

# Pearson BTEC Entry Level 2 in Pre-vocational Study



## Specification

*First teaching from September 2019*

- Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study
- Pearson BTEC Entry Level 2 Award in Pre-vocational Study
- Pearson BTEC Entry Level 2 Certificate in Pre-vocational Study
- Pearson BTEC Entry Level 2 Extended Certificate in Pre-vocational Study



# **Pearson BTEC Entry Level 2 in Pre-vocational Study**

**Subsidiary Award  
Award  
Certificate  
Extended Certificate**

## **Specification**

First teaching September 2019

Issue 1

### **Edexcel, BTEC and LCCI qualifications**

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ISBN 978 1 446 96094 3

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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 Pre-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 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

As we expect many learners to be studying Functional Skills alongside their BTEC, all units highlight opportunities to develop English and Mathematics at the same level.

## A word to learners

BTEC Entry Pre-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 Pre-vocational Study qualification will help you to progress to the next stage of your learning. Good luck, and we hope you enjoy your course.



# Contents

<b>Overview of the BTEC Entry Pre- Vocational Study qualifications</b>	<b>1</b>
Qualification features	2
<b>1 Qualification objectives and purpose</b>	<b>5</b>
<b>2 Structure</b>	<b>7</b>
<b>3 Units</b>	<b>11</b>
Understanding your units	11
Index of units	13
<b>4 Planning your programme</b>	<b>175</b>
<b>5 Assessment</b>	<b>176</b>
Introduction	176
Principles of internal assessment	176
Setting effective assignments	179
Making valid assessment decisions	181
Planning and record keeping	183
<b>6 Administrative arrangements</b>	<b>184</b>
Introduction	184
Learner registration and entry	184
Access to assessment	184
Administrative arrangements for internal assessment	185
Dealing with malpractice in assessment	186
Additional documents to support centre administration	188
<b>7 Quality assurance and centre approval</b>	<b>189</b>
<b>8 Resources and support</b>	<b>191</b>
Support for setting up your course and preparing to teach	191
Support for teaching and learning	191
Support for assessment	191
Training and support from Pearson	192
<b>Appendix 1 Glossary of terms used for internally-assessed units</b>	<b>193</b>





# Overview of the BTEC Entry Pre-Vocational Study qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Entry Level 2 in Pre-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 all learners who wish to achieve an Entry level 2 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 Pre-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 Entry level 3 to Vocational Study 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. 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 Entry Level 2 Subsidiary Award in Pre-vocational Study (30 GLH)  
(Qualification Number 603/4876/8)

Pearson BTEC Entry Level 2 Award in Pre-vocational Study (60 GLH)  
(Qualification Number 603/4878/1)

Pearson BTEC Entry Level 2 Certificate in Pre-vocational Study (120 GLH)  
(Qualification Number 603/4879/3)

Pearson BTEC Entry Level 2 Extended Certificate in Pre-vocational Study (300 GLH)  
(Qualification Number 603/4880/X)

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
<b>Subsidiary Award</b>	30 GLH (31 TQT) One optional unit	Designed for learners who may be ready to progress quickly to further study or need a short course to support transition from Entry level 2 to Entry level 3
<b>Award</b>	60 GLH (61 TQT) Two optional units	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.
<b>Certificate</b>	120 GLH (121 TQT) Four optional units	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.
<b>Extended Certificate</b>	300 GLH (303 TQT) Ten optional units	Designed to be taken over one year or more, 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 in Pre-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**

The qualifications consist of a choice of 20 optional units that cover a broad range of generic skills for progression to further study and future 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 life contexts or they can be related to specific sector contexts. Each unit gives a range of examples of contexts to show suitable activities.

This gives tutors the opportunity to focus learners on their individual progression plans and to link to higher level BTEC 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 Entry 3 Vocational Study 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**

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 relevant learning contexts. Internal assessment is subject to external standards verification.

The qualifications are graded Pass/Fail.

## **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 Entry Level 2 in Entry to Pre-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 Pre-vocational Study qualifications?**

The Pearson BTEC Entry Level 2 in Pre-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 at Entry Level 2, which enables them to progress to further learning at Entry Level 3 or employment. There are four sizes for centres to choose from depending on the needs of the learners, the mode of study and the intended progression pathway.

### **Who are these BTEC Entry Pre-vocational Study qualifications for?**

These BTEC Pre-vocational qualifications are available to all learners at this level 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 or those who are transitioning from entry level 1 to entry level 2.
- The Certificate and Extended Certificate are designed to be taken over one year or more, as a substantial qualification within a study programme that supports an appropriate pace and broad content.

### **What do these BTEC Pre-vocational Study qualifications cover?**

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

The optional units offer a broad introduction to skills that should be contextualised and which focus on a specific relevant contexts that match the personalised learner needs, interests, aspirations and future progression plans.

### **What could these BTEC Pre-vocational Study qualifications lead to?**

These BTEC qualifications prepare learners for further learning at a higher level. The development of skills and the generic approach of the Pre-vocational Study qualifications means that learners may choose a study programme that focuses on a particular vocational area of interest, enter a supported employment programme or may exit learning at this stage equipped with the skills to be able to live independently.

### **How do these BTEC Pre-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 future career choices.

### **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 Entry Level 2 Subsidiary Award in Pre-vocational Study (30 GLH)

Learners must complete and achieve one optional unit.

Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	<b>Optional unit</b>		
<b>1</b>	Adapting to New Situations	<b>30</b>	Optional
<b>2</b>	Following Instructions to Carry Out a Task	<b>30</b>	Optional
<b>3</b>	Handling Money Transactions	<b>30</b>	Optional
<b>4</b>	Preparing a Meal for Others	<b>30</b>	Optional
<b>5</b>	Participating in a Visit	<b>30</b>	Optional
<b>6</b>	Understanding Personal Health and Wellbeing	<b>30</b>	Optional
<b>7</b>	Contribute to Running an Event	<b>30</b>	Optional
<b>8</b>	Providing a Customer Service	<b>30</b>	Optional
<b>9</b>	Using Digital Skills	<b>30</b>	Optional
<b>10</b>	Contributing to a Performance	<b>30</b>	Optional
<b>11</b>	Communicating with Others	<b>30</b>	Optional
<b>12</b>	Contribute to a Team Sport Activity	<b>30</b>	Optional
<b>13</b>	Create a Product	<b>30</b>	Optional
<b>14</b>	Being Creative	<b>30</b>	Optional
<b>15</b>	Contribute to an Enterprise Activity	<b>30</b>	Optional
<b>16</b>	Planning for the Future	<b>30</b>	Optional
<b>17</b>	Being Part of the Team	<b>30</b>	Optional
<b>18</b>	Working Towards an Agreed Target	<b>30</b>	Optional
<b>19</b>	Create a Document	<b>30</b>	Optional
<b>20</b>	Using Public Transport	<b>30</b>	Optional

## Pearson BTEC Entry Level 2 Award in Pre-vocational Study (60 GLH)

Learners must complete and achieve two optional units.

Pearson BTEC Entry Level 2 Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	<b>Optional units</b>		
<b>1</b>	Adapting to New Situations	<b>30</b>	Optional
<b>2</b>	Following Instructions to Carry Out a Task	<b>30</b>	Optional
<b>3</b>	Handling Money Transactions	<b>30</b>	Optional
<b>4</b>	Preparing a Meal for Others	<b>30</b>	Optional
<b>5</b>	Participating in a Visit	<b>30</b>	Optional
<b>6</b>	Understanding Personal Health and Wellbeing	<b>30</b>	Optional
<b>7</b>	Contribute to Running an Event	<b>30</b>	Optional
<b>8</b>	Providing a Customer Service	<b>30</b>	Optional
<b>9</b>	Using Digital Skills	<b>30</b>	Optional
<b>10</b>	Contributing to a Performance	<b>30</b>	Optional
<b>11</b>	Communicating with Others	<b>30</b>	Optional
<b>12</b>	Contribute to a Team Sport Activity	<b>30</b>	Optional
<b>13</b>	Create a Product	<b>30</b>	Optional
<b>14</b>	Being Creative	<b>30</b>	Optional
<b>15</b>	Participating in an Enterprise activity	<b>30</b>	Optional
<b>16</b>	Finding out about Future Options	<b>30</b>	Optional
<b>17</b>	Contributing to a Team Activity	<b>30</b>	Optional
<b>18</b>	Working towards an Agreed Target	<b>30</b>	Optional
<b>19</b>	Producing a Document	<b>30</b>	Optional
<b>20</b>	Using Public Transport	<b>30</b>	Optional



## Pearson BTEC Entry Level 2 Certificate in Pre-vocational Study (120 GLH)

Learners must complete and achieve four optional units.

Pearson BTEC Entry Level 2 Certificate in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	<b>Optional units</b>		
<b>1</b>	Adapting to New Situations	<b>30</b>	Optional
<b>2</b>	Following Instructions to Carry Out a Task	<b>30</b>	Optional
<b>3</b>	Handling Money Transactions	<b>30</b>	Optional
<b>4</b>	Preparing a Meal for Others	<b>30</b>	Optional
<b>5</b>	Participating in a Visit	<b>30</b>	Optional
<b>6</b>	Understanding Personal Health and Wellbeing	<b>30</b>	Optional
<b>7</b>	Contribute to Running an Event	<b>30</b>	Optional
<b>8</b>	Providing a Customer Service	<b>30</b>	Optional
<b>9</b>	Using Digital Skills	<b>30</b>	Optional
<b>10</b>	Contributing to a Performance	<b>30</b>	Optional
<b>11</b>	Communicating with Others	<b>30</b>	Optional
<b>12</b>	Contribute to a Team Sport Activity	<b>30</b>	Optional
<b>13</b>	Create a Product	<b>30</b>	Optional
<b>14</b>	Being Creative	<b>30</b>	Optional
<b>15</b>	Participating in an Enterprise activity	<b>30</b>	Optional
<b>16</b>	Finding out about Future Options	<b>30</b>	Optional
<b>17</b>	Contributing to a Team Activity	<b>30</b>	Optional
<b>18</b>	Working towards an Agreed Target	<b>30</b>	Optional
<b>19</b>	Producing a Document	<b>30</b>	Optional
<b>20</b>	Using Public Transport	<b>30</b>	Optional

## Pearson BTEC Entry Level 2 Extended Certificate in Pre-vocational Study (300 GLH)

Learners must complete and achieve ten optional units.

