which enhances the assessment criterion. This requires a more detailed response than is required for B.P2.

Q 4

Is the assignment brief language and layout accessible to learners at this level?

YES

The language used is appropriate for level 1 learners. There is no unnecessary technical or specialist terminology used.

The layout of the brief is appropriate, it breaks the assessment into manageable chunks, grouping together appropriate criteria.

Q 5

Is internal verification of the assignment brief completed in a timely manner?

YES

The assignment brief has been internally verified prior to the issue date.

This allows for the IV to feedback to the assessor should any actions be necessary.

Q 6

Are the Internal Verifier's decisions on the assignment brief accurate?

NO

The assessor has agreed all parts of the assignment brief, and signed this off with no actions required.

The IV has failed to identify that task 2 in the assignment brief does not fully address B.D2.

General guidance regarding BTEC Assignment Briefs

- 1.** BTEC Assignment Briefs must be structured using the following sections:
 - key information
 - vocational scenario or context for the assessed activities
 - tasks and their evidence requirements
 - all the targeted assessment criteria
 - any sources of information for learners
- 2.** A BTEC Assignment Brief should contain the following key information:
 - Assessor name
 - hand out date
 - hand in date
 - the title of the programme
 - unit number and title
 - learning aim(s) covered.
- 3.** The vocational scenario or context should engage the learner by being realistic and reflective of the scenarios that a learner who has completed this qualification may find themselves in. It should also be reflective of current industry practice and locally relevant, where possible. The aim is for the Assessor to provide a motivational context for learners to work within. The vocational context or scenario should flow throughout all the tasks in the Assignment Brief.

The tasks will fit into the scenario or context, be accessible to all learners and be challenging. They must enable suitable evidence to be generated that can be assessed against the targeted assessment criteria.
- 4.** The Assessor should ensure that all tasks clearly meet the targeted assessment criteria. The structure of the tasks will always target an entire learning aim. This enables any learner to achieve the best grade for them. It is not acceptable to have tasks or sub-tasks that target, for example, Pass criteria only. All tasks must encourage the learner to challenge themselves and aim for the highest level of achievement to ensure the assessment can meet national standards.

5. An Assignment Brief may target one or more learning aims across one or more units. Each task in the Assignment Brief will generate evidence for one or more whole learning aim.

The information accompanying the tasks must outline clearly for the learner the forms of evidence that will be required, for example slides, script and observation record or a written report. It should not specify word counts or otherwise quantify the evidence required.

For assignment tasks that require practical activities to be carried out, the use of observation records to support assessment should remain an invaluable part of the assessment process. However, it is important to ensure that the use of observation records is appropriate and does not replace learner-generated evidence. Observation records alone are not sufficient sources of learner evidence, they must be supported by original learner-generated evidence. Whilst witness statements can be completed by people such as work colleagues, observation records are completed by BTEC Assessors who have benefited from a standardisation meeting for the academic year based on these OSCA materials. It is important to ensure that an observation record(s) is used correctly to document achievement.

Remember: Care must be taken to ensure that the tasks enable learners to independently generate evidence that can be authenticated. This might be through giving each learner a different stimulus such as a data set or role to perform. Where this is not possible, it may be appropriate to supervise learners as they generate evidence.

6. Timings need to allow learners to complete the activities being assessed fully. To determine the time required, the Assessor will need to consider the delivery timetable, access to any facilities the learner will need, holiday periods and so on. There should always be time available after summative assessment for the learner to resubmit once, if approved by the Lead Internal Verifier (Lead IV).

The duration of an Assignment Brief is the approximate time that the assessed activities will take the learner to complete following the required guided learning.

Once an Assessor has completed an Assignment Brief, it should be internally verified before issue. Any changes to the Assignment Brief should be made by the Assessor and signed off by the Internal Verifier. Wherever possible, the Pearson templates should be used. If an Assessor chooses to use centre-devised documentation, they must ensure that all the required information is present.

