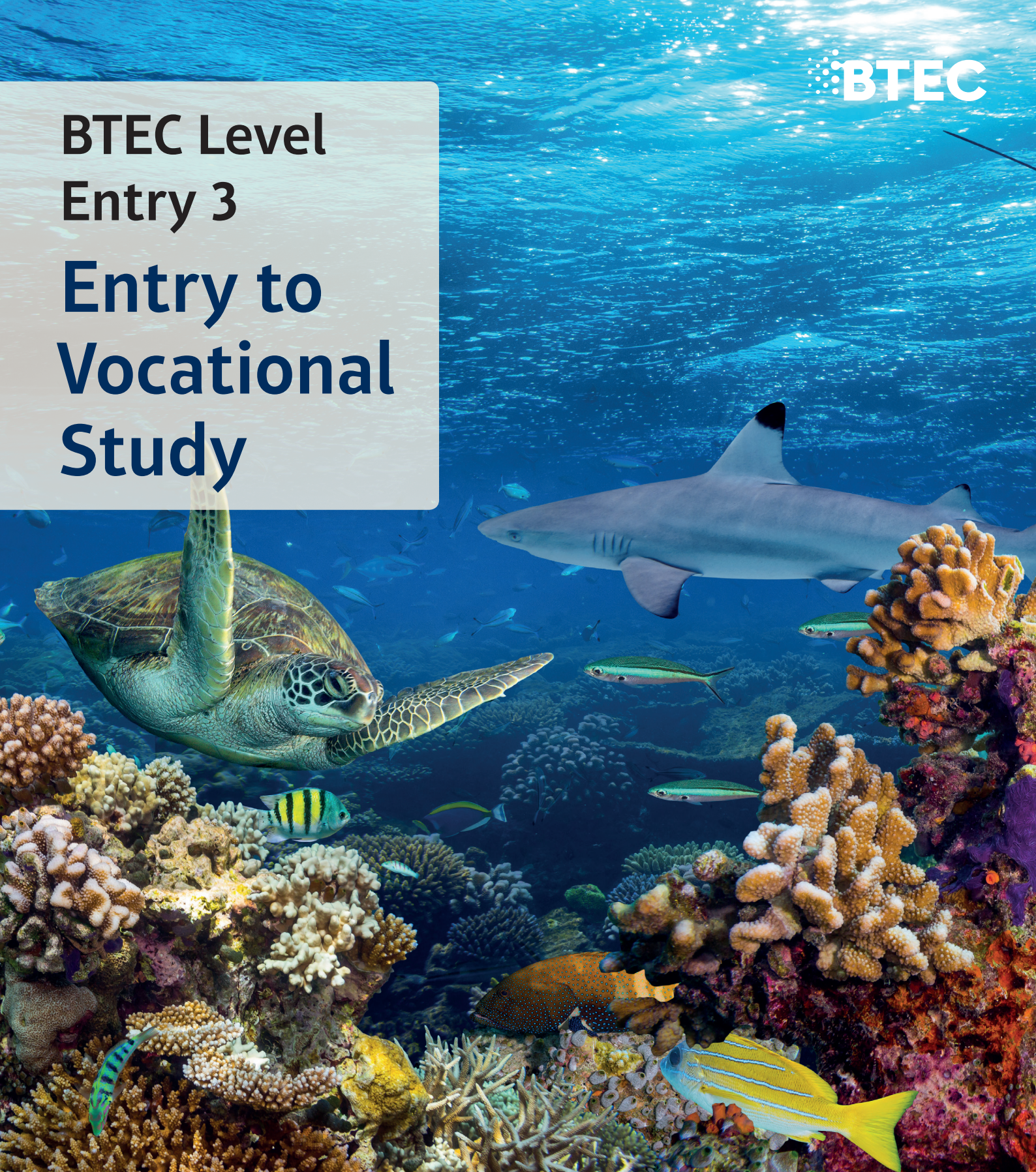


BTEC Level Entry 3 Entry to Vocational Study



Specification

First teaching from September 2018

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study

Pearson BTEC Level Entry 3 Award in Entry to Vocational Study

Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study

Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study

Pearson BTEC Level Entry 3 in Entry to Vocational Study

Subsidiary Award
Award
Certificate
Extended Certificate

Specification

First teaching September 2018

Issue 1

Edexcel, BTEC and LCCI qualifications

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They are designed to help learners progress with their learning – building their knowledge, understanding and skills so that they are then able to study at a higher level, progress to employment and be successful in their working lives.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. These BTEC Entry to Vocational Study qualifications from Pearson, reflect our commitment to improving the learning experience for learners studying below Level 2, enabling them to be successful and to progress towards sector-specific qualifications at Levels 2 and 3.

When creating BTEC Entry 3 qualifications, we worked with centres to ensure that learners' needs were met. Centres told us that their learners must focus on key progression skills in areas such as organisation, communication and teamwork.

We have addressed this through:

- offering a range of sizes, each with a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned to what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

As we expect many learners to be studying Functional Skills or GCSEs alongside their BTEC, we also offer support skills in English and mathematics.

A word to learners

BTEC Entry to Vocational Study qualifications will demand a lot of practical work from you. You will complete a range of units, be organised and take assessments that will demonstrate your skills. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Entry to Vocational Study qualification will help you to progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

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Overview of the BTEC Entry to Vocational Study qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level Entry 3 in Entry to Vocational Study qualifications. It includes all the units for these qualifications and also signposts additional handbooks and policies you need to use to plan your programmes.

These qualifications have been designed primarily for post-16 learners who wish to achieve a Level Entry 3 qualification in preparation for future study. The qualifications have been designed to meet explicitly the needs of this group of learners in terms of content, assessment and progression. The purpose of BTEC Entry to Vocational Study qualifications is to support learners' skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress. These qualifications are ideal for learners progressing to Pearson BTEC Level 1 Introductory qualifications – links to units in the suite are signposted throughout. The qualifications are not designed to lead directly to employment but will provide for the development of transferable skills, which are valued by employers. The qualifications have been created in line with the ethos and recommendations of study programmes for 16–19-year-olds. Learners may take other relevant qualifications alongside, in particular they are likely to be studying English and mathematics, to which links are given in the units.

The qualifications are:

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study (70 GLH)
(Qualification Number 603/3480/0)

Pearson BTEC Level Entry 3 Award in Entry to Vocational Study (110 GLH)
(Qualification Number 603/3481/2)

Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study (180 GLH)
(Qualification Number 603/3482/4)

Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study (300 GLH)
(Qualification Number 603/3484/8)

The following table gives a summary of purpose for each size of qualification and shows the Total Qualification Time (TQT).

Title	Size and structure	Summary purpose
Subsidiary Award	70 GLH (75 TQT) Two units – one mandatory and one optional	Designed for learners who may be ready to progress quickly to further study. The remainder of the study programme may be linked to specific vocational preparation or to English and mathematics.
Award	110 GLH (120 TQT) Three units – one mandatory and two optional	Designed to give learners the opportunity to develop a relevant range of skills and to support progression to further study. The Award may complement other study, including study of English and mathematics.
Certificate	180 GLH (190 TQT) Five units – two mandatory and three optional	Designed to be taken over one year, giving learners the opportunity to develop a wide range of skills in one or more contexts and supporting selection of and progression to further study. Learners may study for English and mathematics at the same time.
Extended Certificate	300 GLH (320 TQT) Eight units – two mandatory and six optional	Designed to be taken over one year, giving learners the opportunity to develop a broad range of skills in one or several contexts and supporting progression to further study. Learners may study for English and/or mathematics at the same time.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we anticipate a centre delivering the qualification is likely to need to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

Qualification features

Pearson has developed the content of the new BTEC Entry to Vocational Study qualifications through consultation with staff in further education and other centres that deliver qualifications at this level. This has led us to design qualifications with a focus on skills development rather than on sector knowledge. Our intention is to encourage learners to:

- enjoy learning, gaining in confidence and promoting their learning in the future
- be inspired to take on higher study
- take ownership of their learning by becoming engaged and seeing progression
- make informed decisions about the types of sectors and programmes to which they could progress.

The focus of these qualifications is to provide a flexible approach to transferable skills – the attributes and behaviours needed for learners to progress to further study and to employment – so that learners can focus on the skills and contexts most relevant to their needs. The qualifications are delivered in an applied way, bringing together appropriate content with relevant evidence of performance but permitting use in varied contexts, examples of which are given in each unit.

These are the key transferable skills that we have defined for these qualifications and which are embedded in the units.

Communication

- Writing, speaking and listening to others.
- Using body language to help communication.
- Using communication for different purposes.

Working with others

- Setting common goals.
- Showing respect for others in the team and valuing their contributions.
- Listening to others in the team, being open minded.
- Taking on roles and responsibilities.

Problem solving

- Identifying issues by being able to examine information.
- Dealing with change.
- Decision making to find solutions.
- Staying with a problem until it is resolved.

Managing and presenting information

- Collecting and using information.
- Checking accuracy of information.
- Organising information.
- Representing information in different ways.

Self-management and development

- Setting goals and planning ahead.
- Being flexible.
- Being resilient and able to work under pressure.
- Monitoring performance and devising strategies for improvement.

Structures

There is mandatory content to ensure that all learners develop essential skills that are reflected in the purpose of these qualifications. *Unit 1: Skills for Learning* requires learners to develop their ability to self-reflect and plan for improvement, which will be a lifelong skill for all. This unit is therefore mandatory in all sizes. *Unit 2: Team Challenge* is a mandatory unit in the Certificate and Extended Certificate to encourage learners to develop the essential skill of working collaboratively with their peers.

The remaining optional units cover a broad range of generic skills for progression and employment. There are strong connections between units so centres may want to plan activities to develop evidence for more than one unit at the same time or sequentially.

Links to vocational study

The units may be delivered using generic vocational contexts or they can be related to specific sector contexts. Each unit gives a range of examples across sectors to show suitable activities. This gives tutors the opportunity to focus learners on their individual progression plans and to link to BTEC Introductory qualifications.

We recognise that for many centres it is important that they are able to teach different cohorts alongside each other and to help learners to move on to the next level on completion of a programme. We have given examples of linked BTEC Introductory units in each unit to support centres in achieving these aims. These are illustrative, not exclusive, as there are many opportunities to make connections between units at these levels.

Functional Skills

The units also signpost opportunities for learners to develop Functional Skills in English and mathematics.

Qualification assessment and grading

Assessment fits the purpose of the qualification. All units are internally assessed and give learners the opportunity to demonstrate skills developed through evidence gained in vocational contexts. Internal assessment is subject to external standards verification.

The qualifications have overall and unit grading. Unit grading is at two grades – Pass and Merit – which help learners to practise and develop their skills, understand their strengths and prepare for the structured assessment approaches used at Entry Level and above. The use of two grades encourages learners to demonstrate greater proficiency, complexity or independence for the higher grade while ensuring that the qualification is assessing Entry 3 level attributes.

Qualifications are graded using a scale of P to M, **or** PP to MM. Please see *Section 8 Understanding the qualification grade* for more details.

Starting a programme

Approved centres need to sign up for the qualifications. If you are not an approved centre already, you will need to become one in order to register learners. Please see *Section 7 Quality assurance and centre approval*.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6 Administration arrangements*.

1 Qualification objectives and purpose

Pearson BTEC Level Entry 3 in Entry to Vocational Study

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. This is to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these BTEC Entry to Vocational Study qualifications?

The Pearson BTEC Level Entry 3 in Entry to Vocational Study qualifications are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic and transferable skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

There are four sizes for centres to choose from depending on the needs of the learners and the mode of study.

Who are these BTEC Entry to Vocational Study qualifications for?

These BTEC Level Entry 3 qualifications are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

- The Subsidiary Award and Award are designed for learners who may be ready to progress quickly to further study.
- The Certificate and Extended Certificate are designed to be taken over one year, as a substantial vocational qualification within a study programme.

What do these BTEC Entry to Vocational Study qualifications cover?

The content of these BTEC Level Entry 3 qualifications has been developed in consultation with further education colleges and other providers to ensure that they support progression to further learning and training.

All learners taking these qualifications will study one or more mandatory unit. The Subsidiary Award and Award both contain a mandatory unit, *Unit 1: Skills for Learning*, which enables learners to consider how to improve their learning. The Certificate and Extended Certificate also contain *Unit 2: Team Challenge*, enabling learners to develop teamworking skills.

The content of the optional units offers a broad introduction to skills that should be contextualised and which focus on a specific vocational context.

What could these BTEC Entry to Vocational Study qualifications lead to?

These BTEC Level Entry 3 qualifications prepare learners for further learning at a higher level. The development of skills and the generic approach of the BTEC Entry to Vocational Study qualifications means that learners may choose a study programme that focuses on a particular vocational sector, such as the Pearson BTEC Level 1 Introductory qualifications, or they may continue to explore vocational options through the programmes such as the Pearson BTEC Level 1 Introductory qualifications in Vocational Studies. Learners could also progress to more technical study or training.

How do these BTEC Entry to Vocational Study qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build confidence in learning, working with others and delivering vocationally-related activities. Learners will be given contexts and scenarios to help them develop skills and acquire knowledge through application. Learners will develop pre-employability skills to allow them to progress to further learning and training, and, ultimately, to become successful in their chosen sector.

How do the Awards and Certificate sizes differ in purpose?

The Subsidiary Award and Award are suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate and Extended Certificate will form a substantial element of a learner's study programme.

2 Structure

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study (70 GLH)

Learners must complete and achieve the mandatory unit and one optional unit.

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

Pearson BTEC Level Entry 3 Award in Entry to Vocational Study (110 GLH)

Learners must complete and achieve the mandatory unit and two optional units.

Pearson BTEC Level Entry 3 Award in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study (180 GLH)

Learners must complete and achieve both mandatory units and three optional units.

Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory units		
1	Skills for Learning	30	Mandatory
2	Team Challenge	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study (300 GLH)

Learners must complete and achieve both mandatory units and six optional units.

Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
Mandatory units			
1	Skills for Learning	30	Mandatory
2	Team Challenge	30	Mandatory
Optional units			
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
Unit number	The numbering of the units is sequential from 1–20.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Entry 3 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a mandatory or optional unit. See structure information in <i>Section 2</i> for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the key teaching areas in the unit presented against the learning aims.
Delivery contexts	This section shows examples of how a unit can be taught through either a vocational a sector or generic context.
Links to BTEC Introductory	This section shows mapping with BTEC Level 1 Introductory units, where appropriate, allowing for flexibility in delivery and progression.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit, which can be contextualised to a chosen sector area. Content is compulsory except when 'such as' is specified where teachers should select which aspects of the unit content is most relevant to the learners' assignment. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.

Section	Explanation
Assessment	This section shows an indication of the evidence and how this may be demonstrated by learners, the depth and breadth of skills for both Pass and Merit and the guidance for assessor that amplifies the assessment criteria.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass and Merit grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.
Guidance for assessors	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass and Merit standard.
Delivery activities	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities that can be used to help introduce, develop and embed relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 7–10* to check which units are available for each Entry to Vocational Study qualification.

Unit 1:	Skills for Learning	15
Unit 2:	Team Challenge	23
Unit 3:	Finding Out About a Topic	31
Unit 4:	Designing a Product	39
Unit 5:	Creating a Product	47
Unit 6:	Presenting to Others	53
Unit 7:	Making an Event a Success	61
Unit 8:	Providing Customer Service	69
Unit 9:	Going on a Visit	75
Unit 10:	Financial Awareness	83
Unit 11:	Living with Online Technology	91
Unit 12:	Using Technology for a Purpose	99
Unit 13:	Supporting Other Individuals	105
Unit 14:	Communicating with People	111
Unit 15:	Problem Solving by Thinking Creatively	117
Unit 16:	Contributing to the Community	123
Unit 17:	Managing Time	131
Unit 18:	Responding to a Situation	139
Unit 19:	Health and Wellbeing for the Workplace	145
Unit 20:	Using Guidance	153

Unit 1: Skills for Learning

Level: **E3**

Unit type: **Mandatory**

Guided learning hours: **30**

Unit in brief

Learners will develop their skills to improve personal development, including self-assessment, time management, organisation and target setting.

Unit introduction

Learning is not just something that we do at school or college. We learn constantly throughout our lives, whether it is remembering the alphabet, learning to ride a bike or when starting a new job. This unit shows you the different tools and techniques you can use to help you with ongoing learning. You may find the thought of learning scary but with the right approach it can be far less scary than you think! You will find that you are able to face new situations and subjects in a whole different way and start to enjoy the experience.

This mandatory unit develops the key skills that are needed for the many different types of learning that we all encounter throughout life. The unit will help you to develop new skills for your studies and will show you how to improve the skills you already have. You can apply these skills, and develop them, in a range of optional units in your course.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

This unit provides generic vocational study, which can be applied in relevant contexts across all sectors.

Learning aim	Key teaching areas
In this unit you will:	
A Plan your skills for learning	A1 Skills for learning A2 Reflect on your skills
B Set goals to improve your skills	B1 Set goals for individual improvement B2 Identify support needs and agree goals

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Use the library to help develop your organisation skills and produce notes to help improve your time management. (Generic)
- Prepare a practise plan for a technical art or design skill. (Art, Design and Media)
- Compile a list of skills you need to develop when working in an office. (Business and Retail)
- Create a list of essential cookery skills involved in decorating a cake and how you can develop them. (Catering and Hospitality)
- Match the skills required to help you follow a procedure in a childcare setting. (Childcare)
- Create a list of learning required to work on a construction task. (Construction and Engineering)
- Create a list of skills required to carry out a beauty treatment. (Hair and Beauty)
- Prepare a list of skills you need to develop when working with a chosen care group. (Health and Social Care)
- Create a personal learning log to help you use a piece of software. (IT)
- Create a list of essential skills for using a piece of machinery. (Land and Animal)
- Create a list of learning required to work on a rehearsed performance. (Music and Performing Arts)
- Identify the skills required when dealing with the general public. (Public Services)
- Identify the skills required to carry out an experiment. (Science)
- Identify sports skills that you would like to improve on and produce a timetable to give you opportunities to practise those skills. (Sport and Leisure)
- Identify the skills required when dealing with customers. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. The shared content topic links below allow flexible delivery of content:

- A1: Being Organised
- A2: Developing a Personal Progression Plan
- A3: Researching a Topic
- PA11: Personal Preparation for Performance.

Functional Skills development opportunities	
English	<ul style="list-style-type: none"> • Use organisational features to locate information. • Obtain specific information through detailed reading. • Plan, draft and organise writing. • Use basic grammar, including appropriate verb-tense and subject-verb agreement. • Check work for accuracy, including spelling.
Mathematics	<ul style="list-style-type: none"> • Complete simple calculations involving money and measures. • Use metric units in everyday situations. • Extract, use and compare information from lists, tables, simple charts and simple graphs.

Unit content

Learning aim A: Plan your skills for learning

A1: Skills for learning

- Being organised, **such as** where and when to study, where to find information, using time-management techniques such as personal timetables and to-do lists on a daily basis, setting targets, prioritising time, meeting deadlines, using diaries and calendars, checking work before submission.
- Equipment required to study, **such as** files, notebooks, pens, papers, subject-specific items, using information technology for study.
- Writing and note taking, **such as** grammar, spelling and punctuation.
- Types of note taking **such as** lists, mind-mapping, spider diagrams, key words.

A2: Reflect on your skills

- Skills needed for individual studies, **such as** time management, organisation, resources, writing, reading, practical skills, academic skills (dependent on area/sector of study).
- Reflect on approaches to study and personal skills:
 - strengths and areas for development
 - personal challenges and successes when studying.

Learning aim B: Set goals to improve your skills

B1: Set goals for individual improvement

- Collect and review individual information from activities and assessments, **such as** comments made, work produced and marked, activities carried out, group work, research, diagnostic tests.
- Reviewing feedback from tutors, peers, family and friends.
- Identify areas for your development using information gathered, **such as** time management, note taking, spelling, organisation, using the library.
- Setting goals, **such as** using SMART criteria so that goals are specific, measurable, attainable, relevant and time-based.

B2: Identify support needs and agree goals

- Sources of support, **such as** online resources, libraries, skills centres, skills development units, friends, family, tutors, peers, school or college.
- Action needed to gain support, **such as** making appointments, booking a time, turning up, attending tutorials, going to classes offered for support.
- Support and development goals set, **such as** producing a personal timetable for the term, attending learning development unit, buying relevant apps, working on spelling, grammar, borrowing books from the library.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Plan your skills for learning Evidence of two or more different skills identified for a given task, such as time management, being organised, note taking, setting goals.</p>	
<p>A.P1 Select the skills you need for a given task.</p>	<p>A.M1 Outline strengths and areas for development in your skills for a given task.</p>
<p>Learning aim B: Set goals to improve your skills Evidence of two or more goals set to improve skills for a given task, including an outline of support required.</p>	
<p>B.P2 Develop your skills goals for a given task.</p>	<p>B.M2 Develop your skills goals and the support required to achieve them for a given task.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will need to be familiar with a selection of learning skills. They will start to match their own abilities to the task with attempts to explain the benefits of the different skills and how they could improve their approach to learning.</p> <p>For B.P2, learners will need to be aware of the type of skills required specifically for their course. This will help in identifying two or more specific goals.</p>	<p>For A.M1, learners will be able to recognise learning skills, both generally and on a personal level, and will know how these are helpful.</p> <p>For B.M2, learners need to have a partially developed understanding of the skills required for their specific course. They will develop clear skills goals. Learners will generate plans to achieve these goals, with an outline of methods to obtain support sources and the actions required to achieve them.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to need to be able to improve their learning. They will need to be clear about their own abilities and areas for improvement.

- Possible activities include:
 - group discussions on famous entrepreneurs – what they are good at and why they are successful
 - individual work on ‘What am I good at?’, ‘How would I tell other people about it?’
 - individual work based on areas of improvement
 - mind maps of tasks and the identification of skills required to complete the tasks, such as gathering information, effective use of time, negotiating with others
 - tutor input on breaking down the different skills required to complete sector-related tasks, such as being able to work together, taking instructions, keeping to time, following a set procedure
 - tutor input on reflection skills and setting realistic goals.

Developing the skills

Learners should be encouraged to use this unit as a means of exploring their skills development and applying this reflective approach across the rest of their course.

- Possible activities include:
 - inviting guest speakers to discuss their job role and the skills required to undertake their role
 - watching sector-specific videos on job-related tasks and, through group discussion, identify the range of skills required
 - looking at case studies of success stories where people achieved against adversity
 - group activities on reasons why tasks go wrong in relation to skills
 - repeating a task, and giving feedback on each, setting one way of improving their skills each time.