Pearson BTEC Entry Level 2 Extended Certificate in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
<b>Optional units</b>			
<b>1</b>	Adapting to New Situations	<b>30</b>	Optional
<b>2</b>	Following Instructions to Carry Out a Task	<b>30</b>	Optional
<b>3</b>	Handling Money Transactions	<b>30</b>	Optional
<b>4</b>	Preparing a Meal for Others	<b>30</b>	Optional
<b>5</b>	Participating in a Visit	<b>30</b>	Optional
<b>6</b>	Understanding Personal Health and Wellbeing	<b>30</b>	Optional
<b>7</b>	Contribute to Running an Event	<b>30</b>	Optional
<b>8</b>	Providing a Customer Service	<b>30</b>	Optional
<b>9</b>	Using Digital Skills	<b>30</b>	Optional
<b>10</b>	Contributing to a Performance	<b>30</b>	Optional
<b>11</b>	Communicating with Others	<b>30</b>	Optional
<b>12</b>	Contribute to a Team Sport Activity	<b>30</b>	Optional
<b>13</b>	Create a Product	<b>30</b>	Optional
<b>14</b>	Being Creative	<b>30</b>	Optional
<b>15</b>	Participating in an Enterprise activity	<b>30</b>	Optional
<b>16</b>	Finding out about Future Options	<b>30</b>	Optional
<b>17</b>	Contributing to a Team Activity	<b>30</b>	Optional
<b>18</b>	Working towards an Agreed Target	<b>30</b>	Optional
<b>19</b>	Producing a Document	<b>30</b>	Optional
<b>20</b>	Using Public Transport	<b>30</b>	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
<b>Unit number</b>	The numbering of the units is sequential from 1–20.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Entry Level 2 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a mandatory or optional unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	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.
<b>Unit introduction</b>	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.
<b>Unit summary</b>	This section helps tutors to see at a glance the key teaching areas in the unit presented against the learning aims.
<b>Delivery contexts</b>	This section shows examples of how a unit can be taught through either a vocational a sector or generic context.
<b>Links to BTEC Introductory</b>	This section shows mapping with BTEC Level 1 Introductory units, where appropriate, allowing for flexibility in delivery and progression.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	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.
<b>Learning aims</b>	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.

<b>Section</b>	<b>Explanation</b>
<b>Assessment</b>	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.
<b>Assessment criteria</b>	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.
<b>Guidance for assessors</b>	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.
<b>Delivery activities</b>	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.
<b>Suggested assessment activity</b>	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 Pre-vocational Study qualification.

Unit 1:	Adapting to New Situations	15
Unit 2:	Following Instructions to Carry Out a Task	23
Unit 3:	Handling Money Transactions	31
Unit 4:	Preparing a Meal for Others	39
Unit 5:	Participating in a Visit	47
Unit 6:	Understanding Personal Health and Wellbeing	55
Unit 7:	Contribute to Running an Event	63
Unit 8:	Providing a Customer Service	71
Unit 9:	Using Digital Skills	79
Unit 10:	Contributing to a Performance	87
Unit 11:	Communicating with Others	95
Unit 12:	Contribute to a Team Sport Activity	103
Unit 13:	Create a Product	111
Unit 14:	Being Creative	119
Unit 15:	Contribute to an Enterprise Activity	127
Unit 16:	Planning for the Future	135
Unit 17:	Being Part of a Team	143
Unit 18:	Working Towards an Agreed Target	151
Unit 19:	Create a Document	159
Unit 20:	Using Public Transport	167



# Unit 1: Adapting to New Situations

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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## Unit in brief

Learners will find out, with support and guidance, how they feel about experiencing new situations and how they can adapt to these new situations.

## Unit introduction

Take a moment to think of changes you have experienced over the last two or three years. You may have left school, moved home, found new friends or perhaps moved to a new town. For each of these new situations you will have experienced different emotions and gained new skills.

You will have been successful in some of these changes and perhaps other changes have been more challenging. Being able to adapt to new situations is essential to be successful and happy in life. Some new situations will be exciting and challenging whilst others will be stressful and possibly cause anxiety.

In this unit, you will explore what new situations you may encounter in your personal life and situations you may experience in your learning centre or at work. You will develop skills to help you adapt to new situations successfully.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore personal feelings about new situations	<b>A1</b> Skills for identifying new situations <b>A2</b> Skills for identifying feelings when adapting to new situations	Audio, video or photographic Checklists
<b>B</b> Demonstrate skills in adapting to new situations	<b>B1</b> Skills for adapting to new situations	Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Working in a small group to share ideas of possible new situations they may face at home and at work or in the learning centre
- Providing opportunities to adapt to new situations within a safe environment
- Telling others how they feel about new situations they are facing in daily life

#### **Skills for Current and Future Study**

- Sharing ideas of how to adapt to new situations
- Researching sources of information about adapting to new situations
- Sharing personal experiences of adapting to new situations e.g. talking about their first day on the Entry 2 course.

#### **Skills for Current and Future Employment**

- Inviting a past student to talk to learners about their experiences of adapting to new situations
- Making plans to manage given situations e.g. preparing for an interview for a place on the Entry 3 course
- Using practical scenarios to understand how they might feel when faced with new situations in the workplace e.g. learning a new skill, remembering a sequence of instructions.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning  
 Unit 14: Communicating with People  
 Unit 18: Responding to a Situation  
 Unit 19: Health and Wellbeing for the Workplace  
 Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>			
<b>Speaking, listening and communicating</b>		<b>Reading</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.7	Read correctly words designated for Entry Level 2
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.8	Understand the main points in texts
E2.3	Respond appropriately to straightforward questions	E2.9	Understand organisational markers in short, straightforward texts
E2.4	Follow the gist of discussions	E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)
E2.5	Clearly express straightforward information and communicate feels and opinions on a range of straightforward topics	E2.12	Use illustrations, images and captions to locate information
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Explore personal feelings about new situations

#### **A1: Skills for identifying new situations**

Skills for identifying new situations, such as

- Changing personal circumstances e.g. health issues, moving house, death in the family, friend moving away, new partner, starting a new course and meeting new people
- Doing something for the first time e.g. musical performance, giving a presentation, taking part in a sports competition, going to a party on your own, volunteering
- Meeting people e.g. those in positions of authority such as employer
- Experiencing new skills e.g. using a new piece of equipment for the first time
- Visiting places that may require new skills e.g. restaurant, hotel, new country.

#### **A2: Skills for identifying feelings when adapting to new situations**

Skills for identifying feelings when adapting to new situations, such as:

- Knowing possible feelings experienced when adapting to new situations e.g. excitement, nervousness, anxious, fear, expectations
- Knowing when feelings may occur e.g. before, during or after you are in a new situation.

### Learning aim B: Demonstrate skills in adapting to new situations

#### **B1: Skills for adapting to new situations**

Skills for adapting to new situations, such as:

- Preparing for the new situation by finding out as much as possible prior to it happening
- Being aware of the situation
- Using different ways to manage change
- Developing existing skills and learning new skills
- Building confidence and independence
- Solving problems
- Knowing and using different sources of help e.g. personal tutorials, primary carer, GP, library
- Managing own emotional feelings when adapting to new situations
- Knowing and using different sources of help
- Managing peer group pressure when adapting to new situations.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria

### Learning aim A: Explore personal feelings about new situations

Evidence might include individual checklists, observation records or visual aids.

**A.P1** Contribute to discussions about new situations experienced

**A.P2** Contribute to discussions about feelings experienced when adapting to new situations

#### Guidance for assessors

For P1, learners are part of a group and will make some contributions to the discussions demonstrating an understanding of what is meant by 'new experiences', giving examples of at least two different types of new situation

For P2, learners will make some contributions to the discussions demonstrating an understanding of possible emotions they may encounter experience when adapting to new situations

### Learning aim B: Demonstrate skills in adapting to new situations

Evidence must include examples of the learner dealing with a new situation. This could be through photographic evidence, video or observation records.

**B.P3** Demonstrate relevant skills when adapting to new situations

#### Guidance for assessors

For P3, learners will engage in situations that are new to them, showing how they can adapt to the experience.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Reflecting on previous experiences of new situations
- Using case studies or scenarios to find ways to adapt to new situations
- Sharing ideas on different emotions experienced when facing and adapting to new situations
- Asking and answering questions on how to adapt to new situations
- Using practical day-to-day examples of new situations that they may face and exploring ways to adapt to them.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Observing a demonstration of how to use a new piece of equipment knowing that they will be completing the task themselves.
- Experiencing more complex situations that require finding out about the situation before experiencing it to make it easier to adapt to
- Exploring different ways to adapt to new situations
- Using role play to explore different given scenarios
- Spending time reviewing their own emotions and reactions to new situations.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Participating in new situations with a greater degree of independence and confidence
- Using basic research skills to identify sources of help
- Presenting findings from research carried out
- Visiting a work environment to observe how employees adapt to new situations.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to take part in a personal challenge that the learner has not done before or in a new place, such as going on an outdoor expedition with a group. The learner will show the skills used to participate in this new situation, with support. The learner will communicate how they felt before taking part and how they felt after.

Learner performance can be captured by using questions and answers and an observation record to confirm the skills demonstrated when adapting to the new situation.

### **Suggested context (Study and vocational progression focus)**

The task is to take part in a new situation such as helping at a charity event or preparing for a planned trip. The learner will show skills used to participate in this new situation, with support. The learner will communicate how they felt before taking part and how they felt after the event.

Learner performance can be captured by using questions and answers and an observation record to confirm the skills demonstrated when adapting to the new situation.

### **Suggested context (Employment focus)**

Working in a small group, the task is to prepare for a visit to somewhere they have never been before and contribute suggestions on how they might prepare for the situation. The learner will show skills used to participate in this new situation, with support. Share with others how successful the visit was and how they felt before taking part and how they felt after the event.

Learner performance can be captured by using questions and answers and an observation record to confirm the skills demonstrated when adapting to the new situation.



## Unit 2: Following Instructions to Carry Out a Task

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will develop, with support and guidance, the skills needed to be able to follow instructions successfully. This will make learning more effective and help in day-to-day life.