The Assignment Checking Service (ACS) is available to centres. Any changes made to the Assignment Brief as a result of the feedback from the ACS this must be signed off locally by the Internal Verifier.

Link to the Assignment Checking Service:

<http://www.edexcel.com/btec/delivering-BTEC/Pages/AssignmentCheckingService.aspx>

SSV Commentary to Activity 2: Assessment, Feedback and Internal Verification

The learner work was submitted at the assessment deadline. The Assessor has assessed the work and the Internal Verifier has internally verified the assessment.

Working together, consider the following questions:

Q1

Has the learner provided sufficient evidence to achieve A.P1?

Q2

Has the learner provided sufficient evidence to achieve A.M1?

Q3

Has the learner provided sufficient evidence to achieve A.D1?

Q4

Has the learner provided sufficient evidence to achieve B.P2?

Q5

Has the learner provided sufficient evidence to achieve B.M2?

Q6

Has the learner provided sufficient evidence to achieve B.D2?

Q7

Are the Assessors comments appropriate?

Q8

Has the Learner Work been authenticated?

Q9

Has the Internal Verifier correctly verified the Assessment Decisions?

Learner Work

LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Amy Brown		Assessor name: Ms Exemplar	
Issue date: 30/11/2016	Submission date: 15/02/2017	Submitted on: 15/02/2017	
Programme: BTEC Level 1 Introductory in Vocational Studies			
Unit: A1 Being Organised			
Assignment reference and title: January Time Plan			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Task 1	Two week planner	Spreadsheet
Task 2	Presentation and notes	Powerpoint
Additional comments to the Assessor:		

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

Amy Brown

Date: 15/2/2017

w/b 16th January 2017		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
THIS WEEK'S FOCUS	TODAY'S FOCUS	English Test				Cooking		
	6.00							
	7.00	Get up	Get up	Get up	Get up	Get up		
	8.00	Bus	Bus	Bus	Bus	Bus		
COSTS	9.00	Business lesson	Research work placement	Tutorial	Hospitality	Hospitality	Get up late	Get up late
Bus fares	10.00							
Fare for visit	11.00							
Lunch	12.00	Lunch	Lunch	Lunch	Lunch	Lunch	Work in pub - serving	Work in pub - Sunday lunch
Cash for town	13.00	English test		Enrichment time	Maths	Free		
Things for girls night	14.00	Maths	Free			English		
	15.00	Free	Library		Free	Town with mates		
	16.00	Bus	Bus		Bus			
	17.00	Chill	Chill	Chill	Chill		Chill	Go out with girls
	18.00	Food	Food	Food	Food			
	19.00	Chill	Maybe babysit?	Homework	Homework	Work in pub - serving	Work in pub - serving	
	20.00				Chill or go out with mates			
	21.00					Girls night	Chill	
	22.00							
	23.00							
		PERSONAL TO DO LIST		COLLEGE TO DO LIST	OTHER THINGS TO REMEMBER			
TOP PRIORITY		Plan time with friends	Remember English test	Assessment coming up next week				
			Decide what to do Wednesday					
			Equipment for cooking					
PRIORITY		Find out about babysitting	Keep diary					
			Take photos					
			Maybe extra homework					
ERRANDS								

Monday!!