Embedding the skills

- Possible activities include:
 - encouraging learners to use this unit as a means of exploring their skills development and applying this reflective approach across the rest of their course
 - linking this unit to progress interviews in tutorials, using tools such as initial assessment diagnostics to help support learners
 - where work experience is part of the main course, linking this unit to preparing and evaluating the experience.

Suggested assessment activities

The assessment activities for this unit should be practical and skills-based, and should draw on learning from the unit.

Suggested context (Generic)

As part of your tutorial, you have been asked to think about your progress on the course so far. You will reflect on how you are developing your skills and will identify two learning goals that will help improve them. You need to choose, agree and set goals to improve these skills and produce a personal plan. You will also need to identify the support that you need to achieve the goals.

Suggested context (Catering and Hospitality)

You have been introduced to a new technique as part of your catering course. The technique requires a number of skills that you will need to identify and develop. You will need to set yourself two or more goals to improve the skills required to complete the technique successfully. You will need to produce a personal plan and identify the support you need to achieve the goals.

Suggested context (Childcare)

As part of your childcare course, your tutor has outlined the procedure for taking children on an outing. You have been asked to identify the skills needed to complete the task. You will need to set yourself two or more goals to improve your skills to contribute to the activity. You will also need to produce a personal plan and identify the support you need to achieve the goals.

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

You will identify the skills required for a procedure for working with children indoors that needs improvement and confirm with your tutor that these are the skills you need to improve.

Unit 2: Team Challenge

Level: **E3**

Unit type: **Mandatory**

Guided learning hours: **30**

Unit in brief

Learners will develop their skills in teamwork and resilience through team activities, which will help them be more effective when working with others.

Unit introduction

Working as part of a team is a skill we use in many different ways. It could be as part of a sports team, working on a project or solving problems with others. Part of successful teamworking comes from good communication with others. Being aware of how your actions affect other people is a vital skill for teamwork.

This mandatory unit develops key skills that are needed for learning. In this unit, you will think about and practise many skills that will help you to work more effectively with others. You will need to develop your ability to talk and listen to other people so that you can carry out and complete jobs efficiently and effectively. Taking responsibility for your role in a group is important and you will need to identify how you are going to do this. You will assess what could go wrong and make plans to overcome potential problems. These key skills can be applied and developed throughout the optional units in your course.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

This unit provides generic vocational study, which can be applied in relevant contexts across all sectors.

Learning aim	Key teaching areas
In this unit you will:	
A Agree ways of working in a team	A1 Skills for teamwork A2 Creating effective teamwork
B Carry out your role when working with others	B1 Skills for carrying out your role when working with others B2 Skills for resilience

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Work as a team to plan, prepare and support a centre open day. (Generic)
- Work as a team to plan, prepare and support an art exhibition or fashion show. (Art, Design and Media)
- Work as a team to launch a new product or brand campaign. (Business and Retail)
- Work as a team to provide a lunchtime food service. (Catering and Hospitality)
- Plan and prepare as a team, an activity day for children under five. (Childcare)
- Contribute to the planning and running of a carwash and valeting service. (Construction and Engineering)
- Support the planning and running of a salon promotional event. (Hair and Beauty)
- Contribute to the planning and running of a careers event. (Health and Social Care)
- Work as a team in the development of a digital campaign. (IT)
- Work in a team on an animal rights campaign. (Land and Animal)
- Contribute to a performance by providing backstage support. (Music and Performing Arts)
- Take part in a physical obstacle course as a team. (Public Services)
- Contribute to a team activity to raise awareness of environmental issues. (Science)
- Work as a team in the organisation and execution of a sports day for children. (Sport and Leisure)
- Work together on a promotional campaign to raise awareness of a local visitor attraction. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A3: Working with Others
- ASc12: Investigating Crime Scene Evidence
- B10: Contributing to Running an Event
- DM10: Shooting a Short Film
- HSC12: Visiting a Health and Social Care Setting
- HT6: Serving Food and Drink
- PA7: Providing Technical Support
- PS11: Contributing to Your Community
- PS12: Taking Part in Sport and Adventurous Activities
- SP10: Contributing to Running a Sports Event.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Make relevant and extended contributions to discussions, allowing for and responding to others' input.• Make different kinds of contributions to discussions.
Mathematics	<ul style="list-style-type: none">• Apply mathematics to obtain answers to simple given practical problems that are clear and routine.

Unit content

Learning aim A: Agree ways of working in a team

A1: Skills for teamwork

Communicating effectively with others to achieve a task:

- knowing when to speak up and when to listen
- taking other people's ideas into consideration
- using an appropriate tone of voice when communicating with others
- using positive body language and noticing the body language of others.

Agreeing roles and responsibilities when working with others in a team:

- being sure that all team members are clear about the task that has to be achieved
- agreeing what is needed in a team to achieve a task.

A2: Creating effective teamwork

Getting to know your group members to develop positive teamwork:

- introducing yourself to the group
- taking time to talk to your group members
- identifying what the group members might be good at and any areas for development
- matching tasks to those who are best suited to contribute to different parts of a team challenge
- being patient with others and showing respect for each other
- helping those who are having difficulty **such as** with physical help, verbal encouragement
- being polite to others, staying calm.

Learning aim B: Carry out your role when working with others

B1: Skills for carrying out your role when working with others

Managing your time effectively when carrying out an allocated role:

- planning your day so that you turn up on time, **such as** to a meeting, to work, to a class or activity
- writing down a time plan to attend different group work/activities
- ensuring work/activities are carried out at the right time
- knowing the importance of sticking to a time-keeping plan
- being helpful and friendly, working together to achieve an objective
- taking responsibility
- listening to and following instructions
- providing advice and instructions.

B2: Skills for resilience

Being confident when completing a work activity **such as**:

- keeping focused when presented with a task
- showing determination to complete a task
- having 'broad shoulders' and not taking things personally
- showing enthusiasm when trying overcoming task difficulties
- engaging others in the task to achieve the objective, despite any difficulties.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Agree ways of working in a team Evidence of group discussions, such as meeting notes, email exchanges, summary of actions, audio/video of team meetings.</p>	
<p>A.P1 Agree appropriate ways of working in the team and personal contributions to the challenge.</p>	<p>A.M1 Agree appropriate ways of working in team and personal contributions to the challenge with an awareness of others.</p>
<p>Learning aim B: Carry out your role when working with others Evidence of team performance must be recorded through audio/video. Supporting evidence may include an observation record, learner notes or peer reviews.</p>	
<p>B.P2 Contribute to the team challenge using a range of skills in listening and responding to others.</p>	<p>B.M2 Contribute to the team challenge using a range of skills to encourage the team to work effectively.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will contribute to the planning stages of the challenge. They will make suggestions for tasks they might be interested in. They will agree to adhere to the ways the team will work together. They will discuss roles and responsibilities and agree to contribute to the team challenge.</p> <p>For B.P2, learners will participate in the team challenge. They will need support from the team in carrying out their agreed responsibilities. They will seek clarification through questioning the team, listening to responses and providing answers.</p>	<p>For A.M1, learners will contribute in the planning stages of the challenge, showing sensitivity towards others. They will make suggestions for tasks they might be interested in and support others to participate. They will agree and encourage others to adhere to the ways the team will work together. They will communicate with all the team members in a supportive and effective manner.</p> <p>For B.M2, learners will be proactive in completing the team challenge, showing some elements of supporting others, decision making and demonstrating an understanding of their roles and responsibilities.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to need to be able to work effectively in teams. Learners will need to be clear about what is expected of them in order for the team challenge to be successful.

- Possible activities include:
 - group discussions on a range of team activities relevant to the chosen sector
 - tutor input on the range of skills required when working in teams, both generic and sector specific
 - discussions on creating checklists for tasks associated with carrying out a team challenge
 - individual research based on budgeting for the event, such as costs of materials, and marketing and venue hire, where appropriate
 - creating mind maps of ideas for a team challenge
 - looking at existing case studies and scenarios based on team activities
 - reflecting on video extracts from TV reality shows involving group challenges and tasks.

Developing the skills

Learners should be encouraged to use this unit as a means of exploring their own confidence in working with others.

- Possible activities include:
 - guest speakers, such as managers and supervisors, talking about how they work with their teams in allocating tasks, monitoring progress and giving praise and support
 - revisiting reality show footage with a focus on providing solutions and alternative ways of working
 - identifying problems that may occur when working on team tasks
 - providing solutions and alternative ways of working in relation to own teams
 - practising and repeating tasks with a developmental 'lessons learned' approach, giving peer feedback on each
 - pair work on short tasks that involve negotiation and joint decision making
 - individual review and reflection.

Embedding the skills

Learners will have many opportunities in their study to work with their peers on projects and group activities. Learners should be encouraged to make clear links with other units that follow similar approaches. Centres should consider combining this unit with others to reduce the assessment burden.

- Possible activities include:
 - encouraging learners to use this unit as a means of developing their confidence in working with others through self-reflection and evaluation
 - where work experience is offered, applying the learning and experience of working with peers to more unfamiliar contexts and people
 - linking this unit to progress interviews in tutorials to track skill development and set goals.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

Your group challenge is to plan, prepare and support your centre's open-day event. You will need to meet with your team, identify the tasks that need to be carried out and decide who will carry out the tasks and when. You should keep records of these discussions. On the open day, you will need to demonstrate your skills in welcoming, advising and informing people, showing your contribution to the successful running of the open day. Your tutor will be observing you and you will be asked to submit your notes as evidence.

Suggested context (Public Services)

You have been allocated to a team by your tutor and have been set the challenge of overcoming a range of obstacles in an obstacle course that will test your physical abilities. Your objective is to ensure that all team members complete the course and beat the other teams. You will need to meet with your team and discuss the challenge, identifying the problems you may face and deciding how to resolve them. You should keep a record of these discussions. On the day of the challenge, ensure that you are clear about your approach to the challenge and how you will support your team members.

Suggested context (Land and Animal)

You have been asked to work as a group to develop an animal rights campaign. You will need to decide who is doing what and by when. This might involve an element of research, designing and messaging using images or slogans. Your campaign may be digital or paper-based but you will need to provide evidence of your discussions and the decisions made.

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

Your centre has arranged for a careers awareness event involving local employers. You are asked to help support the event by taking on tasks and responsibilities to help ensure the open day is successful. You will need to clarify your role and carry out the tasks and responsibilities you have taken on.

Unit 3: Finding Out About a Topic

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in undertaking organised and logical steps to find out about a given topic and share their findings.

Unit introduction

There are many reasons for finding out about a given topic. For example, you may need to find out about a topic as part of your studies or you might be preparing for a trip. Maybe you would just like to share your enthusiasm for a topic with your friends. Finding out about a topic means that you will need to think about different pieces of information in order to really understand it.

A single topic can have lots of information connected to it. You could find out the key facts of the whole of a subject or you could pick out parts of that subject and look at them in detail. You could focus on facts or think about people's opinions or emotions. You can present what you find out in different ways – in writing, by talking, using images/video or by demonstration. There are different ways of doing each of these things, for example using digital methods such as internet searches, using traditional methods such as sketching.

In this unit, you will look at different sources of information and think about which sources are more useful for your task. You will then develop skills in the different types of the recording of information. Once you have recorded details, you will organise these separate pieces of information and process them into something meaningful that can be shared with others.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

This unit provides generic vocational study, which can be applied in relevant contexts across all sectors.

Learning aim	Key teaching areas
In this unit you will:	
A Find out about a given topic	A1 Skills for sourcing information on a topic A2 Skills for exploring and recording information on a topic
B Share findings on a given topic	B1 Skills for organising information on a topic B1 Skills for sharing information on a topic

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Summarise key findings in relation to a personal interest and share with the group. (Generic)
- Find out about an influential art movement and produce a poster based on it. (Art, Design and Media)
- Compare high-street window displays and present your findings. (Business and Retail)
- Produce a flyer to attract new customers or promote an event. (Catering and Hospitality)
- Create a poster on healthy foods for children aged 12-18 months. (Childcare)
- Carry out some research into a company and present your findings. (Construction and Engineering)
- Check procedures and create a brochure for different types of treatments. (Hair and Beauty)
- Create a health leaflet for a given community group. (Health and Social Care)
- Design website pages based on your research for a particular purpose. (IT)
- Produce a leaflet explaining how to take care of horses. (Land and Animal)
- Find out about a historical period to help inform a costume or set design. (Music and Performing Arts)
- Choose a public service of interest and present a brochure. (Public Services)
- Investigate an environmental issue and present a poster or leaflet. (Science)
- Create a gym induction checklist for customers. (Sport and Leisure)
- Produce a leaflet that encourages good customer service. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A4: Researching a Topic
- ASC7: Investigating Variations in Plants and Animals
- ASc12: Investigating Crime Scene Evidence
- DM9: Create an Animation
- ENG8: Assembling Electronic Circuits
- HSC5: Finding Out about Health and Social Care Services
- HT7: Exploring Local Visitor Attractions
- LBS5: Finding Out about the Land-based Sector
- PS5: Finding Out About Public Services.

Functional Skills development opportunities	
English	<ul style="list-style-type: none"> • Read and understand the purpose and content of straightforward texts that explain, inform and recount information. • Plan, draft and organise writing. • Write texts with some adaptation to the intended audience.
Mathematics	<ul style="list-style-type: none"> • Learners recognise that a situation has aspects that can be represented using mathematics. • Learners make an initial model of a situation using suitable forms of representation. • Learners make an initial model of a situation using suitable forms of representation. • Learners interpret results and solutions.

Unit content

Learning aim A: Find out about a given topic

A1: Skills for sourcing information on a topic

- Different sources of information, **such as**:
 - websites and podcasts, libraries
 - newspapers, magazines and journals
 - people
 - media recording, film, television, including documentaries
 - specialist sources, **such as** a museum, travel agent, garage, hardware store.
- Checking the reliability of information.

A2: Skills for exploring and recording information on a topic

- Ways of exploring information, **such as**:
 - reading, listening and watching
 - doing interviews and talking to experts
 - trying things out for yourself, taking things apart, putting things together or recreating things
 - visiting places, touching, testing, tasting and feeling spaces or objects.
- Ways of recording information, **such as**:
 - making records of names, dates and places
 - collecting images or text
 - keeping prints or copies with highlights, underlining, annotation
 - making notes in a journal or diary about your own observations
 - taking photographs, drawing sketches or recording video and audio.

Learning aim B: Share findings on a given topic

B1: Skills for organising information on a topic

- Ways of collecting and collating information, **such as**:
 - using digital or hard-copy folders with sections, sub-sections, dividers and wallets
 - using clear naming of folders or sections (file-name conventions)
 - back-up and storage of files.

B2: Skills for sharing information on a topic

- Ways of exploring information, **such as**:
 - reading it through multiple times
 - annotation
 - making connections between different pieces of information.
- Ways of summarising information, **such as**:
 - selecting key pieces
 - reviewing information and taking out things that are not important
 - putting information in order and having a logical sequence or narrative.
- Ways of sharing information:
 - visual forms, **such as** a presentation, charts, diagrams, information graphics, mood board
 - written forms, **such as** tables, flow charts, mind map, outline, bullet list.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Find out about a given topic</p> <p>Evidence of sourcing of information, with the use of an organised research folder with a range of information about the topic from two or more different sources.</p>	
<p>A.P1 Select simple information from different sources.</p>	<p>A.M1 Select information from different sources and check their suitability.</p>
<p>A.P2 Record information in a limited range of ways.</p>	<p>A.M2 Record and explore information, making observations using different methods.</p>
<p>Learning aim B: Share findings on a given topic</p> <p>Evidence of organisation and summary of information, for example in the form of charts and tables, notes for a presentation, slides, a research log/diary, a recorded presentation, handouts.</p>	
<p>B.P3 Use simple methods for organising and sharing information, showing an attempt to summarise key information.</p>	<p>B.M3 Use methods for organising and sharing information, with some clear summarising of key information.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will select general information from a range of two or more sources. The sources should not be in the same format, i.e. not two websites.</p> <p>For A.P2, learners will use a limited range of two or more different methods for recording information and collect them in a simple way.</p> <p>For B.P3, learners will attempt to keep information organised that will show signs of logical order and categorisation or sequence. There will be an attempt to summarise information, with some obvious gaps and to share the summary with at least one other person, such as the tutor or peer group.</p>	<p>For A.M1, learners will engage with different sources of information, making some checks of their suitability. The sources should not be in the same format, i.e. not two websites.</p> <p>For A.M2, learners' records will be partially developed, showing some insight into methods. Learners will explore information in different ways, such as combining techniques or making observations using different methods.</p> <p>For B.M3, learners will show a partially-developed summary of the topic. They will begin to organise information logically and clearly for ease of access and additions, using methods that are accessible by others. Learners will summarise and share the collected information with at least one other person, such as the tutor or peer group.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners will begin to develop their skills in research throughout this unit and transfer these skills to other areas of their learning. Learners should be taught the basic skills in finding out about a given topic, handling and selecting information and ways of presenting their findings.

- Possible activities may include:
 - an introduction to basic research skills and the purpose of this unit
 - discussions on why we may need to find out something, such as improving our knowledge and understanding of a sector or informing our decision making
 - group work on a given topic and discussions on associated questions that need to be answered, followed up with where to go to find answers.
- Tutor input on sources of information and checking reliability.

Developing the skills

Negotiated tasks with learners where the tasks can become increasingly more complex and independent, identifying a process approach to developing the skills.

- Possible activities may include:
 - learners being asked to identify a personal interest or hobby and to find out five key facts about it
 - tutor-led activities on ways of sharing findings
 - learners being given a series of questions requiring them to search the internet or other sources of information for answers
 - groups of learners being asked to respond to a given sector-related problem that requires them to find solutions using sources of information beyond their own opinions
 - revisiting previous tasks to improve approaches and outcomes.
- Guest speakers talking about their company/role with prepared questions from learners asking about the speaker and/or the organisation they are from.

Embedding the skills

Learners will have many opportunities throughout their study to develop their research skills. They should be encouraged to make connections between the learning in this unit and any future research-based tasks.

- Possible opportunities for embedding the skills may include:
 - ensuring that there are opportunities for research and investigation in the teaching and learning of other units
 - using trips and work experience as opportunities to find out about the venue/organisation
 - encouraging learners to pose and answer questions in relation to a topic being studied.
- Using intended progression destinations to encourage learners to think about how they can secure their place on their next course.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

You have been asked to identify a personal interest or hobby, carry out some initial research and plan to present your findings to your group. The subject of your research should be negotiated with your tutor and you will be asked to find out about your topic and present it in a format suitable for your audience. You will share your collected information with at least one other person, such as your tutor or peer group.

Suggested context (Art, Design and Media)

Your task is to carry out research into a given influential art movement and present your findings to your group in an appropriate format. You will share your collected information with at least one other person, such as your tutor or peer group.

Suggested context (Science)

You are given an environmental issue to investigate and are asked to produce a leaflet that explains the issue and what people can do to help support the environment. You will share your collected information with at least one other person, such as your tutor or peer group.

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

You are in a position of considering your options for future study. You will need to look at available courses and which of them meets your interests and aspirations. You will need to find out about the course you choose, any entry restrictions and whether you can meet the entry criteria.

Unit 4: Designing a Product

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in problem solving, communicating ideas and designing and reviewing their own work when designing a product.

Unit introduction

Everything that has been made by people has had to go through a design process. Designing a product is exciting, challenging and fun. You need to decide who the product is for, what it will be like and how you are going to be sure that others understand your design. Designing needs a lot of problem-solving and reviewing skills to improve and develop ideas. Throughout this process, it is important to consider what is going well, what is challenging and what you would change if you were going to carry out a similar task in the future. It is important to come up with several ideas before deciding which one you want to take further.

In this unit, you will look at the types of products you would like to design. You will develop skills in using the design stages to help your design move forward. You will try out different ideas-generation techniques and explore ways of sharing your ideas with others. You will also think about how your design can be improved.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

This unit provides generic vocational study which can be applied in relevant contexts across all sectors.

Learning aim	Key teaching areas
In this unit you will:	
A Design a product	A1 Skills for understanding and designing products
B Share and review the design	B1 Skills for sharing design ideas with others B2 Skills for reviewing the design

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Design a futuristic learning environment for a small group of children. (Generic)
- Design a storyboard that could be used to tell an animated story. (Art, Design and Media)
- Design a new logo to advertise a health-food business. (Business and Retail)
- Design a wedding cake for a couple's big day. (Catering and Hospitality)
- Design an educational entertainment activity as a service for young children. (Childcare)
- Design a children's playground area for a park. (Construction and Engineering)
- Design make-up for an actor in your favourite film. (Hair and Beauty)
- Design a guide for looking after someone with a disability. (Health and Social Care)
- Design a new handheld games console for a computer game of your choice. (IT)
- Design a poster that informs the public about different types of livestock at a farm. (Land and Animal)
- Design album artwork for a band of your choice. (Music and Performing Arts)
- Design a map of the streets in your local area that includes points of interest (such as schools, police station, library). (Public Services)
- Design a map of the solar system for a group of young children. (Science)
- Design an exercise guide for a friend. (Sport and Leisure)
- Design a holiday brochure for a resort in the UK. (Travel and Tourism)

Links to Level 1 BTEC Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- AD8: Designing a Product
- ASc10: Making a Chemical Product
- DM8: Layout Design for a Digital Product
- B7: Branding a Product
- B8: Creating a Visual Display
- DM5: Creating a Storyboard
- DM8: Layout Design for a Digital Product
- ENG11: Producing Engineering Drawings Using CAD
- HT12: Promoting Hospitality and Tourism Events
- IT11: Developing a Digital Product.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Read and understand the purpose and content of straightforward texts that explain, inform and recount information.• Write texts with some adaptation to the intended audience.
Mathematics	<ul style="list-style-type: none">• Interpret and communicate solutions to practical problems in familiar contexts and situations.• Understand practical problems in familiar contexts.• Use simple checking procedures.

Unit content

Learning aim A: Design a product

A1: Skills for understanding and designing products

- Product audience or user group, **such as**:
 - age groups – toddlers, children, teenagers, adults
 - gender
 - social group or business.
- Type of product, **such as**:
 - consumable – food, cleaning product
 - object – furniture, electronic device
 - entertainment or service – music, video, magazine
 - service or business idea – taxi, delivery, activity.
- Finding inspiration such as shops, websites, people, magazines.
- Decide on the type of product and who it is for.
- Create rough ideas:
 - sketch/model
 - outline/diagram.
- Review best idea:
 - ask questions, discuss and get feedback
 - make notes or new drawings/diagrams/outlines
 - decide on which idea to take forward.
- Refine final idea:
 - add detail
 - fix any problems.