### Unit introduction

We all need to follow different types of instruction in our daily lives. Some may help to keep us healthy and safe such as crossing a road, evacuation procedures or handling equipment that could be potentially dangerous. You may follow instructions to complete a form, make an item of furniture, use a recipe or perhaps change a torch battery.

Following instructions carefully can make tasks easier, save time, avoid confusion and result in the successful completion of the task. When you follow instructions, you are showing that you can work with others, listen carefully, and use different formats to gather information such as pictures, diagrams, photographs, video, vlog or blog. You will also know what questions to ask to make the task easier. If you are not able to follow instructions successfully, you may make mistakes or find the task harder to finish. You could also find that you have to start the task again.

In this unit you will have the opportunity to following instructions for a task and then to review how well you followed the instructions and what you might do differently another time.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Follow task-related instructions	<b>A1</b> Skills for following instructions	Audio, video or photographic evidence Observation record
<b>B</b> Review own performance when using instructions	<b>B1</b> Skills for reviewing own performance	Individual checklists or records of discussion between the learner and tutor

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Working as a member of a group to follow instructions
- Using diagrams and illustrations to carry out a task
- Using video clips to follow instructions.

#### **Skills for Current and Future Study**

- Listening to instructions and use them to carry out a task
- Using instructions in the correct order to carry out a task
- Identifying successes and challenges faced when using instructions.

#### **Skills for Current and Future Employment**

- Following workplace instructions to ensure personal health and safety
- Working with others to carry out instructions
- Identifying ways to improve own performance when following instructions.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning  
Unit 2: Team Challenge  
Unit 12: Using Technology for a Purpose  
Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using common measures, shape and space</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.15	Use measures of weight, including grams and kilograms
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.16	Use measures of capacity, including millilitres and litres
E2.3	Respond appropriately to straightforward questions	E2.21	Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards
<b>Reading</b>		<b>Handling information and data</b>	
E2.7	Read correctly words designated for Entry Level 2	E2.22	Extract information from lists, tables, diagrams and bar charts
E2.8	Understand the main points in texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>			
E2.18	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Follow instructions to carry out a task

#### **A1: Skills for following instructions**

Following instructions such as:

- Identifying key words in instructions
- Knowing the importance of following instructions in the order given
- Checking instructions are carried out accurately.

Listening to oral instructions and identifying key information such as:

- Plans for the day
- How to get from A to B
- Going shopping

Checking understanding such as:

- Asking questions to clarify understanding
- Repeating instructions to check understanding.

Using strategies to help follow instructions such as:

- Marking off when each instruction is complete
- Putting the instructions into a manageable order.

### Learning aim B: Review own performance when using instructions

#### **B1: Skills for reviewing own performance**

Skills required such as:

- Knowing what was to be achieved
- Using a checklist to review own performance
- Identifying how easy it was to follow instructions
- Recognising what went well and gave a sense of satisfaction
- Making suggestions of what could be done differently next time, with support.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### **Learning aim A: Follow task-related instructions**

Evidence must include examples of following instructions. This could be through photographic evidence, video or observation records. The instructions **must** include multiple stages, such as baking a cake or making a model.

**A.P1** Demonstrate relevant skills when following instructions

### **Guidance for assessors**

For P1, learners demonstrate that they can follow instructions to complete a task.

### **Learning aim B: Review own performance when using instructions**

Evidence might include individual checklists or records of discussion between the learner and tutor.

**B.P2** Review their own performance in following instructions, with support

### **Guidance for assessors**

For P2, learners will demonstrate that they can identify what was successful and what was not as successful when following instructions.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Following simple instructions to play a game or take part in an exercise activity
- Using signs to get from A to B e.g. on a walk, getting around the learning environment
- Carrying out a task after listening to and watching a demonstration
- Looking for different types of instructions, in the local area
- Sharing ideas on possible consequences of not following instructions
- Following a recipe for a snack
- Putting simple instructions into the correct order
- Reviewing own performance to know how this can help you improve.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Demonstrating safe evacuation procedures by following instructions
- Following safe handling instructions when lifting heavy or awkward-shaped objects
- Completing forms that ask for personal information
- Following instructions to make a piece of equipment work e.g. using a photocopier
- Use what went well to help review their own performance
- Identifying how they might improve their performance in the future.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Demonstrating safe evacuation procedures by following instructions
- Following safe handling instructions when lifting heavy or awkward-shaped objects
- Completing forms that ask for personal information
- Giving simple instructions for others to follow e.g. explain to a child how to put on boots
- Use checklists to help review their own performance
- Following instructions to make a piece of equipment work e.g. using a photocopier
- Identifying how they might improve their performance in the future.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to get from A to B by following directions. Learners will discuss their own performance. The directions must include multiple stages

The task is for learners to get from one place to another following route instructions.

Evidence can include discussions with the tutor, observation records, video recordings or photographs.

### **Suggested context (Study and vocational progression focus)**

The task is to follow a given recipe. The recipe should have multiple steps/stages that need to be followed in order to complete the task.

Learners will review their own performance.

Evidence can include peer group feedback, observation records, video recordings and items produced where appropriate.

### **Suggested context (Employment focus)**

The task is to follow instructions on evacuating a building.

Learners will review their own performance after they have completed the task.

The evacuation will have multiple stages such as using the nearest exit, leaving personal items behind and assembling in the correct evacuation area.

Evidence can include peer group feedback, observation records, video recordings.



## Unit 3: Handling Money Transactions

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will develop practical skills, with support and guidance, in carrying out simple money transactions and how to handle money that belongs to others.

### Unit introduction

There are different situations when you may be handling money belonging to other people. Your tutor may give you money when you go shopping for ingredients to cook a meal. You could be helping out at a charity event where people will come to spend money or they may sponsor you for a challenge you are taking part in. You may collect money from others for a gift for a friend who is having a birthday or not well.

Handling money belonging to others comes with different responsibilities to handling your own. You must be honest, accountable and trustworthy. It is particularly important to spend wisely, check total amounts and give or receive the correct change. You may need to collect receipts to show how you have spent the money. It is also important to take care of others' money such as keeping it in a separate place to your own money, storing it in a secure box and not leaving it unattended, and making sure you haven't made any mistakes.

In this unit, you will learn the value of coins and notes, how to handle money you receive from others and how to keep it safe.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out how to handle money transactions responsibly	<b>A1</b> Skills for keeping others' money safe	Completed checklists Notes of questions and answers
<b>B</b> Carry out money transactions when handling money for other parties	<b>B1</b> Skills for paying with or receiving others' money for purchases	Observation record of participation in practical workshops Questions and answers recorded by the tutor

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Identifying situations when you are handling others' money
- Using different sums of money in planned group activities
- Identifying ways of keeping others' money safe.

#### **Skills for Current and Future Study**

- Using simple case studies to calculate total cost and change required
- Participating in simulated or role play financial transactions
- Researching ways to keep others' money safe.

#### **Skills for Current and Future Employment**

- Handling other people's money in simulated or real-life situations
- Participating in a group fundraising activity where items are bought and sold
- Discussing importance of being honest, accountable, trustworthy when handling others' money.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 10: Financial Awareness

Unit 12: Using Technology for a Purpose

Unit 14: Communicating with People

Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.1	Count reliably up to 100 items
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.5	Add and subtract two-digit numbers
E2.3	Respond appropriately to straightforward questions	E2.9	Approximate by rounding to the nearest 10, and use this rounded answer to check results
		E2.11	Read, write and use decimals to one decimal place
<b>Reading</b>		<b>Using common measures, shape and space</b>	
E2.7	Read correctly words designated for Entry Level 2	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.8	Understand the main points in texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.12	Use illustrations, images and captions to locate information		
		<b>Handling information and data</b>	
		E2.22	Extract information from lists, tables, diagrams and bar charts

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Find out how to handle money transactions responsibly

#### **A1: Skills for keeping others' money safe**

Ways to keep others' money safe, such as

- Knowing how much money you have at the beginning of a transaction
- Keeping money in a secure place
- Making sure money is not left unattended or obvious to others
- Checking cost of items
- Receiving correct payment
- Giving and receiving correct change
- Giving and receiving receipts
- Asking for help to check transactions
- Being honest if mistakes are made
- Taking time to complete the documentation accurately
- Recording transactions in different ways e.g. receipts, sponsorship forms, checklists.

### Learning aim B: Carry out money transactions when handling others' money

#### **B1: Skills for paying or receiving others' money for purchases**

- Using coins to give different values of money
- Using different sums of money in simple transactions
- Estimating the cost of two or three items
- Checking change is accurate
- Using receipts to check what you buy or that costs are accurate
- Collecting money from other parties and obtaining goods
- Collecting money for charity
- Understanding online transactions.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Find out how to handle money transactions responsibly</b> Evidence might include completed checklists, notes of questions and answers.</p>
<p><b>A.P1</b> Identify ways of handling money belonging to others responsibly and safely</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners make some relevant contributions, showing they understand ways to handle money transactions responsibly and safely. Examples may include asking someone to check what they are doing or keeping the money in a safe place.</p>
<p><b>Learning aim B: Carry out money transactions when handling money for other parties</b> Evidence must include examples of learners carrying out money transactions (collecting money for a present and buying a present, selling something, collecting sponsorship money and transferring to charity). This could be through practical workshop evidence, video recordings or observation records, receipt, checklist.</p>
<p><b>B.P2</b> Participate in money transactions demonstrating some relevant skills</p>
<p><b>Guidance for assessors</b></p>
<p>For P2, learners carry out basic money transactions showing that they can handle money correctly when making money transactions and that the transactions are accurate.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Sharing ideas of when they may handle others' money
- Inviting a speaker to share what they expect if they give money to someone else to look after
- Taking part in role play to practise carrying out simple money transactions
- Going shopping as part of a group to buy and pay for a small number of items
- Practising skills in different scenarios e.g. using receipts to check against items, finding the total cost of two or three items and making sure the change is accurate
- Using images to share ideas on how to keep others' money safe.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Becoming more independent when using money to carry out simple transactions when handling others' money, in different simulated situations
- Contributing to a discussion about alternative ways people may pay for items e.g. contactless, pre-paid cards
- Using board games or computer software to gain confidence when calculating money transactions
- Contributing to a discussion on the possible consequences of making mistakes when handling others' money and how to resolve them
- Using different ways to record transactions when handling others' money.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Participating in a charity event where they take part in simple money transactions
- Going shopping to buy items for a friend
- Participating in case studies that focus on work situations e.g. collecting money for children's snacks, working in a charity shop on a voluntary basis
- Inviting the local police community support officer to speak about keeping others' money safe
- Taking responsibility for collecting money for a given purpose and being accountable for it.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is go shopping using money provided by the tutor. The learner will buy two or three items to use to cook a meal. The learner will need to make sure they have sufficient money for the items, keep the money safe and receive the right change. Evidence could include tutor observations, the shopping list, a note of the amount of money the learner has at the beginning of the task, receipts for the shopping and a note of the change at the end of the task.