Go to ATM to get
some dosh for bus
and night out

Thursday

MUST DO THIS

Tell Kate I can't go
tonight as I made a
mess of me

Must remember to
get Nan's prezzie

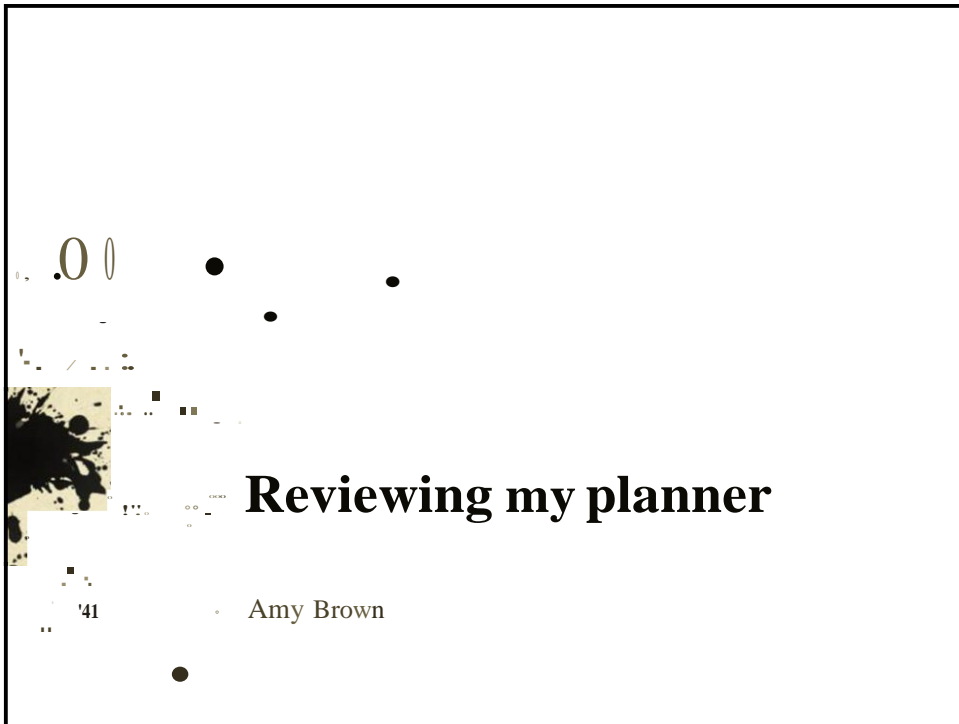
Sunday

See Gran!

Must leave by 7 cos
got that English
test tmrw



My SMART wristband which gives me SMS messages about whats important. I can see it in class so I don't get any hassle form the teacher.



What went well

- My template – good for college
- My times were right
- My family could share it
- I could be flexible

I liked my template and found it easy to use. I printed it and put it on my wall so I could add to it. I could easily copy key information for each week.

I found it on the internet and copied it into a spreadsheet just using hours. I didn't need to be more detailed.

I colour coded my important activities

My timetable fitted in well but the other boxes weren't so easy to copy.

I didn't miss any deadlines and my family could see what I was planning.

It was quite easy to make changes but I just wrote them in to save printing again.

The post-it notes did OK cos I filled them in when I was angry and needed to remind myself. I did them as I went along.

My SMART bracelet was cool and that was great cos I get forgetful sometimes. Kept me on track.

What didn't work

- I was sure how I would use some of my time
- I wasn't sure how to use some of the boxes
- I needed extra lists some times
- It wasn't worth making every change I wanted to

I was planning a long way before so I had to guess some things and they didn't work out that way.

I wasn't sure how to fill in every box. They didn't seem to make sense sometimes

I had to use other 'to do' lists as well because there wasn't enough room for some things and my plans changed

I didn't bother to update the main planner after a while. I just added things or wrote separate lists.

Next time I do something like this I'll leave the spreadsheet bit out and maybe use my diary more. Took too long anyway.

I might add text alerts on my mobile cos the bracelet texts worked well and I'm sort of more happy with that sort of thing.

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ASSESSMENT RECORD SHEET				
Programme		BTEC Level 1 Introductory in Vocational Studies	Learner name	Amy Brown
Assignment title		January Time Plan	Assessor name	Ms Christine Arnold
Unit no. & title		A1 Being Organised	Targeted learning aims	A & B
First Submission				
Deadline		15/02/2017	Date submitted	15/02/2017
Targeted Las	Criteria achieved? (Yes / No)	Assessment comments		
A.P1 A.M1 A.D1	Yes Yes No	You have provided a good plan demonstrating use of appropriate organisational techniques.		
B.P2 B.M2 B.D2	Yes Yes No	You have described how successful the techniques were in improving organisation		
General comments				
Amy- A good submission that has demonstrated your knowledge well.				
Assessor declaration		I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.		
Assessor signature		<i>Christine Arnold</i>	Date	18/2/2017
			Date of feedback to learner	20/2/2017