Learning aim B: Share and review the design

B1: Skills for sharing design ideas with others

- Formats for sharing ideas:
 - design board or worksheet
 - presentation
 - storyboard, treatment or script
 - draft
 - plan.
- Communicating details of the design:
 - photographs, images or illustrations
 - text and titles
 - explanation of key details.

B2: Skills for reviewing the design

- Reviewing the design and the design process:
 - strengths of the design
 - challenges in the design process
 - possible improvements to the design.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
Learning aim A: Design a product Evidence of a portfolio of inspiration and draft work such as drawings or models.	
A.P1 Produce a simple product design.	A.M1 Produce a basic product design for a clearly specified audience and purpose.
Learning aim B: Share and review the design Evidence of a portfolio of photographs of activities undertaken to develop skills, with feedback.	
B.P2 Use a simple format for sharing the design.	B.M2 Use a mostly accurate format for sharing the design with appropriate communication details.
B.P3 Limited identification of the design strengths.	B.M3 Basic explanation of the design strengths and the challenges of the design process.
Guidance for assessors	
For A.P1, learners' designs will be simple and unrefined. They will have emerging skills in following the design process but will have concentrated on developing some details without working on others. For B.P2, learners will show an emerging understanding of which format is suitable for which type of product. They will share their design using a format but some of the useful communication details that help clarify the design aspects will be missing. For B.P3, learners will consider and communicate some of the strengths of the final design.	For A.M1, learners will have developed skills in following the design process, with evenly focused attention on the individual details of the design. In their creative choices, their work will show some relevant design thinking about the audience. For B.M2, learners will show a partially developed understanding of which format is suitable for which type of product. They will share their design using a mostly accurate format and draw attention to elements of the design through basic communication details. For B.M3, learners will explain some of the strengths of the final design and begin to discuss some of the challenges they had during the design process.

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to need to be able to create a product. This leads naturally to *Unit 5: Creating a Product* but learners will need to be clear about the different skills involved in generating ideas and sharing their design so that others can understand their intentions and the details of their design.

- Possible activities include:
 - mind maps of ideas to help focus learners on a particular type of product to design
 - discussions of products that serve a similar purpose to enable learners to compare, contrast and identify how designs differ in shape, form or colour etc.
 - exercises to look at similar products online to help learners develop ideas
 - short exercises in drawing or outlining ideas to help build confidence in exploring different design opportunities
 - creating mood boards or collections of materials to help focus learners' design ideas.

Developing the skills

- Possible activities include:
 - inviting guest speakers to discuss their ideas generation process, as relevant to the sector, and give learners an opportunity to ask questions
 - watching documentaries on famous designers and their design processes
 - looking at case studies of designers who opted for unusual but simple solutions to complex problems
 - exploring a wide range of ideas-generation techniques and then allowing learners to find those with which they feel most comfortable
 - responding to existing products and seeing if learners can come up with alternative ideas
 - using inspiration exercises so that learners become more used to making observations before coming up with ideas
 - setting key points for reviewing designs, including the expectation that designs will go through several stages of development
 - looking at different formats for presenting ideas that professionals have used so that learners can decide which format matches the sector and their personal preferences
 - asking learners to outline how they would refine existing designs in order to develop their review skills
 - showing bad and good examples of design and asking learners to compare them.

Embedding the skills

- Possible activities include:
 - adding a design stage to other assessments for units that learners undertake during their course
 - using ideas-generation techniques in lessons to help build up ideas-generation skills over the course
 - using review techniques so that learners develop confidence in recognising faults and issues in their own work
 - feeding back to learners on their design skills during assessments for other units
 - using creative visualisation or presentation skills in other unit assessments.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

You have been asked to redesign your classroom using the existing furniture and materials. You should look at other classrooms and think about the activities that take place there, keeping track of what you have looked at that has inspired you. You should come up with two alternative ideas and select one idea to take further. You should develop a final design and share it with your class on a design board. On the design board you should show some of the details of the design and make note of positive details and what was difficult when you were developing the design.

Suggested context (Business and Retail)

You have been asked to create a design for a business card. You should look at a range of business cards and make a note of the details that it is important to include, keeping track of your inspiration material. You should come up with two alternative ideas and select one idea to take further. You should develop a final design using a piece of software. You should print out the design on a poster, with some notes on the different details. You should share the printout to use in a discussion about it with a small group of your peers. You should record the details in the discussion on what you could improve and what you found difficult in the design process.

Suggested context (IT)

You have been asked to redesign a home menu for a popular video application. You should look at other video app menus and compare them to see which parts of the app you think are exciting and well designed. You will then use a collage of cut-out images and put them together with drawings or text in at least two different ways. You should then decide which design to take further and how it can be improved. You should submit a final design to your tutor and discuss it with the class. This can be an informal discussion where you talk about what you think are the best aspects of the design and the stages of the design you found difficult.

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

You have been asked to develop a personal logo that you could use on your CV.

Unit 5: Creating a Product

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills for creating, making and finishing a product.

Unit introduction

Once you have a design, there are lots of skills you will need to have to create the final product. Along the way, you will need to learn production skills to ensure that the outcome looks good and works well. People who develop products will check their work while they are creating to see if they need to make any changes.

Throughout this process you may need to develop skills to carry out small, detailed tasks, such as fixing materials together or decorating an object. You will also need to learn to be a safe worker and take care of your product, your tools, your space, yourself and other people. When you finish you will check that there are no major problems and that the final work is as good as you expected it to be.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Use production skills to create a product	A1 Skills for creating a product
B Refine a product to improve it	B1 Skills to find faults and improve the product

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Create a product for a classroom display for young children. (Generic)
- Create a festive holiday card to send to a friend. (Art, Design and Media)
- Create an appropriate business card for a sector of your choice. (Business and Retail)
- Create a healthy smoothie from different fruits or vegetables. (Catering and Hospitality)
- Create a toy for a young child to play with. (Childcare)
- Create a bird box that will appeal to nesting birds. (Construction and Engineering)
- Create an informative salon voucher for a treatment of your choice. (Hair and Beauty)
- Create a get well soon card for a person of your choice. (Health and Social Care)
- Create an eye-catching email advert. (IT)
- Create a fence to prevent livestock from escaping. (Land and Animal)
- Create a short piece of music that could be used for a performance. (Music and Performing Arts)
- Create a map of a building to show entrances and fire exits. (Public Services)
- Create a solar power battery that can power a small car. (Science)
- Create an exercise device that can be portable between home and work. (Sport and Leisure)
- Create a signpost to a tourist attraction of your choice. (Travel and Tourism)

Links to Level 1 BTEC Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- ASc5: Testing the Quality of Products
- CON7: Making Carpentry Joints
- DM7: Producing an Advert
- DM9: Creating an Animation
- ENG5: Manufacturing an Engineered Product Using Hand Tools
- HSC7: Making Healthy Snacks When Caring for People
- IT9: Creating a Website
- IT11: Developing a Digital Product
- LBS10: Using Workshop Tools in a Land-based Setting.

Functional Skills development opportunities

English	<ul style="list-style-type: none"> • Use techniques to clarify and confirm understanding. • Read and understand texts in different formats using strategies and/or techniques appropriate to the task.
Mathematics	<ul style="list-style-type: none"> • Learners decide on the methods, operations and tools, including ICT, to use in a situation.

Unit content

Learning aim A: Use production skills to create a product

A1: Skills for creating a product

- Type of product, **such as**:
 - art and design
 - parts of buildings
 - music or sound
 - media, video, animation, web, app, game
 - fashion, textiles or accessory
 - furniture or garden ware
 - electronic and household goods
 - a vehicle.
- Using materials, techniques and processes, **such as**:
 - working through steps with instructions, manuals or guides
 - using software
 - using materials and digital media
 - using tools and equipment
 - health and safety and use of personal protective equipment
 - connect materials in different ways, **such as** glue, nails, screws
 - hand–eye co-ordination
 - painting, sanding or decorating surfaces.

Learning aim B: Refine a product to improve it

B1: Skills to find faults and improve the product

- Checking for defects, **such as**:
 - using tools – spirit level, thermometer, measuring devices
 - looking closely at the product – sides, details, elements
 - testing product, **such as** joints, finishes
 - asking for feedback
 - checking against original plan.
- Improving quality, **such as**:
 - comparing with similar products
 - making adjustments
 - adding detail to the finished product.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Use production skills to create a product</p> <p>Evidence will demonstrate the use of production skills, which may include the finished product, video or photographs of development, observation records, recorded oral responses, etc.</p>	
<p>A.P1 Use limited production skills to create a product.</p>	<p>A.M1 Use basic production skills to create a product.</p>
<p>Learning aim B: Refine a product to improve it</p> <p>Evidence will demonstrate the checking of own work, this may include completed checklists, annotations on plan or product, photographic evidence, recorded oral responses etc.</p>	
<p>B.P2 Simply check product for faults.</p>	<p>B.M2 Clearly check product details throughout the development.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will create a product from their own design or a given plan, using simple production skills relevant to the sector. The product will show emerging skills but the outcome may be unrefined. They will tentatively manipulate materials and tools but there will be gaps in selecting the most appropriate.</p> <p>For B.P2, learners will make some superficial checks towards the end of production.</p>	<p>For A.M1, learners will clearly use a range of production skills that begin to demonstrate an understanding of the materials and techniques they are using.</p> <p>For B.M2, learners will use a partially developed checking method that looks at the overall product and some of the details at multiple stages of production. Learners will make some attempts to adjust and improve the outcome.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to need to be able to create a product. This leads on naturally from *Unit 4: Designing a Product* but learners will need to be clear about the different skills involved in production and the refining and craftsmanship involved.

- Possible activities include:
 - short workshop activities related to the sector area
 - facilitating an introduction to the tools and equipment through short workshops
 - providing a range of craft materials and asking learners to work together to manipulate these materials
 - encouraging learning through trial and error and discussing the pressure learners may put themselves under by trying to get it right first time
 - looking at objects and outcomes relevant to the sector and breaking down the different techniques used to create it.

Developing the skills

- Possible activities include:
 - facilitating a group trip to a craft bank during the development stage to allow learners to find the right materials for production
 - inviting specialists to give masterclasses in a particular production method, where all learners produce the same outcomes
 - making several drafts before working on the final outcome
 - negotiating with learners on the products they are interested in making, in order to avoid expectations of producing very time-consuming and complex outcomes
 - visiting a professional workshop or studio to see products being made and the processes they go through
 - watching videos on the production of work that show the whole process of making and manufacturing
 - setting clear deadlines for review of stages of making the outcome where learners can discuss progress or get feedback
 - capturing evidence of the making process by using formats such as photographs or video
 - allowing plenty of time to practise and refine a specific skill or small set of skills used in making, to build up confidence and ability.

Embedding the skills

- Possible activities include:
 - assessment throughout the course that requires the making of simple products specific to the relevant sector
 - using review at key stages of any brief to develop review skills
 - using opportunities to look at the detail and craftsmanship of products used as stimuli for other projects
 - feeding back on craftsmanship and making skills in all assessments across all units.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

You have successfully completed *Unit 4: Designing a Product*. Now use your design as the starting point to make your product. As you create your product, you will need to record the techniques and processes you used. When you finish your product, you will need to check for faults. Before you make suggestions on how you could refine your structure, you should ask others for feedback and look at products that are similar to your own.

Suggested context (Land and Animal)

You have been asked to assist with a floral arrangement to promote the land-based courses at your centre. They have supplied the materials and a basic design idea that they want you to create. You should practise the making of this piece before starting the final outcome. You should record your test pieces and the making of the outcome through photography. When you finish your floral arrangement, you will need to check for faults, such as flowers that are out of place or wilting. Before you make suggestions on how you could refine your arrangement, you should ask others for feedback and look at products that are similar to your own.

Suggested context (Music and Performing Arts)

You have been asked to assist with the audio track for a promotional video made by performing arts learners. Their performance is related to nature and they would like you to put together a 30-second piece of audio that is full of different nature sounds to accompany their video with dance. You should practise the making before you make the final outcome. You should record your test pieces and the making of the outcome in a show reel. When you finish your sound piece, you will need to check for faults, such poor sound quality, gaps in audio and levels. Before you make suggestions on how you could refine your soundtrack, you should ask others for feedback and listen to other products that are similar to your own.

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

Your centre needs a display for an open day. They have given you a basic design but you need to create the final version.

Unit 6: Presenting to Others

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will prepare for and give a talk or short presentation to others, developing their skills in collecting and summarising information

Unit introduction

Have you got an interest that that you want to tell people about? For example, are you a member of a local sports group, have you got fascinating family history? Have you ever had an idea that you want to share? Being able to talk about or present a topic to others is an important skill for learning, life and work. Sharing information and ideas is important in so many situations, such as working in a team, developing professional relationships, supporting family and friends. Ideas and information are so much more accessible for people if you organise and share them using good presentation skills.

In this unit, you will develop skills in selecting and defining what you want to talk about or present to others. You will explore the different types of support materials that could be used, for example flyers and handouts. While creating your talk or presentation, you will develop skills in organising information to help others understand it and skills in communication and working in front of an audience.

The skills you develop in this unit will help you to progress from Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Prepare for a short presentation/talk	A1 Skills for preparing talks and presentations
B Deliver a short presentation/talk	B1 Skills for talking and presenting to others

Context and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Talk about a Saturday job. (Generic)
- Talk about a favourite artist or movement. (Art, Design and Media)
- Present information on a specific retail company. (Business and Retail)
- Introduce how to look after customers at a catering event. (Catering and Hospitality)
- Talk about a children's nursery. (Childcare)
- Talk about a favourite building and how it was constructed. (Construction and Engineering)
- Present an idea for a new hairstyle. (Hair and Beauty)
- Explain how to eat healthily. (Health and Social Care)
- Introduce how to use a specific type of computer equipment or device. (IT)
- Give a talk on how to care for animals at a local farm. (Land and Animal)
- Talk about your favourite band. (Music and Performing Arts)
- Talk about a specific type of public service that you have used. (Public Services)
- Present information about different types of weather. (Science)
- Talk about the history of your favourite football club. (Sport and Leisure)
- Talk about the last holiday you took. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A4: Researching a Topic
- AD7: Presenting an Image Using a Camera
- B8: Creating a Visual Display
- B9: Presenting a Business Idea
- CfC5: Providing an Activity to Support Children's Emotional and Social Needs
- DM6: Designing an Interactive Presentation
- HSC8: Advising Others About Healthy Lifestyles
- HT12: Promoting Hospitality and Tourism Events
- IT6: Using Digital Communication Technologies
- PS11: Contributing to your Community.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Make relevant and extended contributions to discussions, allowing for and responding to others' input.• Use basic grammar, including appropriate verb tense and subject-verb agreement.• Check work for accuracy, including spelling.
Mathematics	<ul style="list-style-type: none">• Apply mathematics to obtain answers to simple given practical problems that are clear and routine.

Unit content

Learning aim A: Prepare for a short presentation/talk

A1: Skills for preparing talks and presentations

- Choosing what the talk/presentation will be about:
 - an idea, **such as** a new product/service improvements to an existing product/service
 - an experience, **such as** a holiday, a sports event
 - information about yourself, **such as** a Saturday job, family, hobbies.
- Create the talk/presentation support materials:
 - collect information on the topic, **such as** talking to others, websites
 - select important pieces of information, **such as** key facts, examples, dates, images
 - create support materials, **such as** poster, flyer, handout, leaflet, slideshow
 - prepare speaker notes or prompts, **such as** key points to remember, more detailed information.
- Put information in a clear order:
 - beginning – introducing the topic
 - middle – the key pieces of information
 - end – last comments.
- Review the materials:
 - suitability for the audience
 - suitability for the amount of time.

Learning aim B: Deliver a short presentation/talk

B1: Skills for talking and presenting to others

- Organisation:
 - sharing the support materials with others
 - keeping time
 - highlighting key points, **such as** repeating or emphasising key information that the audience needs to know.
- Communication:
 - speaking clearly
 - using appropriate language, **such as** explaining new words, respecting the audience
 - using positive body language, **such as** eye contact, posture, facial expression.
- Working with the audience:
 - consideration of the audience, **such as** introducing yourself, facing the audience
 - taking and answering questions from the audience
 - checking if information is understood by the audience
 - making sure everyone can see and hear.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Prepare for a short presentation/talk Evidence might include a leaflet, handout, slides, speaker notes.</p>	
<p>A.P1 Prepare simple support materials for a presentation/talk.</p>	<p>A.M1 Prepare basic support materials for a presentation/talk.</p>
<p>Learning aim B: Deliver a short presentation/talk Evidence might include video of a presentation talk supported by a record of observation.</p>	
<p>B.P2 Use simple organisation skills for a presentation/talk.</p>	<p>B.M2 Use basic organisation skills for a presentation/talk.</p>
<p>B.P3 Use limited skills for communicating and interacting with the audience.</p>	<p>B.M3 Use basic skills for communicating and interacting with the audience.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will prepare simple materials to support the presentation, with some key points emphasised. Their support materials will attempt to show some structure and organisation, although some elements may be unrefined or have some obvious gaps.</p> <p>For B.P2, learners will attempt to be organised prior to and during the presentation, with some gaps in either sharing of information or time keeping. Emphasis of key areas may be simplistic.</p> <p>For B.P3, learners will tentatively communicate ideas or information. They will attempt to work with the audience through communication skills, listening and interaction.</p>	<p>For A.M1, learners' support materials will begin to show logical structure and have a relevant format that is mostly accurate.</p> <p>For B.M2, learners will show basic organisation skills prior to and during the presentation, with the sharing of information and time keeping.</p> <p>For B.M2, learners will begin to show some confidence with communication, with both language and body language. They will begin to ensure that the audience can engage with the materials, listen to questions and respond appropriately to validate their points or support the communication of information.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Presenting to others is such an important skill to professionals. They will rely on presentations to sell ideas and gain contracts or employment. By ensuring that learners are aware of this at the start of the unit, they will become more receptive to the value of this skill.

- Possible activities include:
 - watching videos of professionals making short presentations in different sectors, such as news media and documentaries; follow this with a group discussion on what skills were involved in presenting
 - finding out if there are any presentations taking place in museums, galleries or cultural centres that your learners could attend, so that they can see in person how presentations are made
 - using talks in small groups as an exercise to build up to formal presentations; each learner could have a peer who gives them feedback on what they thought was good and what needs development
 - presenting the project to the class before breaking down what had to be done in the planning and preparation process to get to that point so that learners are aware of the stages that make a useful presentation.

Developing the skills

- Possible activities include:
 - using progress reviews of learners' own project development as an opportunity to build skills in sharing information in informal talks
 - collecting lots of presentation support materials and sharing them with learners; separate groups could select their favourite and make a poster highlighting what they like about the materials and what they might include in their own projects
 - as a tutor, carry out a role play of presenting in a poor way and then a positive way so that learners can see the difference in body language and communication skills
 - small groups of learners making a list of top tips for interacting with the audience, communication and body language
 - inviting an acting or drama teacher to teach a voice and body language lesson.

Embedding the skills

- Possible activities include:
 - using opportunities in other projects to develop software skills that will help with creating the support materials for the presentation/talk
 - the addition of presentations or talks as part of the assessment of other units
 - facilitating the sharing of ideas on a regular basis to develop social skills and rapport in the group
 - giving feedback to learners throughout the course on their communication skills, giving lots of tips for development and positive encouragement, and examples of the benefits of acquiring effective presentation skills.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

You have been asked to help out on a tour of your centre to show visitors the facilities, the types of lesson given and the subjects it offers. You will need to contribute to a presentation in front of a small group. The presentation must be informative and interesting for the attendees so that they are encouraged to join the centre and/or come back. Create the presentation to engage with the small group audience.

Suggested context (Hair and Beauty)

The hair and beauty department would like to make a short presentation on how to carry out a basic nail manicure. They would like you to photograph the different stages and put them together in a sequence. You should include key information with the photos that explains what is taking place, supported with health and safety information. You should share your presentation with a small group of hair and beauty learners and at the end answer any questions they may have.

Suggested context (Construction and Engineering)

The motor vehicle department would like to develop and test the learning materials they can use to show learners how to change a tyre correctly. They would like the materials to cover different types of vehicle. You should create a step-by-step flow chart that covers the key stages, the different tools used and any potential issues. You should then create speaker notes that an instructor might use when discussing the flow chart and test it on a small group of peers, allowing for follow-up questions on the process.

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

You will need to create a video presentation on a rollercoaster ride at an adventure park and support the presentation by answering questions from the audience after they have watched it.

Unit 7: Making an Event a Success

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in making contributions to the planning and support of an event.

Unit introduction

You have probably taken part in and enjoyed many events, such as activity fun days, exhibitions, fêtes, sports days and concerts, but have you ever considered how much goes into making these events enjoyable and successful? Much of an event's success comes from the ability to communicate thoughtful planning and preparation to enable it to run smoothly from start to finish. The event manager will often rely on the people around them, they will each have a role and responsibility to contribute ideas, prepare resources and much more. They contribute much to the organisation of an event and give support during the event itself.

In this unit, you will explore a range of events and identify how to make effective contributions towards their success before and during the events. You will help organise an event that you will carry out. The skills you will gain can be used in a range of other units where planning and problem solving will be important in creating success.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

This unit has been written to reflect generic vocational study skills which can be applied in relevant contexts across all sectors, depending on the learner groups.

Learning aim	Key teaching areas
In this unit you will:	
A Contribute to the organisation of an event	A1 Skills for planning an event A2 Skills for preparing for an event
B Contribute to running an event	B1 Skills for contributing to the success of an event

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Take part in an event as part of Black History Month. (Generic)
- Take part in an event to exhibit/showcase learner artwork. (Art, Design and Media)
- Take part in an event to promote the services of local small businesses. (Business and Retail)
- Take part in a themed/festive event for a community group. (Catering and Hospitality)
- Take part in a play activity event for young children. (Childcare)
- Take part in an event that showcases local buildings of interest. (Construction and Engineering)
- Take part in an event offering customers beauty treatments. (Hair and Beauty)
- Take part in an event to promote disability awareness. (Health and Social Care)
- Take part in an event that exhibits the use of technology over the last 50 years. (IT)
- Take part in a garden party event that includes floral displays or 'meet the animals'. (Land and Animal)
- Take part in a social event involving music and dance. (Music and Performing Arts)
- Take part in an event to raise awareness of a local voluntary organisation. (Public Services)
- Take part in a murder mystery event. (Science)
- Take part in a sports day event for young children. (Sport and Leisure)
- Take part in a job fair event that highlights employment opportunities. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A3: Working with Others
- B10: Contributing to Running an Event
- HT9: Contribute to Running a Hospitality and Tourism Event
- PS11: Contributing to Your Community
- SP10: Contributing to Running a Sports Event.