### **Suggested context (Study and vocational progression focus)**

The task is to handle customers' money and keep it safe, in a real or simulated situation under supervision. Examples could be in a shop or café. The learner would take part in simple money transactions to demonstrate their understanding of the value of money. Evidence could include notes showing calculations, tutor observations or video recordings of money transactions.

### **Suggested context (Employment focus)**

Learners will participate in a charity event where they are responsible for collecting money, keeping it safe and giving accurate change if required and collation of end amount to hand over to the charity with support. Evidence could include tutor observations, copies of receipts if available and notes showing calculations.



## Unit 4: Preparing a Meal for Others

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will find out, with support and guidance, how to prepare and cook simple food for other people safely and hygienically.

### Unit introduction

Cooking for others can be a rewarding experience. Preparing a meal is a skill that is essential for independent living. Before choosing what you are going to cook for others, it is important to find out what their likes and dislikes are. They may not be able to eat certain foods. You will then need to select appropriate ingredients, equipment and utensils and prepare the meals using safe procedures.

This process will give you a sense of achievement, satisfaction and self-confidence. It is important to be safe when you are working in a kitchen and you will learn how to achieve this as you work through this unit. You will find out how to store food and equipment safely and how to clear up the kitchen area after preparing the meal.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan to prepare a meal for others	<b>A1</b> Skills for planning a meal <b>A2</b> Skills for selecting utensils and ingredients for the planned meal	Audio, video or photographic Observation record/recorded discussion
<b>B</b> Participate in the preparation of a meal for others	<b>B1</b> Skills for following instructions <b>B2</b> Skills for preparing a simple meal safely	Observation record Video or photographic

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Using simple preparation skills when preparing snacks and simple meals
- Working with others to help prepare a simple meal
- Selecting appropriate equipment and ingredients to use when preparing meals.

#### **Skills for Current and Future Study**

- Following step-by step instructions to complete a given task
- Using different resources to find snacks and simple meals of interest
- Weighing and measuring ingredients accurately.

#### **Skills for Current and Future Employment**

- Following workplace procedures when preparing a simple meal
- Follow workplace procedures when clearing up after preparation
- Working with others to prepare a meal.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 3: Finding Out About a Topic

Unit 12: Using Technology for a Purpose

Unit 19: Health and Wellbeing for the Workplace

Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.1	Count reliably up to 100 items
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.9	Approximate by rounding to the nearest 10, and use this rounded answer to check results
E2.3	Respond appropriately to straightforward questions	E2.10	Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
<b>Reading</b>		<b>Using common measures, shape and space</b>	
E2.7	Read correctly words designated for Entry Level 2	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.8	Understand the main points in texts	E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	E2.15	Use measures of weight, including grams and kilograms
E2.12	Use illustrations, images and captions to locate information	E2.16	Use measures of capacity, including millilitres and litres
		<b>Handling information and data</b>	
		E2.22	Extract information from lists, tables, diagrams and bar charts

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Plan to prepare a meal for others

#### A1: Skills for planning a meal

Why different dishes are suitable for people, events or time, such as:

- Finding out dishes that are suitable for meals at different types of the day e.g. breakfast, lunch, evening meal
- Find out why what people cannot eat e.g. allergies, intolerance, religious, cultural.
- Finding out suitable dishes for the meal e.g. asking a fellow class member what they would like to eat or following a given checklist
- Using different given resources to gather information e.g. simple recipe books, internet, family recipes, asking others, instructions on food containers.

#### A2: Skills for selecting utensils and ingredients for the planned meal

Collecting appropriate ingredients and utensils, such as:

- Using lists to identify ingredients needed
- Gathering ingredients e.g. shopping, asking someone to buy ingredients, selecting ingredients from a store, handling money
- Selecting and gathering appropriate utensils and equipment required for the planned meal.

### Learning aim B: Participate in the preparation of a meal for others

#### B1: Skills for following instructions

Following instructions such as

- Health and safety
- Personal hygiene
- Timings and the correct order of steps for the preparation of the meal.

#### B2: Skills for preparing a simple meal safely

Personal preparation, such as:

- Dressing appropriately
- Wearing protective clothing when handling food
- Hand and nail washing before preparing food

Preparing food, such as:

- Following instructions in the correct order
- Observing others using equipment and preparing food
- Preparing food and utensils in an appropriate way before starting to prepare the meal
- Using different types of food e.g. vegetables, fruit, cooked food, dry food, fish
- Simple food preparation skills e.g. washing, cutting, peeling
- Using different weighing and measuring equipment e.g. scales, jugs, measuring spoons
- Weighing and measuring solids and liquids
- Respecting others' workspace and equipment e.g. not distracting others
- Using different preparation methods e.g. mixing, stirring, beating.

#### B3: Skills for clearing up after preparing a simple meal

- Washing and drying utensils and work surfaces
- Filling and emptying a dishwasher
- Storing food and equipment safely
- Leaving the work area clear and clean.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Plan to prepare a meal for others</b></p> <p>Evidence might include individual checklists, observation records or visual aids.</p>
<p><b>A.P1</b> Contribute to the planning of a meal for others, demonstrating a basic understanding of the purpose and their own role</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners are part of a group and will make some contributions appropriate for the task. This may include notes from asking others what they like to eat, photographic evidence of the chosen recipe or checklist of what the learner needs to do.</p>
<p><b>Learning aim B: Participate in the preparation of a meal for others</b></p> <p>Evidence must include examples of individual contributions to the preparation of a meal and to clearing up afterwards. This could be through photographic evidence, video or observation records.</p>
<p><b>B.P2</b> Contribute to the preparation of the meal following health and safety procedures</p>
<p><b>B.P3</b> Help to clear up after the preparation of the meal following health and safety procedures</p>
<p><b>Guidance for assessors</b></p>
<p>For P2, learners will engage in the preparation of the meal showing a basic understanding of skills required to achieve the given task.</p> <p>For P3, learners will engage in the clearing up process.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Using cooking and baking programmes on television or the internet to stimulate ideas
- Sharing ideas in the group of favourite meals
- Using different resources to find ideas e.g. cookery books, magazines, internet
- Identifying ingredients that are new to the group e.g. unusual vegetables and fruit
- Tasting sessions
- Learning cooking terminology by matching images to text descriptions
- Selecting different utensils, naming them, identifying their purpose and exploring how to use them safely.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Observing a professional chef creating a dish
- Working in small groups to choose and prepare a meal of their own
- Practising preparation skills independently
- Following step-by-step demonstrations by the tutor
- Working on own to prepare a snack
- Talking about on skills they found easy, satisfying or difficult
- Reviewing own skills and planning to make improvements next time.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Demonstrating safe food handling practices, within the scope of their tasks
- Knowing the importance of personal hygiene when handling food in the workplace
- Following basic instructions
- Working in groups to produce two or three course meals
- Reviewing own performance and how to improve.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to carry out basic research in the planning of a meal for others. Learners will select appropriate equipment and ingredients. They will then cook the meal and gain feedback from their chosen diner.

Evidence can include observation records, questions and answers, video recordings.

### **Suggested context (Study and vocational progression focus)**

The task is to work as a group to plan and prepare a meal using different ingredients, utensils and cooking methods. Learners will follow basic instructions. They will also show that they can work safely in this environment.

Evidence can include observation records, video recordings and photographs.

### **Suggested context (Employment focus)**

Working in a small group, the task is to plan and prepare a meal to a given brief. Learners need to show that they can follow basic instructions and work safely to produce a meal for others.

Evidence can include peer group feedback, observation records, video recordings and photographs.



## Unit 5: Participating in a Visit

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will have the opportunity, with support and guidance, to prepare for and participate in a visit to a given location. This will give learners the confidence to be more effective when involved in any sort of future visits or trips.

### Unit introduction

Planning, time management and how to conduct yourself are all important skills to be aware of when going on a visit. Finding somewhere or meeting someone at an arranged time and destination are important skills for independent living.

In this unit you will be expected to contribute to planning for and participating in going on a visit. This will involve you in being a part of a group, working with others to plan the visit. You will need to be aware of how to behave appropriately while on the visit, making sure you allow enough time to arrive promptly. You will be expected to communicate in a polite way to help the visit run smoothly and to get the most out of the visit.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan to go on a visit	<b>A1</b> Skills for planning a visit	Notes from planning meetings Observation record
<b>B</b> Take part in a visit	<b>B1</b> Skills for going on visits	Observation record Audio, video or photographic Notes from the visit

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Planning and organising when to visit, for example, the doctor
- Gathering information when planning a visit to the cinema
- Being organised by taking a visit to the shops with a friend.

#### **Skills for Current and Future Study**

- Creating a plan to visit a museum or gallery accounting for opening times, personal timetables, demonstrating time management skills
- Visiting a library to find items relevant to course of study
- Planning a route to a local attraction.

#### **Skills for Current and Future Employment**

- Finding out about your employment opportunities by visiting a careers office
- Visiting a local business to identify opportunities, demonstrating basic research skills
- Calculating costs required for making a visit, demonstrating money management skills.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 2: Team Challenge  
 Unit 6: Presenting to Others  
 Unit 9: Going on a Visit  
 Unit 10: Financial Awareness  
 Unit 12: Using Technology for a Purpose  
 Unit 14: Communicating with People  
 Unit 15: Problem Solving by Thinking Creatively  
 Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using common measures, shape and space</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, and understand hours from a 24-hour digital clock
E2.3	Respond appropriately to straightforward questions	E2.21	Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>			
E2.17	Communicate information in words, phrases and simple sentences		
E2.18	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Plan to go on a visit

#### A1: Skills for planning a visit

Knowledge of expectations and requirements such as:

- Type of visit
- Location of visit and timing
- How to get there
- Who is going
- Costings for visit – travel, food
- Clothing and behaviour
- Any special needs that require addressing/prior notification – special access requirements, special dietary requirements
- Producing a plan – oral, written, lists, notes.