Resubmission authorisation by Lead Internal Verifier*		Date	
<p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> ● The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension. ● The tutor considers that the learner will be able to provide improved evidence without further guidance. <p>Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.</p> <p>**Any resubmission evidence must be submitted within 10 working days of receipt of results of assessment.</p>			

Internal Verification of Assessment Decisions

INTERNAL VERIFICATION – ASSESSMENT DECISIONS			
Programme title	BTEC Level 1 Introductory Certificate		
Assessor	Ms Christine Arnold	Internal Verifier	Andrew Hambleton
Unit(s)	A1 Being Organised		
Assignment title	January Time Plan		
Student's name			
List which assessment criteria the Assessor has awarded.	Pass	Merit	Distinction
	A.P1 B.P2	A.M1 B.M2	
INTERNAL VERIFIER CHECKLIST		Comments	
Do the assessment criteria awarded match those targeted by the assignment brief?	Y	The assessor has clearly identified the criteria that have been awarded and these match what is in the brief	
If applicable, has the award of a merit/distinction grade been justified by the assessor?	Y	There is clear evidence to support the awarding of the higher grading criteria here	
Has the work been assessed accurately?	Y	The assessor is correct not to award the distinction criteria	
Is the feedback to the student: <ul style="list-style-type: none"> • Constructive? • Linked to relevant assessment criteria? • Identifying opportunities for improved performance? • Agreeing actions? 	Y	Clear and constructive feedback which support the new BTEC assessment rules	
Does the assessment decision need amending?	Y	Grades agreed	
Assessor signature	<i>Christine Arnold</i>	Date	19/2/2017
Internal Verifier signature	<i>Andrew Hambleton</i>	Date	19/2/2017
Lead Internal Verifier signature (if required)		Date	
Confirm action completed			

Remedial action taken	N/A		
Assessor signature		Date	
Internal Verifier signature		Date	
Lead Internal Verifier signature (if required)		Date	

Q1 Has the learner provided sufficient evidence to achieve A.P1?

YES

The learner has presented a spreadsheet that has planned activities for a two week period. There are also post-it notes and evidence of use of a smart wrist band to demonstrate that a range of organisational techniques were used. The activities are appropriate for this level, and do meet the requirements of the criteria as set out in the specification.

Q2 Has the learner provided sufficient evidence to achieve A.M1?

YES

The learner has provided sufficient evidence to achieve A.M1. The learner has used a range of suitable techniques for the tasks needed to be completed. They have included a to-do list, and some evidence of **basic action planning**. They have used **ICT effectively** to construct the plan.

Q3 Has the learner provided sufficient evidence to achieve A.D1?

NO

The learner has only provided **a limited range** of techniques to organise themselves. The use of a more comprehensive range of techniques would be expected to be evidenced at this level. In order to achieve A.D1 the learner needs to demonstrate that they have **tried out a full range** of techniques to organise themselves.

Q4 Has the learner provided sufficient evidence to achieve B.P2?

YES

The learner has achieved B.P2 as they have identified the techniques that they used and they have provided an outline example of which techniques they may use in the future.

Q5 Has the learner provided sufficient evidence to achieve B.M2?

YES

The learner has **reviewed** the techniques they used including what went well and what did not go so well, and why, demonstrating some reflection on how the use of these techniques improved their own organisation.

Q6 Has the learner provided sufficient evidence to achieve B.D2?

NO

Although the learner has reviewed the success of the methods they have used they have not provided **detailed** examples of how they **improved** their own organisational skills nor made **any links** on how they could use the techniques again.

Q7 Are the Assessors comments appropriate?

NO

Although accurate the Assessors comments do not provide the learner with any **guidance** to develop any future work.

The internal assessment rules state an assessor should not provide specific feedback to a learner relating directly to the achievement of particular criterion, however they can provide general guidance on improvement.