Functional Skills development opportunities	
English	<ul style="list-style-type: none"> • Use organisational features to locate information. • Obtain specific information through detailed reading. • Plan, draft and organise writing. • Use basic grammar, including appropriate verb-tense and subject-verb agreement. • Check work for accuracy, including spelling.
Mathematics	<ul style="list-style-type: none"> • Learners decide on methods, operations and tools, including ICT, to use in a situation. • Learners select mathematical information to use. • Learners use appropriate mathematical procedures. • Learners draw conclusions in light of situations.

Unit content

Learning aim A: Contribute to the organisation of an event

A1: Skills for planning an event

- Different types of event **such as**:
 - work-related
 - leisure
 - exhibitions/informative.
- Planning considerations for running an event **such as**:
 - health and safety
 - start and finish times
 - event facility and resources needed
 - number of participants
 - types of event activities.
- Considering financial costs of the event **such as**:
 - cost of refreshments (if required)
 - cost of venue hire, equipment, transport.

A2: Skills for preparing for an event

- Creating publicity to prepare for the event **such as**:
 - posters
 - invitations
 - social media
 - creating emails.
- Organising equipment in advance of the event.
- Creating checklists of tasks and assigning roles.
- Understanding different roles and responsibilities to assist at an event.

Learning aim B: Contribute to running an event

B1: Skills for contributing to the success of an event

- Providing self-management skills **such as**:
 - being appropriately dressed and presented for the event
 - being organised, good timekeeping and punctuality
 - fulfilling own duties.
- Providing contributions to an event **such as**:
 - following instructions
 - personal confidence
 - proactive support
 - positive behaviour and respecting others
 - helping to set up the event facility.
- Providing support for different roles and responsibilities at the event **such as**:
 - communicating issues to the organiser
 - covering for others
 - anticipating issues
 - assisting customers.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Contribute to the organisation of an event Evidence will include plans, checklists and notes from meetings, agreed actions and timelines.</p>	
A.P1 Make simple plans for an event	A.M1 Make basic plans and relevant preparation for an event
<p>Learning aim B: Contribute to running an event Evidence will include a portfolio of photographs and/or a media recording of activities undertaken to demonstrate skills with feedback.</p>	
B.P2 Make simple contributions to an event	B.M2 Make basic contributions to an event, providing support for different roles and responsibilities
<p>Guidance for assessors</p>	
<p>For A.P1, learners will make some limited planning for the event that demonstrates they have a simple understanding of what the event will involve.</p> <p>For B.P2, learners will provide limited contributions during the event, which will include some self-management skills.</p>	<p>For A.M1, learners will make partially developed plans and some contributions to the preparation of an event.</p> <p>For B.M2, learners will contribute to an event, demonstrating partially developed skills in self-management, with some basic support for different roles and responsibilities.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to require to improve their learning. Learners will need to be clear about their own abilities and areas for improvement.

- Possible activities could include:
 - group discussions on types of events and why people attend them
 - discussions on what makes an event successful, i.e. customer satisfaction owing to a well-organised, safely-run event that is considered to be value for money
 - an individual task on identifying and listing the planning and preparation required to organise a trip to a cinema/concert with friends, including meeting times, transport and money needed; case study scenarios may also be used
 - discussions on how the group confirm or inform others of changes based on the above scenario, such as text messaging if a group member is running late
 - small group work to build on the above – ‘So if we were organising an event, what would we need to do?’, identifying planning stages on a larger scale.

Developing the skills

Learners should be encouraged to use this unit as a means of exploring their own skills development and applying this reflective approach to the rest of their course.

- Possible activities include:
 - inviting event management teams or colleagues with similar responsibilities from within the centre to discuss how they organise an event
 - investigating how a festival or local community event is run
 - listing the tasks required to support an event and discussing how to approach them
 - setting up a simulation/role play of event incidents, such as a lost child, a minor injury, running out of a popular refreshment, a complaint
 - tutor-led discussions on making positive contributions to the running of the event and how event success is affected by this
 - tutor input on types of skills associated with planning and executing an event, looking at strategies to support the development of the necessary skills
 - group activities in which learners practise and repeat a task, giving feedback on each, and identifying one way to improve their skills each time.

Embedding the skills

- Possible activities include:
 - linking to *Unit 9: Going on a Visit* (if the visit allows opportunities to consider how the visit itself or the event was organised)
 - where work experience is part of the main course, linking this unit to any relevant events planned in the workplace and asking learners to identify their contributions to making the event a success.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

You have been asked to work in a team to plan, organise and carry out an event in your centre that promotes the achievements of prominent figures in history. Your centre has set a date and venue for the event, which will involve an exhibition.

Suggested context (Catering and Hospitality)

You have been asked to work with your team to plan and carry out an event to showcase different skills for cake decoration on a seasonal theme. You should undertake some planning and preparation for the event, recording it in a portfolio. You should then give support during the event and record your demonstration using video or photographs.

Suggested context (Childcare)

As part of your childcare course, you have been asked to contribute to the organisation and running of a play-day session for under-fives. You have been asked to help look for potential places to visit that will be interesting for all. You should undertake some planning and preparation, and support the teacher in charge during the trip. You should record all of your planning and preparation and as a record, keep a journal of the trip.

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

Your centre has arranged for a careers awareness event involving local employers. You are asked to help support the event by taking on tasks and responsibilities to help ensure that the event is a success.

Unit 8: Providing Customer Service

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in providing customer service.

Unit introduction

Good customer service is important to a range of businesses and organisations as it can keep customers happy and encourage them to return. Customers expect to receive a good level of care and respect, and often have a clear idea of what they want and how they expect to be treated. There are many different ways of providing a high level of customer service, such as replying promptly to an email, being helpful and proactive, giving technical support, helping with the sale of products and much more. You will find that providing good customer service can be rewarding for yourself, both personally and financially.

In this unit, you will explore the different types of customer and learn how to support them. You will look at different types of customer service and the tools you can use to carry them out. You will develop skills in providing services for customers that will allow you to demonstrate commitment to meeting their expectations.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Learning aims

Learning aim	Key teaching areas
In this unit you will:	
A Develop customer service skills	A1 Skills for working with customers A2 Skills for developing positive relationships with customers
B Provide customer service	B1 Skills for providing customer service

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Support a business function in your centre such as reception, enquiries, catering, security. (Generic)
- Meet, welcome and take care of visitors at an exhibition. (Art, Design and Media)
- Respond to requests from customers concerning product information. (Business and Retail)
- Meet, welcome and take care of customers during a lunch service. (Catering and Hospitality)
- Provide feedback to a parent or carer on their child's experience of an activity day. (Childcare)
- Contact a customer to negotiate a delivery of materials. (Construction and Engineering)
- Contact a customer to confirm an appointment and answer questions. (Hair and Beauty)
- Contribute to a community coffee event for the elderly in your community. (Health and Social Care)
- Provide an IT user group with a step-by-step guide to navigating a website. (IT)
- Take customers on a tour of a petting zoo. (Land and Animal)
- Serve refreshments during the interval of a public performance. (Music and Performing Arts)
- Join the security team at your civic centre and engage with visitors. (Public Services)
- Introduce a science exhibit in a museum. (Science)
- Meet, greet and induct new learners to the sports department. (Sport and Leisure)
- Take visitors on a tour of a local venue of interest. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A3: Working with Others
- B10: Communication with Customers
- HSC6: Communication Skills for Health and Social Care
- HT6: Serving Food and Drink
- HT10: Delivering Customer Service in Hospitality and Tourism
- IT7: Solving Technical IT Problems
- SP9: Assisting in a Sports Activity
- PA10: Acting in a Performance
- PS11: Assisting Members of the Public
- PS11: Contributing to Your Community.

Functional Skills development opportunities

English	<ul style="list-style-type: none"> • Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges.
Mathematics	<ul style="list-style-type: none"> • Apply mathematics to obtain answers to simple given practical problems that are clear and routine.

Unit content

Learning aim A: Develop customer service skills

A1: Skills for working with customers

- Working with customers, **such as**:
 - dressing appropriately
 - greeting customers
 - being polite
 - being punctual and managing time
 - communicating with customers
 - following procedures.

A2: Skills for developing positive relationships with customers

- Adapting service for individual customers, **such as**:
 - communicating in different ways, **such as** adapting tone of voice, using different words to explain
 - using positive body language, **such as** looking up, making eye contact and standing straight
 - being patient and letting customers express themselves
 - having empathy with the customer
 - being sensitive to different types of customer
 - being positive and enthusiastic about the service
 - saying no and knowing the limits of the service
 - checking if customers are content.

Learning aim B: Provide customer service

B1: Skills for providing customer service

- Different customers, **such as**:
 - client, paying customer, charity
 - general public, community
 - different ages – babies, toddlers, children, students, teenagers, adults, older people
 - people participating in an activity, **such as** sport, leisure
 - patient needing care.
- Types of service, **such as**:
 - listening and communicating
 - asking and answering questions
 - dealing with complaints or issues
 - solving problems for customers
 - sharing information.
- Service situations, **such as**:
 - face to face and using technology
 - entertaining and providing activities
 - sales, appointments and enrolment
 - teaching, testing and giving feedback
 - managing the public, giving instructions, directions and orders
 - delivery and serving.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Develop customer service skills</p> <p>Evidence will demonstrate development of customer service skills, this can include records of discussion, notes, images, video, checklists etc.</p>	
<p>A.P1 Develop limited customer service skills.</p>	<p>A.M1 Develop basic customer service, recognising the needs for developing positive relationships.</p>
<p>Learning aim B: Provide customer service</p> <p>Evidence will demonstrate customer service skills with audiences outside their peer group. This evidence can include video/photographic records, observation records, journal, diary, customer feedback, role play and simulations.</p>	
<p>B.P2 Provide limited customer service.</p>	<p>B.M2 Provide basic customer service, adapting service for individual needs.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will have some understanding of providing routine customer service in familiar situations, which may have some obvious gaps.</p> <p>For B.P2, learners will tentatively provide routine customer service skills in a given familiar scenario.</p>	<p>For A.M1, learners will have a clear understanding of providing customer service in familiar situations, which enables the development of positive customer relationships.</p> <p>For B.M2, learners will apply partially developed customer service skills in a given familiar scenario, which begins to adapt the service to individual customer needs.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

- Possible activities include:
 - a discussion with staff at a location that provides customer service, e.g. a restaurant
 - mind mapping of different types of customer on to large sheets of paper, the sheets can be hung on the classroom wall as a record of the activity
 - a group task, where each group is given a different type of customer scenario and then each group identifies the types of service that would be required
 - class discussion of personal customer service experiences from scenarios such as holidays, visits to restaurants, sales counters, ticket desks etc.; learners should be encouraged to think of both positive and negative experiences
 - watching videos of customers being served in documentaries or online
 - considering poor customer service and the impact on customer experiences/satisfaction, resulting in complaints and requests for refunds.

Developing the skills

- Possible activities include:
 - a practical exercise matching types of customer to customer service scenarios
 - class discussion about what makes good and bad customer service
 - a group activity describing customer service skills and how to develop positive relationships with customers; learners could discuss the difference between the two
 - participating in role play of customer service scenarios
 - following on from each scenario, learners should review their performance and give feedback to each other; this will help to prepare them for later assessment
 - mentoring from hospitality students on a different course at a higher level, where learners either shadow another learner or attempt the practice and get feedback from the mentor
 - setting up a simulated environment in the classroom such as a centre restaurant or hair salon and role playing a customer service scenario
 - visits to observe customer service in action
 - a diary of the customer service they have experienced
 - inviting guest speakers to discuss their personal experiences of providing customer service skills
 - inviting a class of hospitality learners to give an example of a challenging customer service experience.

Embedding the skills

- Possible opportunities for embedding include:
 - group tasks that require interaction between learners to develop communication skills
 - giving feedback on professional skills with assessments or periodically throughout the year on things such as punctuality, politeness, body language, dressing appropriately for tasks
 - use of role play in activities
 - guest speakers could discuss how they work with customers, giving an outline of best practice.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

The receptionists at your centre ask you to provide some basic support in dealing with customers. You will need to greet a customer and show them to a given location, making sure that they know where the toilets are and what to do in the case of an emergency. You should find out about customer service and different types of customer, and make a record of what you find. You should practise greeting customers and showing them round. You should practise customer service and demonstrate the skills you have learned.

Suggested contexts (Hair and Beauty)

A new beauty salon in your area would like you to help them with customer service. You will need to greet customers and offer them refreshments while they are waiting for their treatments. You should find out about customer service and the different types of customer, and make records of what you find. You should practise greeting and serving customers, and demonstrate the skills you have learned.

Suggested contexts (Business and Retail)

A local charity would like you to help out on the checkout with the sale of items. You will need to greet customers and help them with their purchases. You should find out about customer service, and types of customer, and make records of what you find. You should practise greeting customers and sales, and demonstrate the skills you have learned.

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

A reception desk would like you to answer some phone calls from customers, demonstrating customer service skills.

Unit 9: Going on a Visit

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in preparing and carrying out a visit to a given location.

Unit introduction

Going on a visit can be very exciting and can help you to learn and develop new skills. Visits can be inspirational and motivate you to learn about things such as people, places, technology and history. The purpose of your visit could be for you to find out more information on a subject. Your visit can help you gain valuable experience and develop new teamwork skills.

In this unit, you will develop the knowledge and skills you need to prepare for going on a visit. You will look at the reasons for the visit and work out how to make the most of the time you are there. You will plan to help avoid any problems. You will develop an understanding of how to take part in activities and how to behave appropriately, to ensure that other people involved in the visit also enjoy their experience.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Prepare for a visit	A1 Skills for preparing for a visit
B Participate in a visit	B1 Skills for making the most of a visit

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Visit a theme park as part of an enrichment activity (Generic)
- Visit a gallery, artist's studio or media company. (Art, Design and Media)
- Visit a local high-street chain store or local business. (Business and Retail)
- Visit a local hotel or restaurant. (Catering and Hospitality)
- Visit and tour around a local crèche. (Childcare)
- Visit and take a guided tour around a new-build construction site. (Construction and Engineering)
- Visit a health spa. (Hair and Beauty)
- Visit a care home to meet the residents. (Health and Social Care)
- Visit a local company that is involved with IT solutions. (IT)
- Visit a local zoo or animal rescue centre. (Land and Animal)
- Visit a local theatre or concert/gig. (Music and Performing Arts)
- Visit a local fire station. (Public Services)
- Visit a local conservation or astronomy centre. (Science)
- Visit a leisure centre to look around their facilities. (Sport and Leisure)
- Visit and take a guided tour of a local train station or airport. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A4: Practical Actions to Protect the Environment
- AD9: Planning and Marketing an Exhibition
- B5: Finding out about Businesses in Your Area
- HSC12: Visiting a Health and Social Care Setting
- LBS5: Finding Out About the Land-Based Sector
- TT2: UK Travel and Tourism Destinations
- PS5: Finding Out About Public Services
- SP11: Getting People Active.

Functional Skills development opportunities	
English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Use appropriate language in formal discussions/exchanges. • Use organisational features to locate information. • Obtain specific information through detailed research.
Mathematics	<ul style="list-style-type: none"> • Use simple checking procedures. • Complete simple calculations involving money and measures. • Extract, use and compare information from lists, tables and simple charts and graphs.

Unit content

Learning aim A: Prepare for a visit

A1: Skills for preparing for a visit

- Preparing to get there, **such as**:
 - finding out about the location
 - the time of the visit, the length of the journey
 - where to meet and what transport will be used
 - emergency contacts
 - weather conditions and clothes
 - what equipment and resources to take
 - informing teachers/staff know about medical conditions, medication and disabilities
 - setting alarms and reminders
 - cost and money, snacks and drinks.
- Planning what to do there, **such as**:
 - looking at maps of location and planning the route
 - checking restrictions for safety – height, pregnancy etc.
 - selecting key attractions, exhibits and activities.

Learning aim B: Participate in a visit

B1: Skills for making the most of a visit

- Purpose of the visit, **such as**:
 - work related
 - leisure activity
 - team building and motivation
 - researching a topic.
- Personal conduct:
 - politeness and courtesy
 - following instructions and abiding by rules
 - recognising that personal actions impact on others, e.g. noise, behaviour, delay
 - interacting with others
 - supporting others.
- Participation:
 - engaging with and taking part in activities
 - being punctual
 - recognising the benefits of the activity
 - motivation
 - asking questions.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Prepare for a visit</p> <p>Evidence of preparation and planning, such as a portfolio of meeting notes, email exchanges, summary of actions, audio/video of team meetings, photographs, brochures, leaflets, tickets.</p>	
<p>A.P1 Make simple preparations for a visit.</p>	<p>A.M1 Make clear preparations for a visit, including an outline of what to do during the visit.</p>
<p>Learning aim B: Participate in a visit</p> <p>Evidence of participating on a visit, such as summary of the visit, audio/video, photographs, diary extracts and observation records.</p>	
<p>B.P2 Show positive personal conduct during a visit.</p>	<p>B.M2 Show positive personal conduct and appropriate participation in activities during a visit.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will identify simple and easily recognisable tasks to undertake and make limited preparations for the visit. There will be some obvious gaps in the preparation.</p> <p>For B.P2, learners will show some understanding and mostly follow an agreed code of conduct for behaviour.</p>	<p>For A.M1, learners' preparation will be partially developed, mostly accurate and relevant to the visit. They will produce partially developed plans indicating what their visit will involve.</p> <p>For B.M2, learners will show clear understanding of what the agreed code of conduct is for behaviour and consistently follow the rules. They will positively engage in activities to support their development.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

- Possible activities include:
 - group discussion of learners' experiences of visits, trips and holidays; they could be encouraged to consider what they learned, what the purpose was and how they prepared
 - group task where small groups create posters of what they would take with them on a visit to a specified location and then feed back to the group
 - providing a list of different attractions and running a question and answer session on why they would attend each one
 - discussing the code of conduct for behaviour in the classroom and how it might compare to the behaviour required on a visit.

Developing the skills

- Possible activities include:
 - small-group, short visits to locations in the centre or local vicinity, which will develop learners' understanding of the implications of going on a visit and build confidence
 - a practical exercise in making plans in pairs for visiting 'dream' locations, outlining what learners would see and do
 - a practical exercise in preparing to visit locations specified by the tutor. These locations should be quite different so that different types of planning are needed, such as clothing, type of transport, cost etc.
 - compiling checklists of what to consider when going on a visit and a checklist of post-visit questions
 - role play to build up understanding of personal conduct
 - watching videos of poor behaviour on visits
 - making lists of what would be considered positive and negative behaviours when going on a visit
 - giving small groups of learners a specified location and asking them to find out a little about it, such as its history, types of attractions, and any of the potential safety restrictions there might be.

Embedding the skills

- Possible opportunities for embedding include:
 - ensuring that activities include visits that are central to learners' development and the basis for embedding the unit content
 - active learning activities in the classroom where all learners can participate and then reflect on their participation
 - providing feedback on behaviour and participation regularly throughout the programme.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

You are to participate in a trip to a theme park with your classmates as part of an enrichment activity. You will need to consider the key details of the visit and make useful preparations before leaving. You should find out about how you need to behave on the trip. During the trip, you should participate in all of the activities you can, following rules and showing a positive attitude where possible.

Suggested contexts (Land and Animal)

You are to participate in a trip to a local zoo as part of your animal management programme. You will need to consider the key details of the visit and make useful preparations before leaving, for example finding out which animals it would be good to see. You should find out about how you need to behave at the zoo. During the trip, you should participate in as many of the available activities and animal-handling sessions that you can, following rules and showing a positive attitude where possible.

Suggested contexts (Science)

You are to participate in a trip to a science museum as part of your programme. You will need to consider the key details of the visit and make useful preparations before leaving. You should find out about the science museum and what types of exhibit there are. You should find out about how you need to behave at the science museum. During the trip, you should interact with some of the exhibits and ask the guides questions about the exhibits. You should follow rules and show a positive attitude where possible.

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

You are to participate in a bowling trip with your classmates as part of an enrichment activity.

Unit 10: Financial Awareness

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in managing money and budgeting to reduce costs and expenditure.

Unit introduction

How do you make sure that you have enough money in your account at any one time? How do you make sure that you live within your income? One way of doing this is to check regularly what is coming into your account as income and what is going out as costs. Personal budgeting is important to avoid getting into debt. Budgeting is also how businesses make decisions by considering how much money is being paid out compared to that coming in. Imagine if you were self-employed – you could not survive financially if your job quotes did not cover your costs.

In this unit, you will learn how to keep track of money coming in and money that is used to pay for expenses. You will do this in relation to a given task or activity that requires expenses and profits to be recorded. You will learn the importance of keeping good records by tracking income and expenses using tables, charts and tracking spreadsheets and will look at different ways to reduce costs.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Consider financial information for a given task	A1 Financial planning A2 Skills for managing information
B Find ways to reduce costs for a given task	B1 Skills for calculating financial information B2 Finding ways to reduce costs

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Plan and carry out a task budgeting for costs of materials based on a household task. (Generic)
- Work out the cost of holding an exhibition. (Art, Design and Media)
- Launch a new product, breaking down costs into essential and desirable, such as web, marketing, venue hire, catering and staff. (Business and Retail)
- Calculate the price of a meal on the menu, to ensure costs of ingredients are covered and ensure a profit margin to account for time and labour. (Catering and Hospitality)
- Work within a given budget when buying new toys for a nursery. (Childcare)
- Ensure that the costs of materials and labour do not outweigh the time and effort given to complete a repair job in the home. (Construction and Engineering)
- Compare the costs of providing a treatment with the customer fee to ensure there is no financial loss. (Hair and Beauty)
- Conduct an investigation into an elderly person leaving their home and entering supported housing. (Health and Social Care)
- Investigate whether a company should change a software supplier based on a given scenario. (IT)
- Complete a cost-cutting exercise based on supply and demand of hiring equipment or supplying animal feed linked to given scenarios. (Land and Animal)
- Work out ticket fees to ensure coverage of performance costs. (Music and Performing Arts)
- Work out the costs involved in providing security and stewarding for a public event. (Public Services)
- Consider manufacturing and marketing costs for a new cosmetic product. (Science)
- Calculate the costs involved in staging a sports activity. (Sport and Leisure)
- Plan a visit, making sure that the customer fee covers the cost of the visit with a margin of profit/contingency plan if costs or unforeseen circumstances arise. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- AD9: Planning and Marketing an Exhibition
- B11: Recording Income and Expenditure
- B9: Presenting a Business Idea
- Con9: Costing a Small Repair Job
- SP10: Contributing to a Sports Event
- HT9: Contributing to Running a Hospitality and Tourism Event
- IT8: Creating a Spreadsheet to Solve Problems.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Use techniques to clarify and confirm understanding.• Understand the main points of texts.• Obtain specific information through detailed reading.• Check work for accuracy, including spelling.
Mathematics	<ul style="list-style-type: none">• Complete simple calculations involving money and measures.• Use metric units in everyday situations.