Skills required such as:

- Planning the journey – form of transport, timings, location
- Time management, length of travel, length of visit
- Coordinating with others
- Communicating with others involved to make arrangements
- Budgeting for the visit – journey, food, entrance fees
- Emergency contacts shared
- Preparing questions
- Taking the right resources and equipment.

### Learning aim B: Take part in a visit

#### B1: Skills for going on visits

Skills required such as:

- Behaving appropriately, with or without supervision and support
- Being polite and respectful of others
- Dressing appropriately
- Being reliable and keeping to agreed deadlines
- Interacting with others
- Not distracting others
- Asking appropriate questions
- Being prepared
- Having the right money and equipment.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Plan to go on a visit</b></p> <p>Evidence must include examples of individual contributions to visit planning. This might be through individual notes and records, checklists or tutor observation.</p>
<p><b>A.P1</b> Plan for a visit, understanding the purpose of planning and own expectations</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners make some relevant contributions to, possible visits, participate in planning a visit. There is evidence that learners can respond to the tasks allocated, asking for support if needed.</p>
<p><b>Learning aim B: Take part in a visit</b></p> <p>Evidence must include examples of individual participation in the visit. This could be through tutor observation, peer feedback or video.</p>
<p><b>B.P2</b> Participate in an agreed visit, behaving appropriately</p>
<p><b>Guidance for assessors</b></p>
<p>For P2, learners will participate in the visit, demonstrating appropriate behaviour. Some supervision may be needed.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Sharing examples of visits learners have been on and what skills they used
- In small groups identifying places to visit for different purposes such as education, futures, fun, family, friends
- How to behave on a visit – discuss as a group and come up with a code
- In small groups sharing ideas for a visit checklist
- Budgeting skills – for individual purposes, or for a group trip.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Going on visits to local shops, being aware of behaviour, requirements, learning
- Working in small groups to create a visit checklist
- Discussion around behaviours and identifying suitable and unsuitable behaviours
- Giving out local leisure, business or retail locations and asking pairs to plan getting there.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- In pairs planning a visit to a given venue, which is relevant to course/studies
- In small groups following a plan and making a visit to somewhere local, giving feedback to the larger group on what learnt on the visit
- Identifying what went well and what did not work so well on the visit undertaken
- Amending a visit checklist for future use.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to prepare a plan and carry out a visit to a given destination such as a local library, theme park, cinema, place of personal interest. Once on the visit learners will need to find out information and ask questions. The plan to get there should be realistic. Learners will need to select appropriate information to create the plan.

Learner performance can be captured through discussion and review of the plan and evidence of the trip through photographs, Video, observation and discussion.

### **Suggested context (Study and vocational progression focus)**

The task is to prepare and then visit a Careers fair. Once on the visit learners will need to find out information and ask questions. Learners will need to identify when the event will take place and the information they will gather on the visit.

Learner performance can be captured through observation, peer feedback, Q&A, recording of roles during activities.

### **Suggested context (Employment focus)**

The task is to prepare for and make a visit to a local working environment such as a farm, a local business. Learners will need to plan the visit. Once on the visit learners will need to find out information and ask questions.

Learner performance can be captured through assessment of the plan, showing the steps required to meet the outcome, discussion and observation around the actual visit.



# Unit 6: Understanding Personal Health and Wellbeing

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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## Unit in brief

Learners will recognise, with support and guidance, what contributes to ensuring good personal health and wellbeing.

## Unit introduction

We need to keep healthy if we want to feel good about ourselves, spend time with friends and be active. Eating too much of the wrong type of food, not getting enough sleep and not being active can affect our way of life and how we feel about ourselves.

In this unit you will explore what you need to do to make sure you have good personal health such as eating sensibly, getting sufficient sleep, keeping active, maintaining personal hygiene and being safe. With support, you will explore your own daily activities and find ways to improve your health and wellbeing.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Check own personal health and wellbeing	<b>A1</b> Skills for staying healthy	Food or exercise diary
<b>B</b> Recognise ways to improve own personal health and wellbeing	<b>B1</b> Skills for improving own personal health and wellbeing	Records showing improvements in health and wellbeing, or tutor observations

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Preparing and sharing healthy snacks
- Taking part in an activity to improve own fitness levels
- Booking a fitness session at the local leisure centre.

#### **Skills for Current and Future Study**

- Finding information about healthy foods from different sources
- Keeping a food diary for a given period of time e.g. day/week
- Listening and recording information from invited speakers on relevant topics e.g. drug misuse, keeping safe.

#### **Skills for Current and Future Employment**

- Personal preparations for an interview e.g. personal hygiene, appropriate clothing
- Finding information about different facilities in the local area that provide health and wellbeing services
- Finding out about keeping healthy in the workplace.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 3: Finding Out About a Topic

Unit 19: Health and Wellbeing for the Workplace



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using common measures, shape and space</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.15	Use measures of weight, including grams and kilograms
E2.2	Make requests and ask clear questions appropriately in different contexts	<b>Handling information and data</b>	
E2.3	Respond appropriately to straightforward questions	E2.22	Extract information from lists, tables, diagrams and bar charts
E2.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	E2.23	Make numerical comparisons from bar charts
<b>Reading</b>		E2.25	Take information from one format and represent the information in another format, including use of bar charts
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>			
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)		
E2.14	Form regular plurals		
E2.16	Spell correctly words designated for Entry Level 2		
E2.17	Communicate information in words, phrases and simple sentences		
E2.19	Write in compound sentences, using common conjunctions (e.g. <i>or</i> , <i>and</i> , <i>but</i> ) to connect clauses		
E2.20	Use adjectives and simple linking words in the appropriate way		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Check own personal health and wellbeing

#### A1: Skills for staying healthy

Routines in daily living, such as:

- personal hygiene
- dental care
- healthy eating
- being active
- getting sufficient sleep
- keeping safe
- exercise.

Factors of own personal health and wellbeing to check such as:

- weight
- diet
- fitness levels
- completing lifestyle questionnaires and diary
- not smoking
- alcohol intake
- amount of exercise
- work/life balance.

Benefits of staying healthy, such as:

- positive self-image
- friendships
- sense of achievement
- fitness.

### Learning aim B: Recognise ways to improve own health and wellbeing

#### B1: Skills for improving own personal health and wellbeing

Ways to improve personal health and wellbeing, such as:

- changing diet
- Use lifestyle questionnaires to understand how to improve
- research different food types to plan for a healthy, balanced diet
- monitor fitness levels e.g. use phone to record steps taken, pedometers, apps that record health data
- set realistic short-term goals for improving own personal health and wellbeing
- plan ways to improve personal health and wellbeing
- participate in activities to improve own personal health and wellbeing
- seek help and advice to improve own lifestyle e.g. friends, carers, family, tutor.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Check own personal health and wellbeing</b></p> <p>Evidence must include examples of individual contributions to discussions about personal health and wellbeing. This might be through use of technology to identify personal responses, question and answer sessions, individual checklists, or tutor observation.</p>
<p><b>A.P1</b> Complete a health and wellbeing questionnaire or diary</p>
<p><b>A.P2</b> Give reasons why good personal health and wellbeing is beneficial</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners complete a lifestyle questionnaire or diary. For P2, learners show that they have some understanding of the benefits a healthy lifestyle can have on their wellbeing.</p>
<p><b>Learning aim B: Recognise ways to improve own health and wellbeing</b></p> <p>Evidence might include checklists, photographic evidence, print-outs from health and fitness monitors, certificates of achievement</p>
<p><b>B.P3</b> Choose ways to improve own health and wellbeing</p>
<p><b>B.P4</b> Take part in an activity to improve own health and wellbeing</p>
<p><b>Guidance for assessors</b></p>
<p>For P3, learners will record ways to improve their own health and wellbeing. The learner may use different recording methods such as images, symbols or the tutor may record the information given by the learner. For P4, learners will show that they have taken part in an activity to improve their own health and wellbeing.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Listening to talks from different speakers about personal health and wellbeing e.g. dental hygienist, nutritionist, health visitor
- Sharing ideas on what they think 'healthy lifestyles' means
- Talking about the effects of drug abuse including alcohol and smoking
- Visiting the local leisure centre to find out information on exercise/fitness classes
- Including a period of exercise in each class.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Finding out about different health monitoring equipment e.g. pedometers, sports watches, apps on mobile phones
- Using different health monitoring equipment to record own personal health
- Working in a small group to create visual aids about healthy lifestyles
- Reviewing own lifestyle and suggesting ways to improve it
- Taking part in physical group activities.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Setting short-term goals to improve personal health and wellbeing
- Linking this unit with Participating in a sports activity
- Communicating with others on what health and wellbeing means
- Giving feedback on visits to leisure centres, medical centres
- Reviewing their own performance when working in a small group.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to consider their own health and wellbeing and suggest ways to improve it, showing they know why it is important and the benefits of making changes. Then take part in a wellbeing activity.

Evidence may include a completed health and wellbeing checklist, a plan over time to make personal improvements, questions and answers, video recording or evidence of discussions and observations.

### **Suggested context (Study and vocational progression focus)**

The task is to use different ways to record an aspect of own health and wellbeing and a wellbeing activity. The learner will show their understanding of the importance of maintaining own health and wellbeing and why it is important.

Evidence may include IT evidence of activity tracking, health and wellbeing survey, personal checklist, video recording, participating evidence e.g. medal, certificate of completion.

### **Suggested context (Employment focus)**

The task is to give a simple talk to the group about what health and wellbeing means, taking part in an activity and why it is important in the workplace. With support, the learner will identify an aspect of their own health and wellbeing that they can improve within a work-based environment.

Evidence may include video recording, questions and answers, video recording or tutor observation records.