Q8 Has the Learner Work been authenticated?

YES

The Learner has signed and dated the Learner Assessment Submission and Declaration Form.

The Assessor has also signed a Declaration of Authenticity within the Assessment Record Sheet.

Q9 Has the Internal Verifier correctly verified the Assessment Decisions?

YES

The internal verification has been carried out in a timely manner and has been completed accurately.

The Internal Verifier has made supportive comments to the Assessor regarding the assessment decisions.

General Guidance for Assessment and Internal Verification

Feedback to learners should be criterion-based and justify decisions. The Assessor should always ensure that feedback to learners is personalised.

Assessment decisions

The learner's evidence is final at the hand-in date. Feedback from the Assessor must be a clear and accurate justification of the assessment criteria awarded. Assessment decisions should always be signed and dated by the Assessor. The learner should always sign, date and comment on the feedback to indicate agreement. The feedback should also offer positive and constructive feedback for future improvements, but should **not** indicate how to achieve any criteria that were not achieved, as this would remove the opportunity the learner has to add to their work with the required independence.

Learners must sign a Learner Assessment Submission and Declaration form to authenticate their work when submitting evidence for assessment. This is detailed in the specifications and the Pearson pro forma and is compulsory in all cases. Part of the Assessor role is to confirm that the evidence submitted is the learner's own. Centres will have their own malpractice and plagiarism policies that staff can refer to as required. The assessment feedback form must include a signed declaration from the Assessor to show that they can authenticate the evidence.

Internal verification of the assessment of learner work should always take place before learners are given feedback from the Assessor. The Internal Verifier should see all the evidence that has been developed by the sampled learners. The Internal Verifier should act as a critical friend to the Assessor, commenting on the assessment decision only and not the quality of the learner work. Feedback from the Internal Verifier should be supportive and developmental for the Assessor. For guidance on the roles and responsibilities of the Lead Internal Verifier (Lead IV) please refer to the *Centre Guide for Internal Verification*, which can be found on the Pearson website.

Remember: learners should not receive summative assessment decisions until the assessment has been subject to your internal verification processes.

The use of observation records to provide evidence of achievement can be highly appropriate when considering practical/alternative forms of assessment. However, it is important to ensure that observation records are used correctly to document evidence. An observation record does not replace the process evidence generated by the learner; it should be used to complement or enhance this evidence. We recommend that you use the Edexcel Observation Record template, which is available on the website. The Assessor should give the Internal Verifier all the evidence used to make the assessment decision. This could include video, audio footage or annotated photographs.

Unit A1: Being Organised

Level: 1

Unit type: **Core**

Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> Techniques to improve organisation 	<ul style="list-style-type: none"> A planner for a two-week period. Supporting documentation that demonstrates the techniques used.
B Review the use of techniques to improve own organisational skills		
Key teaching areas include:		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> This unit can be delivered in a sector context. 	<ul style="list-style-type: none"> Organisational skills Time management Use of ICT management tools 	<ul style="list-style-type: none"> Planning Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	<ul style="list-style-type: none"> Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
 - produce daily or weekly to-do lists or action plans to meet deadlines
 - prioritise tasks
 - create a checklist of tasks that need to be completed, reviewing it regularly
 - consider how long each task might take
 - use free calendar software to keep timings of lessons and work
 - allow a little extra time in case longer is spent on one task than expected
 - foresee problems and plan ways to overcome them
 - review priorities.
- Organisational techniques:
 - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
 - use organisational stationery such as folders, dividers, highlighters
 - set up and manage a filing system of work and emails to allow for quick and easy access
 - use alerts on phones and other digital devices
 - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
 - different types of planner such as wall planners, calendars, electronic and/or online planners
 - using them daily, weekly or monthly
 - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
 - strengths and weaknesses of techniques used
 - why some techniques worked better than others
 - ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	A.M1 Use appropriate techniques to improve own organisational skills.	A.D1 Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	B.M2 Review the techniques used, giving some examples of how they improved own organisational skills.	B.D2 Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels. Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