Unit content

Learning aim A: Consider financial information for a given task

A1: Financial planning

- Types of income and expenses for a given task:
 - income, such as money from the sale of goods or services, money received from carrying out a job for a customer
 - expenses, such as buying stock, materials and equipment, money spent on wages
 - budgeting, such as knowing how much money is available at the start of the task/activity and when setting profit goals.

A2: Skills for managing financial information

- Recording financial information:
 - using tables and charts to record information on income and expenses
 - making tracking spreadsheets, with income and expenditure columns
 - using charts and graphs to show income and expenses over a set period of time, such as a bar chart, a single line graph.

Learning aim B: Find ways to reduce costs for a given task

B1: Skills for calculating financial information

- Using maths to find:
 - total income and expenses for a set period of time
 - total profit or loss by subtracting the expenditure from the income for a set period of time.

B2: Finding ways to reduce costs

Reducing costs for a given task and within a given budget by:

- using cheaper materials, **such as** ingredients
- saving time by performing tasks in a quicker/more efficient manner and so reducing labour costs
- reducing waste products, avoiding disposal costs
- listing costs as essential and non-essential, and reducing the use of non-essential costs
- understanding customers and how to maximise profit
- having an awareness of the remaining budget available at all points of the task.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
Learning aim A: Consider financial information for a given task Evidence of a record of income and expenses over a set period of time.	
A.P1 Record simple income and expense information for a set period of time.	A.M1 Record income, expense and budget information for a set period of time.
Learning aim B: Find ways to reduce costs for a given task Evidence of a calculation of profit or loss and suggestions for the reduction in outgoing costs.	
B.P2 Find out the total income/expenses for a given task.	B.M2 Find out the profit or loss for a given task.
B.P3 Suggest a simple way to reduce costs.	B.M3 Suggest a range of ways to reduce costs.
Guidance for assessors	
For A.P1, learners will record income and expenses. These will be high level and not detailed. They will record this information as a list or summarise it in a table. For B.P2, learners will determine the total income and expenses for the given task. For B.P3, learners will suggest a simple way to reduce one cost.	For A.M1, learners will record income and expenses against a realistic set budget that will show awareness for the given budget. They will record this information in a table or a spreadsheet and may also represent it on a simple bar or line graph. For B.M2, learners will determine the profit or loss for the given task by performing a calculation for the profit minus expenses. For B.M3, learners will suggest different ways to reduce costs.

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to need to be able to improve their skills learning. Learners will need to be clear about their own abilities and areas for improvement in considering money management and financial awareness.

- Possible activities include:
 - a tutor-led mini-project, investigating a major development such as the Channel Tunnel, or high-speed rail links
 - group discussions on anticipated costs involved in an activity compared to actual costs
 - where appropriate – home budgeting focusing on income and expenditure
 - discussions on finding the best value for money product or service
 - tutor input on reflection of skills and improvement targets
 - task- and sector-related activities focusing on covering costs and not losing money
 - tutor input on maths-related activities, covering calculations, costings and profit and loss.

Developing the skills

Learners should be introduced to the importance of financial awareness at an early stage in their course. Tutors will need to encourage learners to think realistically about how they manage money.

- Possible activities include:
 - group discussions on a planned activity or event and a discussion of the costs involved
 - a selection of tutor-led visits that need evaluating to see whether they are financially viable
 - tutor input – there may be some intervention needed to give learners the mathematical tools they need to enable them to think about investment/profit and loss
 - a guest speaker – a budget holder in or outside of your institution to outline their decision-making process
 - estimating costs – learners are given a range of tasks that are to be completed and are asked to estimate the cost of resources and materials, given actual costs, and discuss.

Embedding the skills

Learners should be encouraged to consider financial information throughout their course.

- Possible opportunities for embedding include:
 - using technology to track expenditure
 - linking this unit with any other units that may involve estimating costs, to encourage learners to think in broader terms
 - raising learners' awareness of the costs involved in taking part in work experience, if appropriate.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

You have been asked to calculate your weekly financial outgoings and compare it to your weekly income. In an attempt to reduce your outgoings and save money, you should produce a summary sheet of the comparison, identifying where you could reduce your outgoings and costs.

Suggested context (Land and Animal)

Your tutor has asked you to look into local pig-food supplies with the intention of providing a comparative checklist. Conduct some research in comparing local suppliers and present your findings in a table to your tutor.

Suggested context (Catering and Hospitality)

You have been asked to help prepare and serve a meal to celebrate a birthday. The customer has asked for a quote for the event that outlines a cost per head, based on the menu you have decided on with your tutor.

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

Learners are given a case study on an individual who is financially challenged because of their excessive outgoings. Learners will need to make decisions based on the information provided and suggest ways of saving money.

Unit 11: Living with Online Technology

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in being able to use the technology that is becoming increasingly important in our day-to-day lives.

Unit introduction

Technology is part of our everyday lives. We have mobile phones, satellite navigation, tablets and laptops that we use all the time as so many tasks are made easier by using this technology. New technology is introduced almost daily and it can be a challenge to keep up to date with it. New technology can come with new dangers and we need new ways to protect ourselves when using it.

In this unit, you will develop skills in using technology to complete an everyday task. You will explore different types of everyday technology and what they are used for. You will develop skills and understanding in protecting your identity, your data and yourself when working with technology.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Learning aims

Learning aim	Key teaching areas
In this unit you will:	
A Develop online technology skills	A1 Living with online technology
B Use online technology safely	B1 Strategies for staying safe online

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Set up a class social media group and create an online code of conduct for behaviour. (Generic)
- Outline steps for creating a portfolio online and create your own online portfolio. (Art, Design and Media)
- Find out about using social media and share an idea for a business using a blog. (Business and Retail)
- Find out about staying safe online and create several reviews for attractions. (Catering and Hospitality)
- Find out about the dangers of online content and set up child safety and manage the content settings on a Wi-Fi controller. (Childcare)
- Create an online forum for sharing construction projects with a code of conduct for members. (Construction and Engineering)
- Find out about the safe use of data when emailing and share promotions for treatments with customers. (Hair and Beauty)
- Identify online safety issues and create a series of online posts about staying safe online. (Health and Social Care)
- Safely share a video online about setting up a desktop computer. (IT)
- Set up a lambing camera for the season and stream the content online, accompanied by a code of conduct. (Land and Animal)
- Set up an email account and send emails to several companies requesting work experience using safe practice. (Music and Performing Arts)
- Set up a phone-tracking system for safety purposes and demonstrate how to do this for others. (Public Services)
- Create an online survey about weight and height, where your class can safely respond and see anonymous results. (Science)
- Outline online safety issues and use technology to monitor and post distances travelled over a three-week period. (Sport and Leisure)
- Outline online security for making purchases online and demonstrate to the class how to make a safe purchase. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A4: Researching a Topic
- AD9: Planning and Marketing an Exhibition
- B6: Organising a Meeting
- DM6: Designing an Interactive Presentation
- HSC5: Finding Out About Health and Social Care Services
- HT11: Using Websites to Make Holiday Choices
- IT5: Developing Digital Information Using IT
- LBS5: Finding Out About the Land-based Sector
- PS5: Finding Out About Public Services.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Read and understand the purpose and content of straightforward texts that explain, inform and recount information.• Follow the main points of discussions.• Use organisational features to locate information.
Mathematics	<ul style="list-style-type: none">• Interpret and communicate solutions to practical problems in familiar contexts and situations.• Extract use and compare information from lists, tables and simple charts and graphs.

Unit content

Learning aim A: Develop online technology skills

A1: Living with online technology

- Using online technology in everyday life, **such as**:
 - joining social networks and posting images, video and comments online
 - registering with websites or apps
 - searching for information
 - navigating to a destination
 - playing games
 - online banking
 - accessing streamed content – video, audio
 - making content – images, video, audio
 - making payments and purchases – contactless, online
 - tutorials and learning.
- Recognising risks/threats of using online technology, **such as**:
 - theft, damage or loss of device
 - cyberbullying and trolling
 - viruses, phishing and malicious content
 - requests for personal data, **such as** passwords or personal information
 - disturbing and inappropriate content – radical, violent, hate, pornography, racism, discrimination
 - illegal content, **such as** video streaming or copyright infringement
 - communication or requests to meet from strangers
 - in-app purchases or unsolicited payment requests.

Learning aim B: Use online technology safely

B1: Strategies for staying safe online

- Strategies for online technology safety, **such as**:
 - setting up, updating and creating profiles on connected devices and networks
 - keeping passwords safe and having different complex passwords
 - being respectful about others online
 - reporting inappropriate behaviour
 - selecting appropriate email or profile names
 - posting appropriate images, audio or video
 - using anti-virus software and ad blockers
 - keeping devices updated
 - blocking and ignoring other unfriendly users
 - using multi-stage security
 - switching on a device locator.
- Purpose of strategies to reduce risk, **such as**:
 - identifying theft and fraud
 - negative impact from others
 - hurting or upsetting others
 - being appropriately represented
 - forgetting passwords and profile names
 - danger from others.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Develop online technology skills</p> <p>Evidence will demonstrate the development of a range of online technology skills, which may be presented as a portfolio of evidence, including screen grabs, observation records, confirmation emails etc.</p>	
<p>A.P1 Develop simple skills for using online technology.</p>	<p>A.M1 Develop simple skills for using online technology, recognising some risks.</p>
<p>Learning aim B: Use online technology safely</p> <p>Evidence will include a strategy for staying safe online, which may include an outline, portfolio of records of safe use, screen grabs, observation records etc.</p>	
<p>B.P2 Use simple strategies for staying safe online.</p>	<p>B.M2 Use simple strategies for staying safe online, outlining the purpose of the strategies.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will show a tentative ability to use online technology to complete a small range of routine and familiar online tasks.</p> <p>For B.P2, learners will select and use simple strategies for staying safe online, relevant to what they are doing.</p>	<p>For A.M1, learners will show a partially-developed ability to use online technology to complete a small range of routine and familiar online tasks, demonstrating some knowledge of the risks.</p> <p>For B.M2, learners will select and use simple strategies for staying safe online, relevant to what they are doing, giving an account of the reason for using the strategy.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

- Possible activities include:
 - discussion where learners can share their personal experiences of using technology and how it relates to safety
 - small-group discussion on the technology that learners use on a daily basis
 - a workshop where learners interact with a range of different everyday technology devices
 - a workshop on how to access video tutorials on using everyday technology
 - sharing a-skill group activity where peers show a skill to a partner
 - mind mapping the risks of not using technology safely
 - small groups mind mapping what a particular device can be used for.

Developing the skills

- Possible activities include:
 - practical demonstration of the skills used in different types of online technology
 - 'driving test' of skills – devising a list of skills using everyday online technology, learners tick off the items on the list as they complete them
 - repeat tasks, such as sending emails, but adding a different demand each time, such as attaching an image
 - using role play to simulate real situations that may be unfamiliar to learners, replicating interacting with everyday technology
 - trying the same task on different devices or platforms to encourage learners to be adaptive to different interfaces
 - guest speakers introducing how they use technology in their work
 - setting a list of targets for different types of online technology use and encouraging learners to track their own progress or use visual aids.

Embedding the skills

- Possible opportunities for embedding include:
 - introducing online technology in each assessment for other units
 - feeding back to learners on their technology development in each assessment
 - using workshops in online technology where learners are taken through steps for tasks to build their confidence
 - setting tasks where learners have to interact with the tutor or each other through online technology, such as a forum
 - encouraging learners to record and document their progress through online technology
 - using virtual learning environments for accessing learning support materials
 - using polling and instant surveys for question and answer sessions.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

You have been asked to set up a shared folder using file-sharing technology to record your progress on your course. You should find out about which file sharing and file types would be suitable. You should also find out about safe use of file sharing and some of the risks of using online technology. You should then record the process of setting the file up safely and track your progress over a term, giving an account of why you used the precautions that you did.

Suggested contexts (IT)

You have been asked to create a social media account for your class, where learners can share their questions and help each other. You should find out about staying safe using social media and create a code of conduct for the group. You should then record the process of setting it up safely and post a few questions for the group to start with, giving an account of why you used the precautions that you did.

Suggested contexts (Catering and Hospitality)

You have been asked to create a menu for a meal based on a cultural theme. You should find out about being safe online and how to use an appropriate blog title and user name for your blog account. Use the web to find and select different recipes and put all of the recipes on a blog post. You should record how you set it up safely, giving an account of why you used the precautions that you did.

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

You have been asked to create an image-sharing social media account for your group project. It must be interesting and eye catching for a passing viewer.

Unit 12: Using Technology for a Purpose

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in using technology beyond entertainment and socialising.

Unit introduction

Technology can help you to develop and achieve things more easily and efficiently. People use technology for entertainment and socialising but this unit is about using technology for work-related purposes such as research, recording, communication, creating, presenting, testing, sales, measuring, distribution and customer services.

As technology advances, we all use it more and more. In this unit, you will practise with, and use, different types of technology, including devices such as phones, software and screens, and buttons in a practical and hands-on way. This will help you to develop the confidence and understanding needed to make full use of the technology available.

In this unit, you will develop skills in technology that will help you to use software, devices and interfaces successfully to meet work-related goals.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Explore the use of technology for a purpose	A1 Types of technology A2 Skills in checking own technology abilities
B Use technology for a given purpose	B1 Skills in using technology for a given purpose

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Finding out about a topic and preparing a piece of organised information on the topic using technology. (Generic)
- Creating a short video. (Art, Design and Media)
- Checking and auditing of stock levels. (Business and Retail)
- Calculating and ordering a range of ingredients. (Catering and Hospitality)
- Using educational technology devices within childcare. (Childcare)
- Using technology devices to assess or monitor vehicles. (Construction and Engineering)
- Tracking clients and registering appointments. (Hair and Beauty)
- Creating a poster for healthcare. (Health and Social Care)
- Preparing material for a website. (IT)
- Calculating animal feed and nutrition. (Land and Animal)
- Producing an audio piece. (Music and Performing Arts)
- Recording a crime scene. (Public Services)
- Measuring results of an experiment. (Science)
- Using an app to monitor and record activity levels over a set period of time. (Sport and Leisure)
- Using a register to enable different types of transaction over a set period of time. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A3: Working with Others
- AD5: Creating an Art Image
- ASc6: Carrying Out a Scientific Experiment
- B11: Recording Income and Expenditure
- DM6: Designing an Interactive Presentation
- ENG6: Manufacturing a Component Using Machining Processes
- HT11: Using Websites to Make Holiday Choices
- IT5: Developing Digital Information Using IT
- IT6: Using Digital Communication Technologies.

Functional Skills development opportunities

English	<ul style="list-style-type: none"> • Use organisational features to locate information. • Use techniques to clarify and confirm understanding.
Mathematics	<ul style="list-style-type: none"> • Understand, estimate, measure and compare length, capacity, weight and temperature. • Complete simple calculations involving money and measures. • Extract, use and compare information from lists, tables and simple charts and graphs.

Unit content

Learning aim A: Explore the use of technology for a purpose

A1: Types of technology

- Types and purposes, **such as**:
 - software – publishing, design, video, modelling, tracking, project management, image, presentation, web, app, sector specific
 - device – PC, desktop, laptop, phone, tablet, portal, handheld, register, card reader, meter, connected smart device, tool
 - input – touchscreen, keyboard, keys, switches, mouse, trackpad, microphone, scanner, copier, card reader, camera, video camera, webcam
 - output – printer, speaker, monitor, headset
 - storage – memory card, hard drive, memory stick, cloud
 - online, app, virtual reality, augmented reality, bespoke interface or device.

A2: Skills for checking own technology abilities

- Assess own technology skills, **such as**:
 - checking ability to use technology
 - making plans for developing technology skills
 - recording skills development.

Learning aim B: Use technology for a given purpose

B1: Skills in using technology for a given purpose

- Uses of technology for a purpose, **such as**:
 - accessing information
 - presenting, communicating and sharing
 - retail, sales, vending
 - customer services
 - recording and calculating
 - creating, designing and manufacturing
 - administration and organisation
 - logistics and delivery.
- Technology skills, **such as**:
 - operating equipment – switch on, connect, set up, use
 - organising information
 - creating and making documents or products
 - using text, images, audio or video
 - delivering materials, information or products.
- Health, safety and ethics, **such as**:
 - setting up and using equipment safely and within guidelines
 - taking care of equipment and data
 - getting permission to use equipment, images or information.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Explore the use of technology for a purpose Evidence tracking the development of skills with reference to different technologies.</p>	
<p>A.P1 Develop the use of a range of technologies with a simple understanding of purpose.</p>	<p>A.M1 Develop the use a range of technologies with a basic understanding of purpose.</p>
<p>Learning aim B: Use technology for a given purpose Evidence recording outcomes of working with technology for a given purpose.</p>	
<p>B.P2 Complete a simple, given task using technology for the purpose, setting up equipment</p>	<p>B.M2 Complete a given task using technology, mostly accurately, for a given purpose</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will use a range of two or more technologies, with limited understanding of their purpose. They will show tentative proficiency in working with simple interfaces and functions. They will have developed a narrow range of skills. For B.P2, learners will attempt to use technology safely and will set up and care for equipment with some supervision. They will show an emerging understanding of the way the technology should be handled. Learners will have completed the task using only a limited number of two or more stages and/or they may require superficial understanding of the potential of the technology.</p>	<p>For A.M1, learners will use a range of technologies, with an understanding of their purpose. They will show emerging proficiency to work with simple interfaces and functions and begin to explore more advanced functions and interfaces. They will have developed in a way that is mostly logical, learning a range of different technology skills. For B.M2, learners will begin to show elements of independence when using technology safely. Their operation of the technology will be mostly accurate. The task may require understanding of the different stages and partial understanding of the technology.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners will engage with and use skills for many types of technology devices in their day-to-day lives; these skills can be transferred to using specific technology for a specific purpose. Learners will be able to recognise many of the more usual devices but may need some introduction to devices that are less common, such as cash registers and photocopiers.

- Possible activities include:
 - guest speakers could be invited to talk about their technology skills and how these skills support them in working efficiently
 - small-group discussions of the technology that individuals use on a day-to-day basis and whether it can be used for learning or work
 - a research exercise in small teams, investigating the types of technology used for learning and work, and feeding back to the team
 - testing technology – divide the class into small groups and demonstrate how each piece of a variety of technology is used; each group is then asked to try to complete a basic task using each piece of technology
 - a field trip to a workplace or industry sector where technology is being used will emphasise how important technology is in working efficiently; talking to employees about the technology they use will give learners real insight
 - when the technology goes wrong, support learners in realising that this is quite common and that troubleshooting or getting help from professionals is widely accepted.

Developing the skills

Negotiated tasks with learners where the tasks become increasingly more complex and independently carried out.

- Possible activities include:
 - using technology for learning about another unit and producing the outcomes using technology. The tasks for learning should ideally involve multiple types of technology equipment to ensure that learners can identify different devices
 - where the course is focused on a particular sector, it would be valuable to look at technology related to that specific sector, including devices and tools that are used routinely in the workplace
 - learners should be given lots of supervision at the start and be encouraged to learn collaboratively and with others, especially through trial and error. Some level of reflection and group discussion is useful for seeing how the use of technology may be improved or to recognise its potential
 - learners should be encouraged to draw similarities between different devices and technologies, especially interfaces, recognising common characteristics for functions such as menu, on/off and start.

Embedding the skills

- Possible opportunities for embedding include:
 - designing an assessment for another unit that requires the outcome to be made with a piece of publishing or design software and reflecting on what skills have been developed, and how it would have been more complex without technology
 - teaching a unit that requires the observation or recording of how technology is used in the workplace
 - using an assessment for a unit that requires the monitoring or tracking of progress (such as budget) using technology
 - using teaching, such as role play, that requires the use of technology as part of the process.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

You have been asked to help track the progress of learners in your class. You tutor would like you to consider ways of tracking this progress and sharing it with the class using technology. You should look at several ways of doing this and check the level of your own skills. You should record your findings and test a final way of recording and sharing progress.

Suggested contexts (Music and Performing Arts)

You have been asked to help a band's head technician. She would like you to develop your skills with the technology used in a studio and record this development in a personal development folder. She would then like you to help with a stage set-up and sound check that they will video you undertaking. You should confirm with the rest of the band that they are happy with the levels and test the lighting.

Suggested contexts (Land and Animal)

You have been asked by the livestock manager on a farm to help with the animals. The farmer would like you to source online to find out about different breeds. Also, the farmer has some software for calculating animal feed quantities and animal scales that you should test. You should record your testing in order to get feedback from the farmer that you are able to work with the animals and undertake feeding. The farmer would then like you to weigh an animal and calculate the daily feed required, recording the information photographically in a file with screen grabs from the feed calculator.

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

You have been asked to look at ways of sharing information with others about a class trip.

Unit 13: Supporting Other Individuals

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in helping to support others and in their ability to review the support they offer.

Unit introduction

We all have things that we are good at and which we can help and support others with. We could support others in the workplace in using a piece of equipment or support someone in improving their skills in a sport.

In this unit, you will develop the skills needed to support others effectively. You will explore how to provide good, clear communication to help others to understand how to develop their skills. You will develop skills in how to prepare and give support to others and use these skills in an appropriate context. You will look at the importance of reviewing support and how to improve it in the future.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Provide support for an individual	A1 Identify and plan ways to give support A2 Skills to support individuals
B Review support given	B1 Reflecting on support given

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Support a peer to improve their use of a college system. (Generic)
- Support a colleague to learn a process. (Business and Retail)
- Support someone to prepare a particular food and drink. (Catering and Hospitality)
- Support a child in a learning activity. (Childcare)
- Support someone to improve a dance move. (Music and Performing Arts)
- Support someone to use a piece of media equipment. (Art, Design and Media)
- Support someone to use a piece of construction equipment. (Construction and Engineering)
- Support someone to improve their application of a style of makeup. (Hair and Beauty)
- Support a colleague to improve their social care routine. (Health and Social Care)
- Support someone using some software. (IT)
- Support someone learning how to prepare feed for a particular animal. (Land and Animal)
- Support someone learning how to conduct a simple experiment. (Science)
- Support someone learning a particular sporting skill. (Sport and Leisure)
- Support someone to improve their ability to use maps. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A3: Working with Others
- B6: Organising a Meeting
- B10: Contributing to Running an Event
- CFC12: Supporting Children's Learning Through Everyday Experiences
- HSC6: Communication Skills for Health and Social Care
- HSC10: Supporting Others to Use Adaptive Equipment Safely
- HT9: Contribute to Running a Hospitality and Tourism Event
- PA6: Designing Technical Support
- PS11: Contributing to your Community
- SP9: Assisting in a Sports Activity.