# Unit 7: Contribute to Running an Event

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

## Unit in brief

Learners will develop skills, with support and guidance that will help them in preparing for and participating in an event. These skills will help learners be more effective when involved in any sort of event planning.

## Unit introduction

What is an event? It can be many different things. It might be going out to a party or the cinema, it might be a fair or a community street party. However small or large, communicating, working with others and planning are all important skills involved in event organisation.

In this unit you will be expected to contribute to the planning of and participate in the running of an event. This will involve you being a part of a team, working with others to prepare for and run an event. You will be expected to help out, be flexible and communicate with those involved to ensure the event is organised on time and runs smoothly. Keeping to agreed deadlines is an important aspect of this.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan to participate in an event	<b>A1</b> Skills for planning an event	Notes from planning meetings Individual checklists Tutor observation
<b>B</b> Participate in running an event	<b>B1</b> Skills for running an event <b>B2</b> Skills in receiving feedback	Audio, video or photographic Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Developing organisation skills by planning the sale of unwanted personal items
- Practising communication skills by attending a welcome home party for a sick relative
- Designing an invitation for an event such as a family celebration.

#### **Skills for Current and Future Study**

- Developing meet and greet skills by taking a small group on a centre tour
- Using resources to help plan a centre open day
- Meeting and greet visitors to the centre
- Using planning skills when participating in a careers event.

#### **Skills for Current and Future Employment**

- Carrying out basic research to plan a work experience activity
- Using teamwork skills when participating in an enterprise event
- Contributing to an exhibition of learner artwork.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 2: Team Challenge

Unit 6: Presenting to Others

Unit 7: Making an Event a Success

Unit 14: Communicating with People

Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.1	Count reliably up to 100 items
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.7	Know the number of hours in a day and weeks in a year; be able to name and sequence
E2.3	Respond appropriately to straightforward questions	<b>Using common measures, shape and space</b>	
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
<b>Reading</b>		E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.9	Understand organisational markers in short, straightforward texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>			
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Plan to participate in an event

#### A1: Skills for planning an event

Knowledge of expectations and requirements such as:

- Type of event
- Venue
- Budget
- Timelines
- Outcome.

Skills required such as:

- Planning – clarity about outcome, assigning tasks, setting deadlines
- Using checklists to ensure all relevant aspects are covered
- Understanding individual roles and clarifying expectations
- Communicating to achieve outcome and working together
- Managing time to achieve objectives.

### Learning aim B: Participate in running an event

#### B1: Skills for running an event

Skills required such as:

- Being clear of individual role and team objective
- Carrying out assigned tasks, with or without supervision and support
- Being flexible and working with others to run the event
- Being polite and respectful of others
- Dressing appropriately
- Being reliable and keeping to agreed deadlines.

#### B2: Skills in receiving feedback

Skills required such as:

- Listening to feedback from others on own performance and responding appropriately
- Describing how things could be done differently to improve.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### Learning aim A: Plan to participate in an event

Evidence must include examples of individual contributions to planning the event. This might be through individual checklists, meeting notes or tutor observation. Some support and guidance may be necessary.

**A.P1** Contribute to the planning of an event, demonstrating a basic understanding of purpose and individual roles

#### Guidance for assessors

For P1, learners make some appropriate contributions and participate in planning meetings. There is evidence that they can respond to roles allocated, asking for support if needed.

### Learning aim B: Participate in running an event

Evidence must include examples of individual contributions to the running of an event. This could be through observation, peer feedback or video. Some support and guidance may be necessary.

**B.P2** Contribute to the running of an event, carrying out assigned tasks using relevant skills

**B.P3** Receive feedback on individual and team performance

#### Guidance for assessors

For P2, learners will engage with the event showing understanding of their role and what is needed to complete the tasks.

For P3, learners will receive feedback on their own performance and reflect on how they can improve.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Sharing examples of events and identifying different types of event
- Creating checklists – for personal use – for an event
- Discussing time management – relevance for an event
- Discussing importance of deadlines – using course milestones as examples
- In small groups compiling event ideas for a given purpose
- Discussing budgeting, for individual purposes, or for a group event.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Visiting a local event
- Developing planning skills in small teams to prepare an event plan
- Identifying roles required to put on an event, sharing ideas with the group
- Working in a group to identify strengths of group members
- Giving feedback on the visited event, identifying the roles they observed and the communication required.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Communicating with others to plan tasks
- Creating planning schedules with deadlines
- Receiving feedback on own performance
- Discussing how events can support business activity e.g. marketing products and services
- Link this unit to others within the suite such as producing a product or being creative.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to assist in planning and participate in an end of term party. Learners should receive feedback on their own performance.

This can be recorded, written in response to a checklist, through answering questions, observation record, photographic or video evidence.

### **Suggested context (Study and vocational progression focus)**

The task is to assist in planning and participate in a centre based event such as an open evening or employability fair. Learners will use skills in planning as a team with support and guidance. Roles may be allocated by the tutor. Learners should receive feedback on their own performance.

Learner performance can be captured through observation, peer feedback, Q&A, or recording of roles during activities' observation record, photographic or video evidence.

### **Suggested context (Employment focus)**

The task is to assist in planning and participate in a fashion show to raise money for charity. Learners would be involved in planning the event content and timings under supervision. Roles would be allocated at the planning stage, and these roles may be allocated by the tutor. Learners should receive feedback on their own performance.

Learner performance can be captured through an event plan showing the steps required to meet the intended outcome, or discussion and observation, observation record, photographic or video evidence.



## Unit 8: Providing a Customer Service

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will find out, with support and guidance, different types of customer needs and how to provide a service to them.

### Unit introduction

Providing a good service to customers will not only make them happy but you will get a sense of achievement from using different skills. To provide a customer service you need to know who your customers are and what they need. To find out this information you need to be able to gather information from them, know what you can sell to them and then present the information to them in a positive way.

In this unit you will learn about different customer needs. You will have opportunities to practise and develop your communication skills and other skills that make you more confident and effective when working with other people. You will be able to use these skills in real or simulated work situations.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out what customers need	<b>A1</b> Skills for researching customer needs <b>B1</b> Skills for communicating with customers	Question and answer sessions, notes, use of checklists, visual aids, observation
<b>B</b> Contribute to providing a service to customers	<b>B2</b> Skills for providing customer service	Audio, video or photographic Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Asking clear questions to find out the needs of others
- Communicating and responding to requests from others
- Knowing who to ask for help to seek clarification.

#### **Skills for Current and Future Study**

- Observing others providing customer service
- Participating in group discussions to find out what customers need
- Following instructions to ensure that the customer service provided is appropriate
- Learning from experiences to improve performance.

#### **Skills for Current and Future Employment**

- Following workplace procedures when working with customers
- Providing customer service in different simulated and/or real workplace environments
- Finding ways to improve own customer service practice.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning  
 Unit 7: Presenting to others  
 Unit 8: Providing customer service  
 Unit 14: Communicating with people  
 Unit 18: Responding to a situation  
 Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.1	Count reliably up to 100 items
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.2	Read, write, order and compare numbers up to 200
E2.3	Respond appropriately to straightforward questions	E2.5	Add and subtract two-digit numbers
E2.4	Follow the gist of discussions		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>		<b>Using common measures, shape and space</b>	
E2.12	Use illustrations, images and captions to locate information	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Find out what customers need

#### **A1: Skills for researching customer needs**

Research skills, such as:

- Sources of information e.g. talking with potential customers, responding to given customer profiles
- Gathering information about what a customer needs when buying products or services e.g. Being listened to in order to avoid time wasting
  - Building greeted appropriately
  - Being given accurate information about products
  - Knowing they are valued
  - Feeling they have trust
  - Politeness
  - Speed of transaction
- Asking customers what they expect as part of the customer service.

### Learning aim B: Contribute to providing a service to customers

#### **B1: Skills for communicating with customers**

Communication skills such as:

- Identifying key messages from information given
- Asking questions to confirm understanding
- Responding to simple questions
- Sharing information about the product or service
- Behaving appropriately e.g. using appropriate body language, being attentive, checking understanding
- Knowing when to escalate an issue that a customer has.

#### **B2: Skills for providing customer service**

Customer service skills such as:

- Dressing appropriately
- Being patient, calm and empathising with the customer
- Being attentive and listening to what the customer really wants
- Knowing relevant information about the product or service
- Solving customer problems within own role
- Working with different types of customer e.g. Familiar and unfamiliar people, those of different ages
- Observing more experienced colleagues and willingness to learn
- Asking for advice to help solve simple customer problems
- Following guidance when communicating with customers.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Find out what customers need in different situations</b> Evidence might include records of question and answer sessions, notes, use of checklists, observation records or visual aids.</p>
<p><b>A.P1</b> Find out about customer needs</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners demonstrate some basic research skills using given information or by asking questions to gain information. Learners will find out about the needs of the customer in two different situations.</p>
<p><b>Learning aim B: Contribute to providing a service to customers</b> Evidence must include examples of individual contributions to providing customer service. This could be through photographic evidence, role play and simulations, video or observation records.</p>
<p><b>B.P2</b> Demonstrate communication skills when providing a service to customers</p>
<p><b>B.P3</b> Demonstrate customer service skills when providing a service to customers</p>
<p><b>Guidance for assessors</b></p>
<p>For P2, learners will communicate with a customer in a real or simulated situation showing a basic understanding of skills required to achieve the given task. For P3, learners will engage in providing customer service in a real or simulated environment.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Sharing ideas on what a customer is and what they might 'buy' or the service they expect
- Making checklists of what service learners would like and expect if they were the customer
- Learning customer service skills by observing others
- Using role play to understand the effect body language can have on customer relationships
- Learning strategies to find out information about local services e.g. gathering leaflets, identifying key words, presenting the information in a simple way
- Use a checklist to ask customers what they expect from customer service.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Following single-step instructions when talking to a customer on the telephone
- Practising customer service skills in a simulated situation
- Helping to welcome visitors to an 'open event'
- Inviting different customer types to share what customer services they would like
- Sharing experiences that they have had as customers and what they can learn from them
- Role play situations in responding to easily rectifiable customer issues e.g. making alternative arrangements for a restaurant booking or appointment, asking for directions, returning goods.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Visiting local shops or service providers to observe ways to work with customers in a positive way
- Participating in role play as a customer asking for help to resolve an issue
- Practising customer service skills in a real or simulated situation e.g. receptionist in a medical centre, sales assistant, gardening assistant, waiter/waitress
- Participating in different activities to promote the development of communication skills
- Watching clips of 'customer service' situations to find out what makes good customer service
- Link this unit with others such as cooking for others.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to contribute to a discussion on how to find out what a customer needs and expects in two given situations, when buying a product or service. Learners will then demonstrate their communication and customer service skills as part of a role play activity based on a given scenario. Evidence can include notes, checklists, photographs, video or observation records.