Functional Skills development opportunities

English

- Make relevant and extended contributions to discussions, allowing for and responding to others' input.

Unit content

Learning aim A: Provide support for an individual

A1: Identify and plan ways to give support

- The importance of offering support for others and impact if support is not offered.
- Identify support needs **such as**:
 - support to be offered
 - the purpose of the support.
- Considerations when preparing a plan to offer support **such as**:
 - what support to offer
 - amount of time available for support
 - resources needed.
- Identify what items are needed for the support **such as**:
 - resources to record information (pen, paper, phone, camera etc.).
- Creating a plan
 - format (handwritten, electronic)
 - key objectives.

A2: Skills to support individuals

- The role of communication to support others **such as**:
 - expressing emotions, showing understanding and feelings
 - developing new skills or ideas
 - creating and maintaining friendship
 - encouraging and reassuring, listening and supporting others.
- Using verbal communication **such as**:
 - tone
 - language
 - questioning skills.
- Using non-verbal communication **such as**:
 - eye contact
 - body language.
- Carrying out support **such as**:
 - undertaking an activity
 - mentoring a peer
 - work experience activities.

Learning aim B: Review support given

B1: Reflecting on support given

- Gathering feedback from the individual supported, **such as**:
 - conversations
 - surveys.
- Evaluating the outcome of support:
 - avoidable problems
 - unexpected situations.
- Identifying successes and areas for improvement.
- Establishing potential future support:
 - areas of focus
 - necessary resources.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Provide support for an individual</p> <p>Evidence to include examples of learners providing planned support for another individual. Evidence could be a portfolio containing video recordings, notes of meetings, email chains or another appropriate medium for the chosen assessment context.</p>	
<p>A.P1 Use limited communication skills in the support of others.</p>	<p>A.M1 Use basic communication skills in the support of others.</p>
<p>Learning aim B: Review support given</p> <p>Evidence to include a review of the support given to another individual. This might be in the form of audio or video recording, question and answer session, written document or group discussion.</p>	
<p>B.P2 Produce a limited review that identifies successes and problems related to giving support.</p>	<p>B.M2 Produce a basic review that describes successes, problems and opportunities for further support.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will show some use of communication skills when giving support. They will use communication skills related to the context but they will be narrow in scope. They will show some emerging awareness of the appropriate selection of communication methods.</p> <p>For B.P2, learners will make some generalised reference to issues and successes in a review but they will show gaps in knowledge. They will give some superficial suggestions for improvement.</p>	<p>For A.M1, learners will show a clear use of communication skills that contribute to providing support. They will demonstrate an understanding of how to use different communication related to the assessment context. They will show awareness of the appropriate selection of communication methods.</p> <p>For B.M2, learners will make relevant comments on issues and successes, with reference to feedback. They will show emerging self-reflection skills with some relevant, specific suggestions for improvement.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners will engage with different types of support and the skills associated with them. Learners will look at the impact that support can have and the importance of communication. Learners should be encouraged to identify additional ways in which to gather further information to extend their learning.

- Possible activities include:
 - group workshops on identifying and using information sources on the role of communication
 - tutor-led discussion on the importance of support
 - workshops on developing verbal and non-verbal skills
 - case studies to enable learners, in pairs or small groups, to discuss and identify support needs, and the various ways that support can be offered
 - group discussions for learners to share their own experiences of support
 - identifying talent – ask learners to think about something they are really good at and ask for suggestions of ways they might share their talent with others
 - discussions on, and scenarios of, types of support that people may need to help them achieve a task or better understand a process
 - discussions of what to do if an individual does not want to take advantage of support offered.

Developing the skills

Negotiate tasks with learners where the support tasks can become increasingly more complex and independent.

- Possible activities include:
 - compiling a checklist of approaches and things to consider or be aware of
 - using simulations (working individually, in pairs or in groups) to focus on bite-sized skills in the unit
 - exploring ways of presenting reviews such as evaluations, logs, video and audio recordings
 - spending time on how to review own performance, using peer reviews, feedback and questions to support learners in identifying what worked and what needs improving.

Embedding the skills

- Possible opportunities for embedding include:
 - using this unit as an introduction to a more substantial project such as communicating in the running of an event or performance, organising a team activity, providing work experience in a particular context
 - if work experience is part of the learning programme, learners could be encouraged to identify opportunities to negotiate and carry out support of individuals.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

Your assessment task is to provide support to a peer in the use of the college online system. You will need to plan what support you will need to provide and use your communication skills throughout the day. You will then provide a review of your contribution.

Suggested scenario (Childcare)

Your assessment task is to provide support to a colleague who is planning to provide a learning activity. You will help your colleague by gathering resources and preparing materials before the children use them. You will need to plan what support you will need to provide and use your communication skills throughout the activity. You will then provide a review of your contribution.

Suggested scenario (Music and Performing Arts)

Your assessment task is to provide support to a dancer who needs to learn a move for a performance. You will need to plan what support you will need to provide and use your communication skills throughout the performance. You will then provide a review of your contribution.

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

Your assessment task is to support the tutor in preparing materials/resources for a lesson.

Unit 14: Communicating with People

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop skills in sharing and receiving information, using different ways to communicate and engage with less familiar audiences, i.e. **not** their peers.

Unit introduction

Being able to communicate effectively with others is essential in daily life and at work. There are many different ways to communicate with others, including face to face, in small groups, using social media and printed material. To engage effectively with others, you need to develop a range of skills, including how to connect with other people through eye contact, using positive body language, careful use of words and how to communicate with people of different ages and with different individual needs.

This unit will help you to develop your communication skills so that you will have the confidence to talk to and share information with others in a suitable manner. In this unit, you will practise your verbal and non-verbal communication skills with different audiences by participating in small-group discussions and using written methods to share information.

Throughout this unit you will develop skills that will help you to review your performance. You will identify what you are good at and areas that you need to develop.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Learning aims

Learning aim	Key teaching areas
In this unit you will:	
A Explore ways to communicate with others	A1 Skills for receiving communication from others A2 Skills for sharing communication with others
B Communicate with others	B1 Skills for engaging with others

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Take part in a role play demonstrating the use of different communication methods. (Generic)
- Discuss your favourite film at a film club. (Art, Design and Media)
- Discuss a new business idea with a small audience. (Business and Retail)
- Deal with a customer complaint in a restaurant. (Catering and Hospitality)
- Communicate game-play instructions for a group of children. (Childcare)
- Discuss an engineering project with an audience. (Construction and Engineering)
- Meet customers and introduce a selection of beauty treatments. (Hair and Beauty)
- Role play talking through a plan to improve healthy lifestyles for a client. (Health and Social Care)
- Explain the benefits of responsive web design. (IT)
- Communicate a schedule for planting and harvesting for a given audience. (Land and Animal)
- Introduce a performance to the audience. (Music and Performing Arts)
- Instruct the public on safe use of a natural landmark. (Public Services)
- Introduce a science exhibit to a small group of visitors. (Science)
- Introduce the benefits of an exercise class to a potential customer. (Sport and Leisure)
- Explain the safety precautions required for travelling to a tropical country to a customer. (Travel and Tourism)

Links to Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A3: Working with Others
- B9: Presenting a Business Idea
- B12: Communicating with Customers
- CfC8: Providing a Pre-school Children's Reading Activity
- DM11: Making an Audio Recording
- HSC6: Communication Skills for Health and Social Care
- HSC8: Advising Others About Healthy Lifestyles
- HT10: Delivering Customer Service in Hospitality and Tourism
- IT6: Using Digital Communication Technologies
- PS10: Assisting Members of the Public
- SP8: Coaching Skills in Sport.

Functional Skills development opportunities

English	<ul style="list-style-type: none"> • Respond appropriately to others and make extended contributions in familiar and informal discussions and exchanges. • Use techniques to clarify and confirm understanding. • Use appropriate language in formal discussions/exchanges. • Check work for accuracy, including spelling.
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Unit content

Learning aim A: Explore ways to communicate with others

A1: Skills for receiving communication from others

- Purpose of communication, **such as**:
 - sending, receiving and sharing information
 - expressing feelings, needs and wants
 - persuading and motivating others
 - maintaining relationships, social groups, friends and colleagues.

A2: Skills for sharing communication with others

- Forms of communication, **such as**:
 - verbal communication – telephone, face to face, one to one, in groups, presentation
 - body language – facial expressions, eye contact, posture, use of hands
 - non-verbal – turn taking, active listening
 - written – websites, emails, texts, letters, CVs, notes
 - alternative methods to suit individual needs – sign language, Braille, translators, interpreters
 - visual communication – signs, symbols, images, video, lights, colour.
- Audiences, **such as**:
 - employers and colleagues
 - officials and public services
 - other learners outside of their group
 - community groups
 - customers.

Learning aim B: Communicate with others

B1: Skills for engaging with others

- Process of communicating, **such as**:
 - considering the audience
 - preparing the information
 - checking the information for mistakes or problems, **such as** spelling mistakes
 - giving information to others
 - checking that the communication is received and understood
 - ensuring that others are aware that you have understood the information
 - summarising the information.
- Adapting communication for the audience, **such as**:
 - using language appropriate to age, situation and type of person
 - using clear language and avoiding the use of jargon or colloquialisms
 - communicating at the same level as that of the audience
 - using a friendly tone of voice and pitch
 - using appropriate body language – non-confrontational, use of eye contact
 - establishing bond/rapport by showing respect
 - adapting communication to suit culture and background.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

This unit encourages learners to develop their communication skills with less familiar audiences and extending their learning from *Unit 2: Team Challenge*. Role plays and simulations may be used as long as peers are given less familiar audience roles, such as a group of parents, employers, a community group or customers.

Pass	Merit
<p>Learning aim A: Explore ways to communicate with others</p> <p>Evidence of exploring communication methods in at least two different situations, which must involve learners communicating with audiences outside of their peer group. This might include observation records of role-play scenarios and supporting video evidence, notes and email exchanges.</p>	
A.P1 Explore simple communication methods.	A.M1 Practise communication using mostly accurate methods and clear purpose.
<p>Learning aim B: Communicate with others</p> <p>Evidence of communicating with people in at least two situations, which must involve learners communicating with audiences outside of their peer group. This might include observation records of role-play scenarios and supporting video evidence, learner notes and email exchanges.</p>	
B.P2 Communicate with people in a simple way.	B.M2 Communicate with people, showing some adaptation through communication skills and checking information is understood.
<p>Guidance for assessors</p>	
<p>For A.P1, learners will explore a limited range of communication purposes and forms. Some of the communication connects to the appropriate form and purpose but there will be an emerging understanding of the relationship between purpose, form and audience that is unrefined.</p> <p>For B.P2, learners will use tentative communication with people, showing limited insight into how to adapt their use of formal language for the audience and how to use a process for communication.</p>	<p>For A.M1, learners will practise a basic range of communication. They will use accurate methods most of the time for communication. There will be a clear purpose for their communication.</p> <p>For B.M2, learners will show a partially developed ability to communicate with people. They will begin to adapt their communication to the audience and check whether the information has been passed on.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

- Possible activities include:
 - reflecting on the learning from *Unit 2: Team Challenge* (if appropriate) and the informal style of discussions before thinking about how to adapt for different or less familiar audiences
 - creating mind maps of different forms of communication (created by separate groups and then shared with the class)
 - creating a flow chart of how communication processes work
 - watching videos of how communication can go wrong, including relevant scenes or sketches from suitable films
 - a workshop on adapting the same message but for different audiences
 - a workshop on shortening long messages or saying the same thing using different words
 - inviting a guest speaker to discuss how important communication is for them
 - comparing and contrasting poor and good communication
 - sharing experiences where communication has gone wrong and how it could have been improved
 - discussions on formal and informal language use, such as text messaging with friends and interactions with less familiar people.

Developing the skills

- Possible activities include:
 - creating a flow chart of how communication processes work
 - using role play for different communication situations, including resolving conflict
 - acting out and demonstrating poor communication situations, such as not communicating politely or positively, and asking learners to describe and discuss how the communication can be improved; learners could video themselves talking and watch their body language
 - a role play on how to participate in a conversation, including listening skills
 - mind mapping what different audiences might expect from a conversation
 - working with the performing arts department with actors, showing different styles of body language to the audience
 - a workshop with exercises in communicating specific messages and getting feedback from peers
 - observing famous people being interviewed and discussing features of the conversations as a class.

Embedding the skills

- Possible opportunities for embedding include:
 - using this unit to extend the learning from *Unit 2: Team Challenge*, encouraging learners to consider how they should adapt their communication skills from working with their peers to working with less familiar audiences or customers
 - opportunities for communication throughout the course, including group discussion, peer review, presentation, question and answer sessions
 - varying the formats of the evidence submitted for each unit so that learners try different ways of communicating
 - discussing the quality of communication during workshops and activities
 - ensuring that learners review their own written communications and correct their spelling, grammar and punctuation as necessary.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

You have been asked to guide an audience of potential students on a tour of your centre as part of an open evening. You should consider what would be the best language to use to speak to them. You should have a clear idea of what you are going to explain to the audience and think about what sort of questions they might ask. You will rehearse what you are going to say with a small group from another class, to see if your guidance is understood and to get feedback from them on your communication skills.

Suggested contexts (Sport and Leisure)

You have been asked to support a sports coach in delivering a practical activity to primary school children. The coach has asked you if you could help her to think of some ideas to create an exciting session. You will need to explore the types of communication required for this type of activity, such as when promoting it to others and when delivering it. You should undertake the promotion of the activity and test it on a tutor from a different class.

Suggested contexts (Catering and Hospitality)

You are assisting with greeting and reception at the college restaurant. You should explore the type of audience you are dealing with and what type of communication you should use in customer service, including dealing with challenging behaviour. You should then meet and greet a small group of customers, giving guidance on the menu and how to order from it.

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

You have been asked to assist with a tour at a local attraction.

Unit 15: Problem Solving by Thinking Creatively

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in thinking creatively to help them be more effective in finding solutions when faced with a problem or challenge.

Unit introduction

Thinking creatively means coming up with ideas about how to solve problems. Sometimes this means having ideas about how to make something but it can also be about how to make things easier or more useful. Creative thinking is useful in all sorts of ways and is a skill that is highly valued by employers.

This unit will help you to develop the skills to think creatively. You will practise problem-solving skills, which will help you to look at and understand problems. You will develop skills that will help you to come up with new ideas. You will look at how to test your ideas so that you can choose the right one to go with.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Learning aims

Learning aim	Key teaching areas
In this unit you will:	
A Explore skills for problem solving	A1 Skills for problem solving
B Use creative thinking for problem solving	B1 Skills for generating ideas B2 Skills for testing ideas

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- In small groups, brainstorm ideas for a group fundraiser. (Generic)
- Capture ideas on paper for a new product design. (Art, Design and Media)
- In pairs, come up with an idea for a new small business. (Business and Retail)
- Create a new menu for the college restaurant. (Catering and Hospitality)
- Mind map ideas for a children's creative activity. (Childcare)
- Come up with an idea to attract more customers for MOTs. (Construction and Engineering)
- Create a design for a hairstyle competition. (Hair and Beauty)
- Create an activity to measure older adults' fitness levels. (Health and Social Care)
- Present ideas for a new website on being safe online. (IT)
- Design a flower bed to celebrate an occasion. (Land and Animal)
- Create an individual performance responding to stimuli. (Music and Performing Arts)
- A planned route on a 999 fire call out is blocked, come up with a solution. (Public Services)
- Create some ideas to promote the recycling of food products. (Science)
- Come up with ideas to get people active. (Sport and Leisure)
- Create a UK holiday guide for a passenger who is a wheelchair user. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A4: Researching a Topic
- AD8: Designing a Product
- B9: Presenting a Business Idea
- DM8: Layout Design for a Digital Product
- EN11: Producing Engineering Drawings Using CAD
- IT9: Creating a Website
- IT10 Creating a Computer Program
- PA5: Using a Stimulus for Performance
- PS9: Planning and Navigating a Route
- ASc9: Practical Actions to Protect the Environment
- SP11: Getting People Active.

Functional Skills development opportunities

English	<ul style="list-style-type: none"> • Give own point of view and respond appropriately to others' point of view. • Plan, draft and organise writing.
Mathematics	<ul style="list-style-type: none"> • Learners recognise that a situation has aspects that can be represented using mathematics.

Unit content

Learning aim A: Explore skills for problem solving

A1: Skills for problem solving

- Identifying and understanding a problem, **such as**:
 - finding out about a problem: trying out, testing, using, asking others, watching others, tasting, making, etc.
 - using the five 'Ws', including why, where, when, who, what does the thing affect?
 - empathising and discussing with others to understand the problem
 - types of problem, barrier or challenge: slow, expensive, unappealing, difficult to use, complicated, boring, wrong size, etc.
- Problem-solving techniques, **such as**:
 - knowing what people want and need
 - looking at opportunities for improvement
 - brainstorming in groups to explore issues
 - role play to explore a problem.

Learning aim B: Use creative thinking for problem solving

B1: Skills for generating ideas

- Generating ideas, **such as**:
 - by having an open mind
 - brainstorming and mind mapping
 - working in groups to bounce around ideas
 - thinking 'out of the box'
 - creative exercises – scribbling, word scrambling, drawing, using pictures
 - using mind maps/pictures to lead thinking
 - 'Thinking without Words'
 - putting unrelated things together
 - working backwards
 - looking at new opportunities, creating new opportunities, visiting new places for inspiration
 - trying historic approaches
 - seeing how others have solved similar problems.

B2: Skills for testing ideas

- Ways of testing, **such as**:
 - producing a list of possible ideas and solutions
 - comparing ideas with what is already out there
 - creating a draft or rough – model, outline, storyboard, overview, outline
 - selecting one idea or solution to try – decide on timelines, repetition required
 - trialling a new idea, trying new ways to do something
 - getting feedback – showing, sharing and talking through ideas
 - reviewing effectiveness of trial.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Explore skills for problem solving</p> <p>Evidence of exploring creative thinking, to include an understanding of the problem and the use of at least two problem-solving techniques, which may take the form of a mind map, discussion, interview, portfolio of documents, etc.</p>	
A.P1 Select simple issues related to problem.	A.M1 Outline basic issues related to problem.
<p>Learning aim B: Use creative thinking for problem solving</p> <p>Evidence of carrying out creative thinking activities that will include ideas generation and review of the idea, which may take the form of a product outcome, outline, presentation, observation records, draft etc.</p>	
B.P2 Simple use of ideas generation.	B.M2 Clear use of ideas generation and some review of your idea.
<p>Guidance for assessors</p>	
<p>For A.P1, learners will tentatively explore a simple problem that has clear issues. They will use limited problem-solving techniques in their identification of issues.</p> <p>For B.P2, learners will generate simplistic ideas that would solve a familiar given problem. The solution will show superficial understanding of the audience or be relevant in a limited way.</p>	<p>For A.M1, learners will show a partially developed understanding of the problem and how it affects people. Their description will begin to show basic exploration of a problem.</p> <p>For B.M2, learners will begin to show an understanding of how to apply ideas-generation techniques to a given problem. The solution will show a partially developed idea that is mostly logical. They will test their ideas using basic techniques.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

- Possible activities include:
 - using simple puzzles and mind games at the beginning of every session using course-related topics
 - playing 'What is it?', learners could each be given an object so that they may try to think of alternative uses for the object that are not directly related to its original intention
 - watching videos about great inventions from history and discussing the solutions as a class
 - each person in the class describing a situation or an object they have problems with and explaining how this makes them feel
 - group discussion of the stages of problem solving, recording the stages and putting them on the classroom wall for future reference.

Developing the skills

- Possible activities include:
 - identifying the stages of problem solving, where learners in small groups work through the different stages and practise with a given problem, feeding back to the class
 - giving learners scenarios that require problem solving, asking them to work in both groups and pairs to attempt to solve them using problem-solving stages and techniques, and presenting their proposed solutions to the larger group
 - giving groups of learners the same object or scenario before comparing the solutions they come up with
 - using simulations so that learners can see how different people experience problems and to develop audience empathy
 - inviting guest speakers to discuss both how they generate ideas and how they present their solutions for problems
 - using rapid prototyping in groups to come up with solutions before presenting to the class
 - exploring different techniques for testing solutions and giving formative feedback on results
 - visiting a science museum to see the history and progress of everyday objects such as motor vehicles.

Embedding the skills

- Possible activities include:
 - encouraging learners to come up with multiple ideas when they encounter a problem and to record them, ideally making clear which they think best and exploring why
 - giving feedback on creative thinking skills periodically throughout the course
 - encouraging learners to think of how others may feel or experience a problem so that learners can recognise that not everyone experiences a problem in the same way
 - practising ideas generation at the start of each assessment in a different way, such as brainstorming, putting unusual things together and working together to bounce ideas off each other
 - asking learners to describe each assessment for each unit as a problem to solve, breaking it down into smaller parts to identify practical problems and come up with solutions.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

Your centre wants to solve a problem of how to store personal items in the classroom. You have been asked to come up with solutions that would mean everyone could have their own storage while they are in class. You should look at different storage solutions and compare them to help you to understand them. You should consider multiple options for the storage. You should then come up with your own idea and test it.

Suggested contexts (IT)

You think that the computers you use at your centre are not very appealing for young people. You have been asked to come up with some new designs that would make them more appealing to a younger audience. This could be their shape, colour or materials. You should look at how computers have changed over time and explore what young people like when it comes to objects and devices. You should then come up with your own idea to make the computers more appealing and then test your idea.

Suggested contexts (Music and Performing Arts)

The local theatre group wants to find a solution to the problem of how to show the audience who plays which character in a performance. They do not want to print lots of programmes as this would be costly. You should look at ways to present information to an audience and explore different options. You should then come up with an outline of how to solve the problem, keeping a record of all of your ideas and how you arrived at that solution. You should test your idea with your peers to see if it works.

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

Your classmates are using their mobile devices in class and it is disrupting learning. You should come up with ideas of how to store the devices and how to return them to their owners easily at the end of the class.

Unit 16: Contributing to the Community

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their knowledge and skills for making a positive contribution to the community.

Unit introduction

Being part of a community is really important. A community is made up of individual members who work together. You can contribute to your community by helping people. However, you might also consider helping with the environment or animals, helping a charity or local community group, or giving others useful information that will assist them. You can use the skills and talents you have to help make a difference.

In this unit, you will learn about different types of community and how they can be supported. You will develop the skills to find out how to help the community and who might benefit from what you do. You will then go on to develop skills in making a contribution to the community.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Explore ways of contributing to the community	A1 Skills for exploring how to contribute to the community
B Contribute to your community	B1 Skills for contributing to your community

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Assist in organising an open evening for your centre. (Generic)
- Create a garden design for an identified community group. (Art, Design and Media)
- Work with others to organise a fundraising activity for a new enterprise. (Business and Retail)
- Contribute to a meal for a local community kitchen. (Catering and Hospitality)
- Create a play resource for a children's after-school club. (Childcare)
- Work with a local community centre to carry out minor repairs. (Construction and Engineering)
- Provide a face-painting activity at a local event. (Hair and Beauty)
- Create a leaflet to raise awareness of the issues of isolation in care homes. (Health and Social Care)
- Create the interface of an app for your community centre. (IT)
- Make a poster to promote the work of a local animal-rescue centre. (Land and Animal)
- Provide musical entertainment at a fair to raise funds for a charity. (Music and Performing Arts)
- Produce a presentation on safety in the home for your class. (Public Services)
- Raise awareness in your community of local animals and their habitats. (Science)
- Create a leaflet to raise awareness of local amenities for young people. (Sport and Leisure)
- Create an event that celebrates a local landmark and its history. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A2: Working with Others
- AD9: Planning and Marketing an Exhibition
- ASc9: Practical Actions to Protect the Environment
- B10: Contributing to Running an Event
- CfC10: Providing a Children's Creative Activity
- HSC8: Advising Others About Healthy Lifestyles
- LBS9: Caring for and Keeping Plants Healthy
- PS11: Contributing to Your Community
- SP9: Assisting in a Sports Activity.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Follow the main points of discussions.• Use organisational features to locate information.• Use techniques to clarify and confirm understanding.• Make relevant contributions, allowing for and responding to others' input.
Mathematics	<ul style="list-style-type: none">• Understand practical problems in familiar contexts and situations.• Complete simple calculations involving money and measures.• Use simple checking procedures.

Unit content

Learning aim A: Explore ways of contributing to the community

A1: Skills for exploring how to contribute to the community

- Types of community, **such as**:
 - people who share a common experience – life, work, illness etc.
 - people who share a common attribute – faith, culture etc.
 - local community – people who live close to each other
 - online community – people who come together online with a particular focus
 - community centre – a place for working together.
- Ways of finding out how to help the community, **such as**:
 - considering ways of helping others
 - considering the benefits for others
 - looking at what organisations do for communities
 - talking to people who work for charities
 - visiting a community centre or online communities
 - looking at the community itself and making own observations
 - asking others – peers, professionals, friends, public
 - taking ideas from other community projects.
- Benefits for others, **such as**:
 - personal benefits – inspiration, knowledge and advice, empathy
 - physical benefits – sustenance, shelter, warmth, clothes
 - medical benefits – research, treatment, cure.

Learning aim B: Contribute to your community

B1: Skills for contributing to your community

- Contributing to your community, in ways **such as**:
 - raising awareness
 - publicity, promotion and advertising
 - events and gathering
 - promotion – flyers, brochures, posters, films, stickers etc.
 - financial contribution
 - raising money through sponsorship, donation or sales
 - volunteering and charity work
 - supporting contribution
 - providing a service or an activity for others
 - listening, talking and providing company
 - education and mentoring
 - community networks and groups
 - contributing through making
 - food and beverages
 - furniture, objects and spaces
 - clothes, blankets and materials
 - artwork – murals and sculptures etc.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Explore ways of contributing to the community</p> <p>Evidence of exploration of the community, such as a folder of information on the community, copies of information from other charities and notes on own ideas for personal contribution.</p>	
<p>A.P1 Select a community contribution opportunity and recognise its benefits.</p>	<p>A.M1 Explore a community contribution opportunity and outline its benefits.</p>
<p>Learning aim B: Contribute to your community</p> <p>Evidence of contributing to your community such as observation records, photographs of an activity and evaluation discussion, feedback from others.</p>	
<p>B.P2 Carry out a simple contribution to the community.</p>	<p>B.M2 Carry out a basic contribution to the community.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will tentatively find out about an opportunity to contribute to the community. They will identify some of the benefits that the opportunity may give to the community, which may have some obvious gaps or superficially drawn conclusions.</p> <p>For B.P2, learners will tentatively work towards contributing to the community, carrying out given tasks with some assistance.</p>	<p>For A.M1, learners will have a partially developed idea of how to contribute to the community, based on their findings from exploration. They will summarise the benefits that the opportunity may give to the community.</p> <p>For B.M2, learners will clearly work towards contributing to the community, taking partial responsibility for tasks.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners may have experience of, or know someone close to them, who has experience of, the issues covered in the learning content. Learners can share and discuss this valuable experience.

- Possible activities include:
 - researching in small teams or as individuals to find out how groups, charities and local organisations contribute to the community
 - using role play and experiential learning to explore the accessibility of community facilities for those with particular needs. Guest speakers from different community groups could talk about the work of their group and how it contributes to the community
 - talks from learners who are members of community groups, they can share what they can about their role in the group and how they help the community
 - talks from learners who belong to a group that supports work in the community and who are about to participate in an activity that would provide sufficient evidence for this unit, for example the British Red Cross, uniformed organisations
 - discussions of case studies/scenarios of individuals or families in the community, highlighting the particular needs that learners have found.

Developing the skills

Learners participate in tasks that become increasingly more complex and independently carried out.

- Possible activities include:
 - case-study discussions based on articles in the media about community issues, followed by discussions on personal opinions and ideas for solutions
 - using online videos to show examples of good practice when contributing to the community for example how people work together to create a new garden or room in a house for a person in challenging circumstances
 - guest speaker talks from those who have been beneficiaries of community or charity work, outlining how it has impacted on their lives
 - workshop exercises to develop the practical skills required to enable contribution to the community (workshop content dependent on the materials needed, for example software skills for posters)
 - discussions of case studies of particular community organisations and how they support community groups
 - feedback from the community on ongoing progress on the success of the organisation.

Embedding the skills

Learners will begin to recognise that the skills and behaviours used to achieve this unit are relevant in all areas of life.

- Possible opportunities for embedding include:
 - using the skills and behaviours learned from other units such as *Unit 2: Team Challenge*
 - group discussion to highlight where and how the skills and behaviours learned in this unit can be transferred to other areas of work or learning
 - ensuring that assessment of all units in the course contains elements of equality and diversity knowledge and understanding
 - introduction of equality and diversity code of conduct during induction
 - ensuring that learning materials are balanced and reflect diversity
 - where work experience is a feature of the course, encouraging learners to identify the positive contributions they made to the placement.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit. It is anticipated that learners will carry out an activity that contributes to the community. They can carry this out on their own with a local organisation, as part of work-experience, if appropriate, or as a class activity to support an area of the community.

Suggested contexts (Generic)

You have been asked to organise a fundraising walk for an identified community group. You must find out the arrangements for the event, what the event is in aid of and what part of the community it will benefit. You will then carry out your role on the day. In a folder, put together information about the event and the contribution you will make. You will also need a reference or observation record from your supervisor or tutor explaining how you contributed to the event.

Suggested contexts (Music and Performing Arts)

Your performing arts group will put on a short performance for a group of learners with disabilities. You must find out about the group and how they may benefit from a drama performance. You will need to carry out your part of the performance and put together information about the event and the contribution you made. You will also need to have a reference or observation record from your supervisor or tutor explaining how you contributed to the event.

Suggested contexts (Health and Social Care)

You are carrying out work experience in a residential home for older adults. Gather information about the work you do, your responsibilities, who you report to and how you are contributing to the community in the residential home. In a folder, put together information about the work and the contribution you make. You will need to evaluate your work and obtain an observation record from your tutor to verify your contribution.

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

You have been asked to contribute to work being carried out to raise awareness of all of the local charities in your area.

Unit 17: Managing Time

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in time management and planning, which will help them to be more effective on a day-to-day basis.

Unit introduction

People and businesses expect us to be punctual and on time, and projects and activities need to take place within a timeframe. For all of these, someone has to take responsibility and ownership of the use of time, planning ahead and considering the impact on others of not managing time effectively.

This unit will help you develop new skills and techniques for managing your time more effectively. You will review how you use your time and make decisions about how to improve your time and punctuality. You will practise how to use time effectively, how to plan and set goals, how to organise time and how to monitor and review your progress.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Develop time-management skills	A1 Skills for improving use of time
B Use time-management skills for a given task	B1 Skills for using time-management tools for a given task

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Produce and track a personal timetable for a period of time. (Generic)
- Create and track a schedule for a video production. (Art, Design and Media)
- Develop and track a schedule for a business plan. (Business and Retail)
- Develop and track a schedule for an event. (Catering and Hospitality)
- Develop and track a schedule for a childcare activity. (Childcare)
- Develop and track a small construction project. (Construction and Engineering)
- Prioritise the steps in giving a manicure. (Hair and Beauty)
- Plan and monitor the organisation of making healthy snacks. (Health and Social Care)
- Develop and track a schedule for an IT project. (IT)
- Develop and monitor an animal feed plan. (Land and Animal)
- Schedule the promotion of a music event and monitor progress. (Music and Performing Arts)
- Create a schedule for a team activity and monitor the progress. (Public Services)
- Develop and track a schedule for a time-based experiment. (Science)
- Set and monitor time-based goals for a sports team. (Sport and Leisure)
- Plan and record observations on a day out. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A2: Developing a Personal Progression Plan
- A3: Working with Others
- AD9: Planning and Marketing an Exhibition
- B6: Organising a Meeting
- B10: Contributing to Running an Event
- HT9: Contribute to Running a Hospitality and Tourism Event
- LBS9: Caring for and Keeping Plants Healthy
- PS9: Planning and Navigating a Route
- SP10: Contributing to Running a Sports Event.

Functional Skills development opportunities	
English	<ul style="list-style-type: none"> • Make relevant contributions, allowing for and responding to others' input. • Obtain specific information through detailed reading. • Plan, draft and organise writing. • Sequence writing logically and clearly.
Mathematics	<ul style="list-style-type: none"> • Round to the nearest 10 or 100. • Understand, estimate, measure and compare length, capacity, weight and temperature. • Complete simple calculations involving money and measures. • Extract, use and compare information from lists, tables, simple charts and simple graphs.

Unit content

Learning aim A: Develop time-management skills

A1: Skills for improving use of time

- Think about your use of time:
 - calculate the time spent on activities – study, work, rest, clean, socialise, sports activities, hobbies etc.
 - consider where time can be saved on a day-to-day basis
 - punctuality management, **such as**
 - leave early
 - expect delays, **such as** traffic hold ups
 - prepare materials the day before an event
 - identify causes of poor punctuality **such as** late nights, not preparing etc.
 - consider the impact of being late, including on yourself, on others, on a given task.
- Using personal goals and tasks to help time management:
 - break down tasks into separate parts
 - order tasks chronologically and based on importance
 - remove irrelevant tasks
 - set goals or targets, **such as**
 - SMART targets (specific, measurable, achievable, realistic, time-based)
 - having short-, medium- and long-term goals.

Learning aim B: Use time-management skills for a given task

B1: Skills for using time-management tools for a given task

- Tools and technology, **such as**:
 - alarms and repeat alarms
 - reminders and repeat reminders
 - calendar entry
 - sticky notes/notes/labels.
- Planning ahead using formats, **such as**:
 - progress tracker
 - visual aids, **such as** notices and posters
 - schedule/timetable
 - 'to do' lists and checklists.
- Managing time and reviewing, **such as**:
 - monitoring time use
 - using rewards for motivation to help with time management, **such as**: treats and breaks
 - updating, reporting and reviewing
 - adjusting plan based on remaining time and feedback.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Develop time-management skills Evidence to include a portfolio of materials related to time tracking and target setting.</p>	
<p>A.P1 Develop simple time-management skills.</p>	<p>A.M1 Develop time-management skills using personal goals.</p>
<p>Learning aim B: Use time-management skills for a given task Evidence to include a record and review over a period of time, with evidence of the use of tools and techniques to keep to time.</p>	
<p>B.P2 Use simple time-management skills for a given task.</p>	<p>B.M2 Use a basic range of time-management skills for a given task and review progress.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will attempt to develop their time-management skills. They will identify any isolated problems that arise with their time management and punctuality. There will be tentative evidence of exploring a narrow range of techniques.</p> <p>For B.P2, learners will attempt to apply a limited range of two or more time-management skills to support their progress for a given task. Some use of time-management tools and techniques will be simplistic, and plans or preparation may be unrefined.</p>	<p>For A.M1, learners will develop their time-management skills. They will identify any basic problems that arise with their time management and punctuality. There will be some relevant evidence of exploring a basic range of techniques and use of self-set personal goals to review their progress on one or more occasion.</p> <p>For B.M2, learners will apply a basic range of time-management skills to support the progress of a given task. Some use of time-management tools and techniques will be partially developed. There will be a partial review of progress in monitoring in order to revise progress.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Time-management skills are best introduced at the beginning of any course, possibly during an induction course. Once introduced to the idea of time-management skills, learners should be encouraged to practise and develop them throughout their course of study.

- Possible activities include:
 - small-group discussions on why time management is important, with individual reflection on personal skills
 - learners individually formulating personal goals for the short-, medium- and long term – along the lines of ‘Where do you want to be in two years’ time?’
 - ongoing tutorials to review personal goals
 - creating personal timetables in which learners include all aspects of their life, during induction, with the tutor reviewing the timetables
 - raising learners’ self-awareness, as it is key to time management, with learners identifying their strengths and areas for improvement. Discussions about where and when learners like to work all contribute to understanding what is needed to improve individual time management
 - using and monitoring individual journals in which information about time keeping and meeting deadlines is kept. This information can be presented as a chart, which learners can then discuss in a tutorial.

Developing the skills

As the course progresses, learners should start to integrate time management into their everyday lives.

- Possible activities include:
 - discussion of scenarios that have implications if time is not managed effectively, such as rail engineering works and the impact on commuters, customer satisfaction in a restaurant where the service is slow, missing out on a job opportunity because you were late for the interview
 - learners being encouraged to update and review personal plans on a regular basis
 - timetables being reviewed and updated; small-group discussions could help in carrying out peer reviews of how well timetables are working
 - highlighting and documenting particular time-management skills (where required in specific sectors)
 - setting goals for specific projects – timelines, deadlines, important milestones during project progress, tracking using technology, review dates and incorporating feedback
 - using large visual aids in the classroom or workshop as reminders of progress for learners
 - ongoing discussions about how well individuals are managing their time. Commentary from induction should be reviewed as the course progresses and learners become more able and confident in time-management skills.

Embedding the skills

- Possible activities include:
 - learners being encouraged to share personal plans and reviewing whether their goals are/were realistic or not; updates and reviews should take place on a regular basis
 - activities from other units that offer opportunities to assess time management, especially if focusing on specific sector skills, such as timing in a kitchen, feeding times in animal care, timing for experiments, hair treatments. Evidence could be generated, tracked and witnessed in specific sector units
 - preparing for work experience or job interviews, where learners need to plan and prioritise to arrive on time and be prepared.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested contexts (Generic)

You have been asked to produce a tracking document that outlines your personal use of time, taking into account how much time you spend studying, socialising, travelling etc. for a two-week period. You will need to identify ways in which you can save and be more efficient with your use of time. You need to think about balancing your study and social commitments, as well as allowing time for rest and relaxation. When considering ways to improve how you use time, identify at least **two** approaches or techniques to help you.

Suggested contexts (Land and Animal)

You help at a riding stable at the weekend and are expecting to have several new horses to look after. The manager cannot take on more helpers so would like you to work out how to improve time management of duties in the stable. You should break down your duties into separate parts and look at different ways in which you could save time or complete more tasks in the same period. Once you have decided on your time-management methods, you should use and make a plan for your duties, recording your progress and improvement over several weeks.

Suggested contexts (Catering and Hospitality)

You work in a kitchen on a specified station and the head chef has given you an extra station to cover. The head chef would like you to work out how to improve the time management of duties in the kitchen. You should break down your duties into separate parts, look at different ways you could save time and complete the tasks. Once you have decided on your time-management methods, you should make and use a plan for your duties, recording your progress and improvement over several weeks.

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

You have been set a project and need to schedule it for efficient use of time.

Unit 18: Responding to a Situation

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in decision making, problem solving and reflection.

Unit introduction

Have you ever had to make a quick decision? Have you come across possible problems and had to rethink your approach in order to get a task done? There are times in our lives when we need to make choices and act on them quickly. The ability to review and reflect on the decisions and risks taken is also important. Looking at what worked and what did not work allows us to improve our decision making and responses to situations.

This unit uses a brief as a way to get you thinking creatively about a response to a given situation. Briefs can contain information that can be used to generate ideas and/or to help inspire creativity. A brief could include elements such as photographs, music, videos, information, articles and lists of food ingredients. You will develop skills in making decisions based on a given brief and learn how to apply those skills to produce an appropriate response. You will learn how to work with a variety of briefs, how to develop your creativity skills and how to carry out a variety of tasks.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Respond to a given brief	A1 Skills for responding to a brief
B Review your performance	B1 Skills for self-reflection and future improvement

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Plan a day out using given information. (Generic)
- Create a piece of art using given materials. (Art, Design and Media)
- Complete office tasks in response to an email. (Business and Retail)
- Prepare and cook a meal using given ingredients. (Catering and Hospitality)
- Devise a story using children's toys. (Childcare)
- Make a product using given tools and materials. (Construction and Engineering)
- Create a mood board in response to a given theme. (Hair and Beauty)
- Devise an activity for others using given materials. (Health and Social Care)
- Design website pages to promote a new product or service. (IT)
- Match animals to their feed. (Land and Animal)
- Devise a performance using a selection of given props. (Music and Performing Arts)
- Compile a family profile using household waste. (Public Services)
- Investigate a crime scene. (Science)
- Devise a game/activity using a selection of sports equipment. (Sport and Leisure)
- Plan a budget holiday using given brochures and/or web addresses. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- AD5: Creating an Art Image
- AD10: Creating a Mood Board
- ASc12: Investigating Crime Scene Evidence
- B8: Creating a Visual Display
- ENG8: Assembling Electronic Circuits
- HT5: Preparing and Cooking Food
- IT9: Creating a Website
- PS8: Responding to an Incident
- PA6: Using a Stimulus to Create a Performance.

Functional Skills

English	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Use techniques to clarify and confirm understanding.
Mathematics	<ul style="list-style-type: none"> • Apply mathematics to obtain answers to simple given practical problems that are clear and routine. • Interpret and communicate solutions to practical problems in familiar contexts and situations.

Unit content

Learning aim A: Respond to a given brief

A1: Skills for responding to a brief

- Types of brief, **such as**:
 - situations – familiar situations relevant to the sector, role play or realistic
 - requests from – client, audience, manager, team
 - objects – inspirational objects, similar objects, objects relevant to the task.
- Interpreting and understanding the brief.
- Identifying how to respond to the brief, **such as**:
 - formulating ideas
 - planning.
- Identifying any restrictions, **such as**:
 - time constraints
 - available materials
 - costs.
- Thinking creatively.
- Decision making.
- Anticipating problems.
- Providing solutions.
- Working within a given time frame.
- Keeping on task.
- Demonstrating resilience.
- Deciding how to present the response.
- Communicating with others.

Learning aim B: Review your performance

B1: Skills for self-reflection and future improvement

- Ways to record self-reflection and improvement, **such as**:
 - evaluation form
 - personal reflective log
 - audio or video log
 - question and answer session.
- Self-reflection.
- Critical thinking, **such as**:
 - individual contribution
 - success and issues with response
 - responding to feedback from others.
- Identifying different approaches.
- Evaluating what went well and what could have been better:
 - future improvements
 - understanding why problems occurred
 - knowing how to avoid problems in the future.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Respond to a given brief</p> <p>Evidence must include examples of learners applying skills in response to a previously unseen given brief. This might be evidenced by a video recording of a workshop or a role play, or another medium appropriate for the chosen assessment context.</p>	
<p>A.P1 Respond to briefs with a limited use of skills.</p>	<p>A.M1 Respond to briefs with basic use of skills.</p>
<p>Learning aim B: Review your performance</p> <p>Evidence must include a review of the response. This might be in the form of an audio or video recording, a question and answer session, a written document or a group discussion.</p>	
<p>B.P2 Produce a limited review that identifies successes and problems.</p>	<p>B.M2 Produce a basic review that describes successes, problems and areas for improvement.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will show some use of skills in response to briefs. They will demonstrate emerging skills related to the assessment context. They will show some emerging awareness of the appropriate selection of skills.</p> <p>For B.P2, learners will make some generalised reference to issues and successes in a review but they will show gaps in knowledge. They will give some superficial suggestions for improvement.</p>	<p>For A.M1, learners will show clear use of skills that contribute to the response to briefs. They will demonstrate an understanding of the application of skills related to the assessment context. They will show awareness of the appropriate selection of skills, with some elements of independence.</p> <p>For B.M2, learners will make relevant reference to issues and successes, with reference to feedback. They will show emerging self-reflection skills, with some relevant specific suggestions for improvement.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners will engage with a variety of briefs drawn from everyday life and their chosen vocational sector. Learners will need to be given the opportunity to develop their skills in interpreting the briefs and planning their responses.

- Possible activities include:
 - small-group discussions on how an image makes learners feel/react
 - a research exercise focusing on what inspired a project, such as a piece of artwork, a performance, a new product design or a building
 - tutor-led discussion on why thinking creatively, making decisions and anticipating problems are skills worth developing
 - a discussion of scenarios where a quick decision had negative consequences, identifying in groups what learners would do differently to ensure a more positive result
 - tutor input on anticipating problems with follow-up discussions on solutions such as: better use of time, being clear about the brief, making 'right' decisions.

Developing the skills

Learners carry out tasks that become increasingly more complex and independently carried out. Possible activities include:

- where possible, broadening the range of briefs that learners are given and asking for immediate responses on how they would use them as a stimulus
- compiling a checklist of approaches and things to consider or to be aware of
- giving learners opportunities to work individually and in pairs and groups on tasks that focus on bite-sized skills in this unit
- exploring ways of presenting reviews such as using evaluations, logs, video and audio recordings
- spending time on how to review their own performance, using peer reviews, feedback and questions to support them in identifying what worked and what needs to be improved.

Embedding the skills

Possible opportunities for embedding include:

- using this unit as an introduction to a more substantial project, such as preparing and cooking meals and healthy snacks, creating an art exhibition, designing a communal garden
- where work experience forms part of the course, asking learners to consider what kind of tasks they might be given without warning and how they might respond.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Catering and Hospitality)

Your assessment task is to prepare and cook a meal. On the day of your assessment you will be given the ingredients for your meal. You will be given 10 minutes to note some ideas and think through your planning before preparing and cooking your meal. When you have finished, you will need to review how you did and what you would do differently next time. You should complete a personal log to capture your thoughts.