### **Suggested context (Study and vocational progression focus)**

The task is to use basic research skills to find out what a customer needs in given Hospitality and catering situations. The learner will demonstrate communication and customer service skills to help contribute to the needs of the customer when providing a lunchtime service (this can be in a workplace or simulated).

Evidence can include notes, checklists, photographs, video or observation records.

### **Suggested context (Employment focus)**

Working in a small group, to talk about what the customer needs in different situations and then demonstrate communication and customer service skills with customers with different needs in a real or simulated employment environment such as a hair salon, restaurant or retail environment. Evidence can include peer group feedback, observation records, video recordings and photographs.



## Unit 9: Using Digital Skills

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will develop, with support and guidance, their digital skills and apply these in a variety of contexts for different purposes.

### Unit introduction

Digital skills are the essential skills we need to develop in order to be successful in life and work. Technology is constantly evolving to help support our daily living and working lives. It is important for us all to grasp the scale of this development so that we can access, use and share information using the devices we have at our disposal.

In this unit you will develop and use your skills to complete tasks relevant to your given purpose. You will explore a range of technology devices and applications and consider their purposes. You will also develop an understanding of the importance of protecting yourself when using technology.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about the use of digital technology	<b>A1</b> Skills in researching digital technology uses, devices/ applications and purposes	A summary table of research
<b>B</b> Use digital skills when completing a given task	<b>B1</b> Skills for using technology <b>B2</b> Skills for ensuring online personal safety	Annotated documents/ screenshots Tutor discussion/observation notes

## Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

### **Skills for Personal Development**

- Joining a social media/ online discussion group
- Using the internet to search for local services
- Using a self-service checkout at a local supermarket
- Registering for online banking.

### **Skills for Current and Future Study**

- Using the internet to search for general course-related information
- Using computer software to present information e.g. a poster, flyer or simple report
- Creating an online portfolio
- Setting up an email account.

### **Skills for Current and Future Employment**

- Using the internet to search for local employment opportunities
- Visiting a given website to find out about a particular company.

## Links to BTEC Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 11: Living with Online Technology

Unit 12: Using Technology for a Purpose

Unit 14: Communicating with People



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Handling information and data</b>	
E2.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	E2.22	Extract information from lists, tables, diagrams and bar charts
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic	E2.23	Make numerical comparisons from bar charts
<b>Reading</b>		E2.24	Sort and classify objects using two criteria
E2.7	Read correctly words designated for Entry Level 2	E2.25	Take information from one format and represent the information in another format, including use of bar charts
E2.8	Understand the main points in texts		
E2.9	Understand organisational markers in short, straightforward texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.11	Read and understand sentences with more than one clause		
E2.12	Use illustrations, images and captions to locate information		

English		Mathematics
<b>Writing</b>		
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	
E2.14	Form regular plurals	
E2.15	Use the first and second letters to sequence words in alphabetical order	
E2.16	Spell correctly words designated for Entry Level 2	
E2.17	Communicate information in words, phrases and simple sentences	
E2.18	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)	
E2.19	Write in compound sentences, using common conjunctions (e.g. <i>or</i> , <i>and</i> , <i>but</i> ) to connect clauses	
E2.20	Use adjectives and simple linking words in the appropriate way	

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Find out about the use of digital technology

#### **A1: Skills in finding out about types of technology devices/applications and their purposes**

Types and technology such as:

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

Types and purposes such as:

- Finding out or providing information e.g. using search engines
- Presenting ideas to others e.g. using presentation software
- Communicating with others e.g. chat, email.

### Learning aim B: Use digital skills when completing a given task

#### **B1: Skills for using technology**

Technology skills such as:

- Operating equipment – switch on, connect, set up, use
- Opening and viewing presentation
- Opening and viewing documents
- Inputting information
- Changing documents or presentation
- Combining text, images, audio or video to convey information
- Setting up and using equipment safely and within guidelines
- Taking care of equipment and data
- Getting permission to use equipment, images or information.

#### **B2: Skills in ensuring online personal safety**

Strategies for online technology safety, such as:

- Knowing when and when not to share personal information
- Setting up, updating and creating profiles on connected devices and networks
- Keeping passwords safe and having different 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 up to date to avoid loss of files
- Blocking and ignoring other unfriendly users.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria

<p><b>Learning aim A: Find out about the use of digital technology</b> Evidence might include a summary table of a range of technology devices and applications/ activities identifying their purposes</p>
<p><b>A.P1</b> Follow given instructions when exploring types of technology and their purposes</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b>, learners will complete a basic research task, linking digital technologies to their purpose</p>
<p><b>Learning aim B: Use digital skills when completing a given task</b> Evidence should include a tutor observation record and a final product such as a document or screen shots of the completed task</p>
<p><b>B.P2</b> Use digital skills to carry out a given task</p>
<p><b>B.P3</b> Follow practices to ensure online personal safety</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b>, learners will demonstrate basic digital skills to produce a final outcome, such as adding data, changing a document or joining a group</p> <p><b>For P3</b>, learners will follow guidance and protocols to ensure online personal safety and avoid putting themselves at risk</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate when working with technology. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Discussing how technology can help or hinder everyday activities e.g. shopping online, ordering take-away, booking appointments, searching for local services, planning a journey
- Discussion/instruction on how to protect personal information and identity when using technology. Compiling a do's and don'ts checklist
- Watching and discussing videos on how technology has influenced industry over time
- Discussion/demonstration of how everyday tasks were completed before the use of technology e.g. before mobile phones, the internet, ATMs, online shopping, booking holidays
- Simulation activity based on future technological advances e.g. artificial intelligence, automated services, robotics, transport
- Exploring devices for given tasks – if applicable, give learners access to laptops, tablets, phones, PCs and a task to compare how each device performed in achieving the task

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Discussions and comparisons of how technology and computer software can support study e.g. using spellcheckers, saving and reviewing own work, presentation, combining text and images
- In pairs, learners are given a short list of questions to search using the internet. Findings are compared and discussed with the whole group
- Group visits to local supermarkets/take-away restaurants that require the use technology to order food or buy provisions
- Following step-by step guides to set up email accounts or join online community groups

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Exploring the use of technology in given vocational sectors and how these enhance the services the sectors provide
- Linking this unit with others such as Unit 19: Producing a Document
- Using the internet safely to find out about future study and employment opportunities

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to join an online community group of personal interest. Learners will need to carry out basic research into how to access the group and the range of opportunities and interests. They will need to demonstrate a safe working approach.

Evidence will be through tutor observation, a table of the choices the groups considered and a screenshot or print-out of the completed application.

### **Suggested context (Study and vocational progression focus)**

The task is to use a digital device to produce a poster advertising an event or service. Learners will need to carry out basic research to decide the programme to used (learners should be given at least two different programmes that can produce the poster).

They will need to demonstrate a safe working approach.

Evidence will be through tutor observation, a table comparing a range of materials reviewed and the final poster produced.

### **Suggested context (Employment focus)**

The task is to add a slide to a given digital presentation. Learners will need to carry out basic research on how to add the side to the presentation and follow the instructions.

They will need to demonstrate a safe working approach.

Evidence will be through tutor observation, a table comparing a range of organisations and the final leaflet produced.

# Unit 10: Contributing to a Performance

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

## Unit in brief

Learners will develop skills, with support and guidance, which will help them to rehearse or prepare for contributing to a performance. These skills will help learners to be more effective when involved in any sort of performance or presentation.

## Unit introduction

Putting on a performance requires many different activities. The main roles are performing in front of an audience or helping behind the scenes in a production role.

In this unit you will have the opportunity to contribute to putting on a performance and deciding whether you want to be on the stage or take on a supportive role. You might prefer to help out with the audience, providing a front of house service, giving out tickets and showing guests to their seats or get involved with costumes, make-up or lighting.

All these activities will help to build confidence and encourage you to work as part of a team. You will develop communication skills and will need to listen to instructions and feedback. Working with others is an essential life skill and this unit will help to develop your skills to do this.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Participate in the preparation for a performance	<b>A1</b> Skills in preparing for a performance	Logbooks, plans, designs, rehearsal schedules
<b>B</b> Participate in a performance	<b>B1</b> Skills for contributing to a performance as a performer or support staff <b>B2</b> Skills for receiving feedback	Audio, video or photographic Tutor observation

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Develop research skills by investigating different job roles in a performance e.g. performer or support
- Finding out information and attending a performance
- Identifying and reviewing own strengths and suitability for roles.

#### **Skills for Current and Future Study**

- Following instructions to prepare, plan and participate in a performance
- Responding to given feedback
- Working with others to achieve objective.

#### **Skills for Current and Future Employment**

- Collaborating with the performance team
- Following procedures to create a safe environment for the performance
- Being focused on own role and acting on feedback
- Managing time effectively to attend rehearsals, ensure backstage support is completed in time for the final performance.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 2: Team Challenge

Unit 9: Going on a Visit

Unit 14: Communicating with People

Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.7	Know the number of hours in a day and weeks in a year; be able to name and sequence
E2.2	Make requests and ask clear questions appropriately in different contexts	<b>Using common measures, shape and space</b>	
E2.3	Respond appropriately to straightforward questions	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.4	Follow the gist of discussions	E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from the 24-hour digital clock
E2.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.11	Read and understand sentences with more than one clause		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Participate in the preparation for a performance

#### **A1: Skills in preparing for a performance**

Knowledge of expectations and requirements such as:

- Purpose of rehearsals – preparation, identifying any constraints or possible problems
- Different roles
- Performance – actor, dancer, musician, singer
- Production – lighting, sound, costumes, props
- Front of house – ticket sales, advertising.