Suggested context (Music and Performing Arts)

Your assessment task is to rehearse and present a short improvisation with a partner. On the day of your assessment, your tutor will give you a selection of props that you need to use in your performance. After the performance, you need to reflect on how you did and what could have been improved. Record your thoughts in a personal log or short video.

Suggested context (Public Services)

Your assessment task is to uncover clues and examine evidence at a crime scene scenario. Your tutor will give you a set time to examine the scene. You will need to draw some conclusions and feed them back to your tutor. You will also need to reflect on how you did and what you could have improved on. Record your thoughts in a personal log or on an evaluation sheet.

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

The task could be the same as above with a different range of materials to respond to.

Unit 19: Health and Wellbeing for the Workplace

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop skills to improve their health and wellbeing in their day-to-day activities and in preparation for the workplace.

Unit introduction

Health and wellbeing is very important in day-to-day life. We all know how much harder it can be to do anything when we are ill or unhealthy. Our mental wellbeing can also affect our ability to learn and think effectively. For example, when we feel upset or bad about ourselves, we may find it hard to make decisions or to find the motivation to do things. So, having good physical and mental health and wellbeing is important for us if we are to avoid becoming ill and to improve our ability to work and learn.

In this unit, you will work on your own physical and mental health and wellbeing. You will explore how you look after yourself and how it may have an impact on your health.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Develop personal health	A1 Skills for staying healthy A2 Skills for maintaining personal hygiene
B Develop personal wellbeing	B1 Skills for maintaining personal wellbeing

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Record own health and wellbeing and small improvements in a diary. (Generic)
- Consider how creative activities may help develop personal health and wellbeing. (Art, Design and Media)
- Consider how working in an office may impact on personal health and wellbeing. (Business and Retail)
- Consider how working in a kitchen may impact on personal health and wellbeing. (Catering and Hospitality)
- Consider the demands of working in care and how it may impact on personal health and wellbeing. (Childcare)
- Demonstrate tasks carried out in the workshop and their impact on personal health and wellbeing. (Construction and Engineering)
- Make plans to ensure that providing a treatment does not impact on personal wellbeing. (Hair and Beauty)
- Anticipate the physical demands in a care home and plan to ensure physical and mental wellbeing is maintained. (Health and Social Care)
- Investigate the impact on personal wellbeing when installing IT equipment. (IT)
- Demonstrate how to safely restrain an animal. (Land and Animal)
- Consider the impact of performance on health and wellbeing. (Music and Performing Arts)
- Consider the personal impact of witnessing a fatal accident. (Public Services)
- Carry out an investigation into how exercise affects the body. (Science)
- Develop health and wellbeing through physical exercise. (Sport and Leisure)
- Respond to a complaint that ensures limited negative impact on personal wellbeing. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A2: Developing a Personal Progression Plan
- A4: Researching a Topic
- HSC8: Advising Others About Healthy Lifestyles
- CfC5: Providing an Activity to Support Children's Emotional and Social Needs
- CfC11: Providing a Children's Physical Activity
- HSC8: Advising Others About Healthy Lifestyles
- HT5: Preparing and Cooking Food
- PA11: Personal Preparation for Performance
- PS12: Taking Part in Sport and Adventurous Activities
- SP5: How Exercise Affects the Body
- SP12: Keeping Active and Healthy.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Make relevant and extended contributions to discussions, allowing for and responding to others' input.• Read and understand texts in different formats using strategies/techniques appropriate to the task.• Use basic grammar, including appropriate verb-tense and subject-verb agreement.
Mathematics	<ul style="list-style-type: none">• Extract, use and compare information from lists, tables and simple charts and graphs.• Recognise and describe number patterns.

Unit content

Learning aim A: Develop personal health

A1: Skills for staying healthy

Ways of maintaining a physically healthy lifestyle.

- Creating a daily healthy lifestyle.
- Taking part in regular exercise, **such as**:
 - walking, jogging, sporting pursuits, going to the gym etc.
- Eating a balanced diet, **such as**:
 - having regular healthy meals
 - avoiding lots of sugary sweets and drinks
 - avoiding fatty foods
 - eating lots of healthy fruit and vegetables
 - consuming lots of water each day.
- Checking our personal health, **such as**:
 - heart rate
 - blood pressure
 - body weight.
- Effects of smoking on your health.

A2: Skills for maintaining personal hygiene

Importance of maintaining personal hygiene and how to avoid the transfer of germs.

- Washing hands regularly after using the toilet and throughout the day.
- Taking daily showers/baths.
- Brushing teeth regularly.
- Brushing and washing your hair regularly.
- Changing clothes regularly after work or physical activity.
- Washing clothes daily and after work or physical activity, **such as**:
 - socks
 - underwear.
- Cleaning nails and clipping them regularly.

Learning aim B: Develop personal wellbeing

B1: Skills for maintaining personal wellbeing

Looking at different types of wellbeing.

- Physical wellbeing, **such as**:
 - following an adequate sleep pattern
 - taking part in regular physical activity
 - improving lifestyle choices, **such as** avoid eating too much, not smoking, regular exercise.
- Social wellbeing, **such as**:
 - the importance of making friends
 - being respectful to others
 - joining others with similar interests.
- Emotional wellbeing, **such as**:
 - being positive about current and future personal goals
 - learning about new experiences, **such as** knowledge, skills, emotions, behaviour, stress
 - being creative and making things.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Develop personal health Evidence of activities undertaken to develop skills, such as a portfolio of notes, photographs, media footage, observations of tasks.</p>	
A.P1 Develop simple ways to stay healthy.	A.M1 Develop a range of basic ways to stay healthy.
<p>Learning aim B: Develop personal wellbeing Evidence of activities undertaken to develop skills, such as a portfolio of notes, photographs, media footage, observations of tasks.</p>	
B.P2 Develop simple methods for improving physical, social and emotional wellbeing.	B.M2 Develop a range of basic methods for improving physical, social and emotional wellbeing and show links between these.
<p>Guidance for assessors</p>	
<p>For A.P1, learners will attempt to develop a limited range of two or more ways to stay healthy, some of which may be arbitrary. Examples include a type of food that could be eaten as part of a healthy diet or an exercise that could help improve personal health.</p> <p>For B.P2, learners will attempt to improve one or more ways to develop their physical, social and emotional wellbeing.</p>	<p>For A.M1, learners will develop different ways to stay healthy. They will show an awareness of personal interests and link this with specific skills. Examples include two or more types of exercise that could help to improve personal health or a type of food that could be eaten as part of a healthy diet.</p> <p>For B.M2, learners will show relevant evidence of exploring methods for improving one or more ways to develop their physical, social and emotional wellbeing. They will show a clear awareness of how they link together to improve overall wellbeing.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

Learners need to understand the purpose of the unit and the skills they are going to need to be able to develop their physical health and mental wellbeing.

It may be useful to introduce physical health before moving into physical, social and emotional wellbeing. While the two learning aims impact on each other, learning about them separately during the introduction will make the concepts and skills more manageable for learners.

- Possible introduction activities include:
 - watching short videos that demonstrate case studies of changing lifestyles, followed by discussions and mind mapping in groups where learners identify the changes that were made and the impact they had
 - inviting guests from different businesses who can talk about physical health and wellbeing of their employees, followed by an opportunity for learners to ask questions
 - visiting a fitness centre to be shown the facilities and talk to fitness instructors about health and activity. This will give learners opportunities to try out equipment and hear from the instructor about health and wellbeing.

Developing the skills

The potential to develop physical health and wellbeing is very broad. Learners' interests may be diverse, with some preferring to concentrate on physical aspects and others on the different types of wellbeing. It may be useful, therefore, to test out a wide range of methods that focus on different areas. Different approaches for developing the skills may include:

- learners checking and recording their own physical health and reflecting on their physical wellbeing
- learners reflecting on their daily hygiene routine and commenting on its success and/or areas for improvement. Learners could research healthy hygiene routines and try to understand how they can be achieved
- learners keeping a diary of their social and emotional wellbeing in the classroom over a period of time; they could then comment on how they felt throughout a given period of their course
- vocational scenarios or tasks, with learners discussing the physical and mental demands they present.

Embedding the skills

If learners can make a connection between having a healthy life and performing well, then the skills in this unit will be relatively easy to embed.

- Any other units that learners engage with can be reviewed in terms of how learners' health and wellbeing may have impacted on the outcomes.
- Learners could discuss how they would perform a task with a poor lifestyle. They could then set themselves a plan for developing physical health and mental wellbeing while performing the task.
- For each task on the course, learners could be asked to identify and agree to make small changes to their lives that would improve their performance.
- Where work experience is an element of the course, learners could examine the physical, emotional and mental demands that certain tasks require and identify how to manage them.

Suggested assessment activities

The assessment activities for this unit should be practical and skills based, and should draw on learning from the unit.

Suggested context (Generic)

Your task is to develop ways to improve your personal health and wellbeing in your day-to-day life by identifying ways to improve and maintain your health. You will need to outline steps towards making these improvements. You will need to provide evidence in the form of a portfolio.

Suggested context (Construction and Engineering)

Your task is to develop ways to improve your personal health and wellbeing in the workshop. You will consider a range of activities in an engineering sector and provide evidence in the form of a portfolio.

Suggested context (Health and Social Care)

Your task is to develop ways to improve your personal health and wellbeing in a care setting. You will consider a range of activities in health and social care and provide evidence in the form of a portfolio.

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

Your task is to develop ways to improve your personal health and wellbeing through physical exercise. You will consider a range of activities and provide evidence in the form of a portfolio.

Unit 20: Using Guidance

Level: **E3**

Unit type: **Optional**

Guided learning hours: **40**

Unit in brief

Learners will develop their skills in using guidance to follow instructions, processes and procedures.

Unit introduction

Guidance on how to do things can take many forms. Guidance can be instructions that your manager or tutor gives you or it can be written or visual instructions on how to do things. The steps you are given in the guidance may be visual. For example, if you are building a piece of flat-pack furniture the guidance may include pictures in order of what you need to do next. Alternatively, the steps may be written like a recipe for you to follow or there might be a video to watch and listen to. This unit develops the skills you need to be able to make the most of using guidance. You will learn to follow a process successfully, follow instructions in the given order and develop understanding of how to check that you are doing things properly.

The skills you develop in this unit will help you to progress from Level Entry 3 study to Level 1 study. The skills will also help you to prepare for employment.

Unit summary

Learning aim	Key teaching areas
In this unit you will:	
A Explore the use of guidance to help complete a task	A1 Guidance to help complete tasks
B Use guidance to help complete a task	B1 Using guidance and reviewing the process

Contexts and links

This section includes delivery contexts, unit links with BTEC Introductory Level 1 units and Functional Skills development opportunities. Delivery contexts can be adapted for all vocational sectors.

Delivery contexts

This unit can be taught through either a vocational sector context or a generic context. Examples are given below of how assessment of this unit could be contextualised for each sector.

- Use a manufacturer's manual to get a piece of household equipment working. (Generic)
- Tie dye material, following the required process. (Art and Design)
- Use a process to set up your work station safely. (Business and Retail)
- Use a recipe to make a simple dish. (Catering and Hospitality)
- Help children to follow a process for handwashing. (Childcare)
- Find out about the construction process for building a simple wall. (Construction and Engineering)
- Follow instructions for preparing a hair treatment. (Hair and Beauty)
- Find out about the process for using a simple piece of adapted equipment. (Health and Social Care)
- Use a process to close down a computer safely. (IT)
- Follow a process to care for an animal or plant. (Land and Animal)
- Follow stage directions from an extract of a play. (Music and Performing Arts)
- Prepare and carry out a simple scientific experiment. (Applied Science)
- Navigate a route using a map. (Public Services)
- Use guidance when setting up equipment. (Sport and Leisure)
- Follow a work process. (Travel and Tourism)

Links to BTEC Level 1 Introductory units

This unit shares content topic links with BTEC Level 1 units when delivered in the appropriate context. These shared content topic links allow flexible delivery of content:

- A1: Being Organised
- A3: Working with others
- ASc6: Carrying out a Scientific Experiment
- ASc10: Making a Chemical Product
- B10: Contributing to Running an Event
- CON10: Making Minor Repairs in a House
- ENG6: Manufacturing an Engineered Product Using Hand Tools
- ENG12: Carrying Out Routine Service Tasks on a Motor Vehicle
- HT5 Preparing and Cooking Food
- HT10: Delivering Customer Service in Hospitality and Tourism
- PS6: Taking Part in Fitness Testing.

Functional Skills development opportunities	
English	<ul style="list-style-type: none">• Understand the main points of texts.• Obtain specific information through detailed reading.• Read and understand texts in different formats using strategies/techniques appropriate to the task.
Mathematics	<ul style="list-style-type: none">• Understand practical problems in familiar contexts and situations.• Obtain answers to simple given practical problems that are clear and routine.

Unit content

Learning aim A: Explore the use of guidance to help complete a task

A1: Guidance to help complete tasks

- Types of guidance, **such as**:
 - instruction
 - process
 - procedure
 - rules.
- Format of guidance, **such as**:
 - process plans, flow chart, checklist, numbered guidance
 - visual guidance – illustrations and numbering to build flat-pack furniture, illustrations and arrows to help set up IT equipment, signs, navigation charts
 - digital guidance – screen guidance for setting up a phone or app
 - written processes – recipes, operation manuals such as setting a clock on a home oven
 - verbal instructions – manager, instructor, teacher, mentor.

Learning aim B: Use guidance to help complete a task

B1: Using guidance and reviewing the process

- Preparation, **such as**:
 - taking time to understand the process before starting the task
 - preparing material, resources or tools
 - assessing own skills or physical ability to be able to complete the task
- Using guidance, **such as**:
 - using health and safety and personal protective equipment required to complete the task
 - asking for help and guidance if unsure of aspects of the process
 - following the process in the given order.
- Reviewing your use of guidance:
 - checking progress
 - recognising faults
 - considering difficulties
 - finding ways to improve when completing similar tasks.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of what kind of evidence is needed and how learners can demonstrate it
- the depth and breadth of skills needed for both Pass and Merit
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Pass	Merit
<p>Learning aim A: Explore the use of guidance to help complete a task</p> <p>Evidence may be presented as a portfolio of collected guidance documents with annotated notes, photographs of the learner attempting to use the guidance, lists of different types of guidance etc.</p>	
<p>A.P1 Recognise simple guidance for completing familiar tasks.</p>	<p>A.M1 Explore basic guidance for completing tasks.</p>
<p>Learning aim B: Use guidance to help complete a task</p> <p>Evidence will include records of using guidance documents, supported by a video recording of this use, the outcome or finished article, photographs of the process, a checklist of tests used with noted solutions etc.</p>	
<p>B.P2 Follow the guidance safely.</p>	<p>B.M2 Follow the steps in the guidance safely and check progress while working with it.</p>
<p>B.P3 Check the outcome against the guidance.</p>	<p>B.M3 Check the outcome and recognise any issues with the guidance.</p>
<p>Guidance for assessors</p>	
<p>For A.P1, learners will recognise general familiar types and formats of guidance, and their purpose.</p> <p>For B.P2, learners will follow the steps in the guidance mostly logically, while ensuring their own and others' safety.</p> <p>For B.P3, learners will be able to determine whether the outcome matches the expectations of the guidance.</p>	<p>For A.M1, learners will explore guidance and have a clear understanding of their purpose.</p> <p>For A.M2, learners will apply a logical process to using the guidance safely, making some simple checks throughout.</p> <p>For A.M2, learners will make some simple checks and corrections when using the guidance.</p>

Delivery activities

To help learners develop, practise and replicate the skills they are learning, it is recommended that practical activities are used in the delivery of this unit. Suggestions for activities and workshops that tutors can use in preparation for the final assessment are given below. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introducing the skills

In this unit, learners will spend time finding out about the use of guidance to help complete a task. This guidance may provide instruction, a process or a procedure.

- Possible activities include:
 - a research exercise, in small teams or as individuals, to find different formats of guidance. Learners could explore the guidance they use in the home, such as recipe books, instruction manuals for home appliances etc.
 - introducing learners to other formats of guidance, such as simple flow charts. They could use everyday routines to create a process to help them understand how to use the chart. Similarly, learners could create a poster showing a simple supply chain, such as milk from the farm to the supermarket
 - learners investigating the instructions, processes and procedures they use at college, such as security procedures, the process for notifying absence
 - inviting guest speakers from different vocational areas to speak on the reason for having procedures in the workplace
 - small-group discussions to discuss the value of processes and procedures so that learners understand their purpose.

Developing the skills

Negotiated tasks with learners where the tasks can become increasingly more complex and independent.

- Possible activities may include:
 - using guidance to help complete tasks
 - observing others completing similar tasks. For example, the tutor could demonstrate using a recipe to make a simple dish. Learners could then complete the same task using the same recipe; this could lead to discussions on the success and consistency of the outcome
 - using videos or YouTube to show how guidance is used to complete tasks; if possible, learners could put this into practice
 - group discussions to consider how successful learners were in using the guidance to complete the task. This could include discussion about what was difficult, how they would complete the process next time and what they learned from completing the task.

Embedding the skills

Learners will begin to recognise that the skills and behaviours used to achieve this unit are relevant in all areas of work. Positive behaviours and respecting others are key skills that learners can develop over time.

- Possible opportunities for embedding include:
 - using the skills learned when following processes in specific vocational areas, for example construction
 - using a process as part of an assessment for a specific vocational area
 - group discussion to highlight where and how the skills gained in this unit can be transferred to other areas of work or learning
 - if work experience is a part of the course, learners demonstrating how they would adhere to a procedure found in guidance.

Suggested assessment activities

The assessment activities for this unit should be practical and skills-based, and should draw on learning from the unit.

Suggested contexts (Generic)

You regularly use computers as part of your work or course. Use the Health and Safety Executive (HSE) procedures for display screen equipment, given to you by your tutor, to set up your keyboard and mouse so that you can use them without causing yourself harm. You should then correctly set up the equipment you use on your course, keeping a record of your progress and following health and safety guidance. During the set-up and at the end of the set-up, you should refer back to the guidance and make checks for accuracy.

Suggested contexts (Sport and Leisure)

A group of young people is coming to the sports hall to take part in circuit training. Your supervisor asks you to help set up one of the activities so that it is safe. You have been given procedures to follow to make sure the right equipment is provided, that it is in the correct position and that it is in working order. You should look at a variety of different guidance to see if an alternative type of guidance would work better for this task. You should use the guidance you consider most useful to set up the equipment and document the process. During the set-up and at the end of the set-up, you should refer back to the guidance and make checks for accuracy.

Suggested contexts (Land and Animal)

You are helping out on the local farm. You have been asked to correctly set up a piece of machinery and check that it is ready for working. You have been given guidance to follow to make sure you follow the right steps. You should look at the different types of guidance available, such as written, verbal, visual, and consider if one of them would be more useful in this situation than the guidance you have been given. You should use the guidance you consider most useful to set up the equipment and document the process. During the set-up and at the end, you should refer back to the guidance and make checks for accuracy.

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

You will need to use a manual handling process to move office equipment in your centre.

4 Planning your programme

How do I choose the right BTEC Entry to Vocational Study qualification for my learners?

BTEC Entry to Vocational Study qualifications come in four sizes, the Subsidiary Award, Award, Certificate and the Extended Certificate, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Certificate size and then progress to the larger Extended Certificate. They may then progress to a BTEC Level 1 qualification. All sizes allow for learners to take complementary qualifications such as mathematics and English alongside their BTEC Entry to Vocational Study qualification.

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access an Entry 3 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7 Quality assurance and centre approval*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Entry to Vocational Study units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide that will give suggestions for how to deliver Entry 3 qualifications and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5 Assessment* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7 Quality assurance and centre approval*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Entry to Vocational Study qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3 Units*, and the requirements for delivering assessment. In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short- or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Entry to Vocational Study qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 1* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Entry 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8 Understanding the qualification grade* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Entry to Vocational Study suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to use the guidance for assessors given in the *Assessment* section of each unit. This section gives you information on assessment decisions. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

BTEC Entry to Vocational Study units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 1* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Quality assurance and centre approval*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may be achieved at a Pass only.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan, the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

6 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson vocational qualifications and end point assessment*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

7 Quality assurance and centre approval

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Entry to Vocational Study qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Entry to Vocational Study programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Subsidiary Award	70
Award	110
Certificate	180
Extended Certificate	300

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for an Extended Certificate may be eligible to achieve a Certificate in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Entry to Vocational Study suite comprises Level Entry 3 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Subsidiary Award	P to M
Award	P to M
Certificate	P to M
Extended Certificate	PP to MM

The *Calculation of qualification grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

Points available for units

The table below shows the number of **points** available for units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
U	0	0
Pass	6	8
Merit	9	12

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Calculation of qualification grade

Applicable for registration from 1 September 2018.

	Subsidiary Award	Award	Certificate	Extended Certificate
	70 GLH	110 GLH	180 GLH	300 GLH
Grade	Points threshold			
U	0	0	0	0
P/PP	14	22	36	60
MP	NA	NA	NA	69
M/MM	21	29	47	79

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2018

Example 1: Achievement of a Subsidiary Award with an M grade

	GL	Grade	Unit points
Unit 1	30	Merit	9
Unit 3	40	Merit	12
Totals	70	M	21

The learner has sufficient points for an M grade

Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 3	40	Merit	12
Unit 4	40	Merit	12
Totals	110	P	24

The learner has sufficient points for a P grade

Example 3: A Certificate graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Pass	6
Unit 3	40	Merit	12
Unit 4	40	U	0
Unit 5	40	Pass	8
Totals	180	U	26

The learner has sufficient points for M but has not met the minimum requirement for 180 GL at Pass or above

Example 4: Achievement of an Extended Certificate with an MP grade

	GL	Grade	Unit points
Unit 1	30	Pass	9
Unit 2	30	Merit	9
Unit 3	40	Pass	8
Unit 4	40	Pass	8
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Merit	12
Unit 8	40	Merit	12
Totals	300	MP	74

The learner has sufficient points for an MP grade

9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Entry to Vocational Study qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Entry to Vocational Study qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Entry to Vocational Study qualifications. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Entry to Vocational Study qualifications.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Creative	Use techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Limited	Show partial, restricted or a simple use of skills or understanding.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.
Show	Learners’ work, performance or practice presents evidence using knowledge, understanding and skills.
Simple	Use straightforward skills or understanding to complete a given activity or task.
Summarise	Learners express the condition of, or facts about something, definitely or clearly.

This is a key summary of the types of evidence used for BTEC Entry to Vocational Study suite of qualifications.

Type of evidence	Definition and purpose
Vocational context	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.

BTEC Level Entry 3

Entry to Vocational Study

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