Skills required such as:

- Selecting performance piece
- Using specific skills and techniques dependent on role
- Understanding individual roles and clarifying expectations
- Collaborating with others involved
- Managing time – attending rehearsals, being punctual
- Developing creative ideas in role
- Responding to feedback
- Participating in discussions
- Being positive.

### Learning aim B: Participate in a Performance

#### **B1: Skills for contributing to a performance as a performer or support staff**

- Being clear about individual role
- Listening to instructions
- Working collaboratively
- Being polite and respectful of other involved in the performance
- Being reliable and keeping to time
- Being aware of other performers
- Being aware of the audience
- Communicating clearly with others
- Staying focused
- Managing time to meet deadlines.

#### **B2: Skills in receiving feedback**

- Responding positively to feedback
- Identifying what can be improved based on feedback received.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at Entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### Learning aim A: Participate in the preparation for a performance

Evidence might be the creation of a rehearsal logbook in which learners capture what they have done to support the planning of a performance. Evidence of feedback should be included. This might be through tutor observation and peer feedback. Some support and guidance may be necessary.

**A.P1** Participate in rehearsals and the preparation process in a positive way, demonstrating basic understanding of performance or support skills roles

#### Guidance for assessors

For P1, learners should engage with others in carrying out tasks that support preparing for the final performance. Learners should show awareness and understanding of their role and be able to describe what is expected of them. It is possible support and guidance might be required in order to complete tasks. Learner roles may have been allocated.

### Learning aim B: Participate in a performance

Evidence must include examples of individual contributions to the performance, whether creative or production. Feedback should be given on individual performance. There should also be evidence of working collaboratively. This could be through observation, logbook, discussion or video. Some support and guidance may be necessary.

**B.P2** Contribute to a performance, demonstrating relevant skills

**B.P3** Receive basic feedback on own performance

#### Guidance for assessors

For P2, learners will engage in their performance or supportive production role, showing commitment and focus. Learners should also be able to communicate and work with others appropriately. At times support and guidance may be required to complete tasks.

For P3, learners will identify one way that they can improve their performance after receiving feedback.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Exploring different roles involved in a performance – creative, production, on stage, backstage, front of house
- Sharing ideas about performances using given or discussed themes
- Exploring dance, acting, music
- Watching the performances of others
- Identifying skills in the group and where strengths lie
- Identifying personal preferences as a group activity such as being on stage or behind the scenes
- Selecting roles
- Working collaboratively – simulations and role play
- Finding examples of different performances
- Reading/acting roles
- Production roles.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Visiting a live performance including backstage elements
- Attending rehearsals or production meetings
- Working with others to gather appropriate equipment for the performance
- Developing ideas both individually and in a group
- Communicating ideas
- Receiving feedback
- Reviewing skills and planning improvements
- Discussions on production designs.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Collaborating with others in the performance onstage and backstage as appropriate
- Responding to feedback from others
- Reviewing own performance and identifying improvements.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to contribute to a short improvised small group performance based on a given theme relevant to the learners. Learners will decide whether they wish to take on a performance or supportive role. Learners will identify from feedback on how they can improve after the performance.

Learner performance will be captured through observation, logs or designs during the preparation stage and observation and video evidence of the final performance with supported tutor notes highlighting individual contributions and roles.

### **Suggested context (Study and vocational progression focus)**

The task is to work in collaboration with a group in the centre currently studying performing arts. The performance piece may be scripted or improvised. Learners will decide whether they wish to take on a performance or supportive role. Learners will identify from feedback on how they can improve after the performance.

Learner performance will be captured through observation, logs or designs during the preparation stage and observation and video evidence of the final performance with supported tutor notes highlighting individual contributions and roles.

### **Suggested context (Employment focus)**

The task is to work as a small group in the preparation and performance of a promotional video for a local business, service or charity that highlights their work and raises audience awareness. Learners will decide whether they wish to take on a performance or supportive role. Learners will identify from feedback on how they can improve after the performance.

Learner performance will be captured through observation, logs or designs during the preparation stage and observation and video evidence of the final performance with supported tutor notes highlighting individual contributions and roles.



# Unit 11: Communicating with Others

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in giving and receiving information from other people. Learners will be given a purpose and then convey meaning to others, with support and guidance as required. This will help learners to be more effective when communicating and interacting with others in a variety of situations.

## Unit introduction

Communication is an essential skill for independent living, study and employment. Being able to communicate with others allows us to give and receive information, take, give and respond to instructions and help develop our skills in working with others.

In this unit you will explore different ways to communicate and be expected to give and receive information for a purpose. The purpose can vary, it might be making a phone call for work or talking to someone about a problem or asking for information or guidance. Sometimes our communication requires us to think and plan ahead in terms of what we are intending to say.

You will be observed during the preparation and delivery of your communication to assess your skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Contribute to a range of discussions	<b>A1</b> Skills in applying different communication techniques	Information on techniques in a leaflet/simple poster
<b>B</b> Communicate with others for a given purpose	<b>B1</b> Skills in communicating with others	Audio, video or photographic of presentation of information

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Using written communication and IT skills to write a letter or email to a friend
- Using social media, phones, email or messaging to arrange a meeting
- Using signs or symbols to express personal needs
- Using verbal or non-verbal communication to convey information.

#### **Skills for Current and Future Study**

- Using verbal and non-verbal communication to ask others for help and guidance
- Presenting findings that are study related
- Providing personal information to others e.g. application forms
- Using text and images to convey a message or provide information e.g. a leaflet or poster.

#### **Skills for Current and Future Employment**

- Responding to a meeting agenda and planning how you would contribute in a work meeting
- Providing feedback on progress of a given task
- Responding to customer queries.

### Links to Entry to Vocational Study (Entry 3) Units

- Unit 6: Presenting to Others
- Unit 8: Providing Customer Service
- Unit 12: Using Technology for a Purpose
- Unit 14: Communicating with People
- Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>
<b>Speaking, listening and communicating</b>		
E2.1	Identify and extract the main information and detail from short explanations	
E2.2	Make requests and ask clear questions appropriately in different contexts	
E2.3	Respond appropriately to straightforward questions	
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic	
<b>Reading</b>		
E2.7	Read correctly words designated for Entry Level 2	
E2.8	Understand the main points in texts	
E2.9	Understand organisational markers in short, straightforward texts	
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	
E2.12	Use illustrations, images and captions to locate information	
<b>Writing</b>		
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	
E2.16	Spell correctly words designated for Entry Level 2	
E2.17	Communicate information in words, phrases and simple sentences	

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Contribute to a range of discussions

#### **A1: Skills in applying different communication techniques**

Different techniques such as:

- Understanding the purpose of the communication e.g. giving and receiving of information
- Written, Spoken, Visual, using non-verbal communication e.g. signs, images, body language
- Using language to inform, persuade, express feelings, convey opinions.

Factors to aid communication such as:

- Audience awareness
- Purpose
- Selecting appropriate use of words and phrases to meet the communication need
- Choosing the appropriate medium to communicate
- Time involved
- Pitch, tone and pace.

### Learning aim B: Communicate with others for a given purpose

#### **B1: Skills in communicating with others**

- Clarification of purpose of communication
- What is the format?
- Choosing appropriate language
- Verbal and non-verbal communication
- Presenting communication in a friendly tone or manner
- Checking spelling
- Being respectful
- Empathy for others.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry1 and entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### Learning aim A: Skills in applying different communication techniques

Evidence must include examples of learners practising at least **two** different communication techniques. These should be varied perhaps a written and a spoken piece. This might be through role play, giving short presentations, producing individual notes or leaflets, emails or letters. Support and guidance may be required.

**A.P1** Demonstrate basic understanding of communication techniques

#### Guidance for assessors

For P1, learners can show understanding of the different communication techniques. There is evidence learners can respond positively to tasks allocated, asking for support if needed. Activities may be given with a purpose specified.

### Learning aim B: Communicate with others for a given purpose

Evidence must include at least **two** examples of individual communication with others for a given purpose. The purpose could be a phone call, an interview, a poster, an email, a discussion, informal and formal. These could be through role play, videos, posters, email exchange, or participation in an observed meeting. Support and guidance may be required.

**B.P2** Communicate with others showing limited understanding of the purpose

#### Guidance for assessors

For P2, learners will actively participate in the communication, showing limited understanding of the purpose, audience and format. Some supervision may be needed.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Recording ideas in pairs to suggest different scenarios for communication with others
- Showing awareness of different ways to communicate, depending on the situation and the purpose
- Passing a short verbal phrase/statement down a line of classmates and comparing the final message with the original
- Formal teaching of written skills such as sentence structure and use and importance of punctuation for a more formal purpose
- Discussing formal and informal situations and what this means for communication
- Comparing 'text speak' with more formal language use
- In pairs discussing the difference between communicating with a friend compared to communicating with a professional e.g. a doctor, the bank.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Role playing different situations and contexts, in pairs or small groups such as interviews, telephone conversations, text messaging, emailing
- Working with others and communicating together to build a bridge, survive a shipwreck – activities requiring teamwork and communication to succeed
- Watching videos of interviews on chat shows and the news and observing how people respond
- Reviewing and creating posters or leaflets showing the giving and receiving of information, demonstrating how visual and written communication can contribute to conveying information.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Demonstrating communication techniques in pairs by role playing an interview for work experience or a job application
- Demonstrating communication skills by working in small groups to make a short presentation on a given topic
- Individually creating a checklist of what to remember when compiling a letter
- Practising communication skills by having a debate in class on a given topic of personal interest
- Linking this unit with others such as contributing to a team activity.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to invite people to a party, prepare an invitation for the party and also invite somebody verbally. Learners need to show understanding of the purpose of the communication and the invitation should include appropriate information about the venue, times, date, dress code.

Learner evidence can be captured through a copy of the invitation along with a recording or video and a discussion around choices made regarding layout, language and length.

### **Suggested context (Study and vocational progression focus)**

The task is to participate in a progress review with a tutor replying to questions and feedback. Where possible this should be real rather than simulated, Communication needs to be appropriate, clearly expressed and feedback responded to.

The second task is to show follow up action based on the tutorial discussion. This should be in the form of actions to improve performance (Written or verbal).

Learner evidence can be captured through tutor observation, tutorial records or Q&A, completed forms.

### **Suggested context (Employment focus)**

The task is to prepare and carry out two stages of a job application. The first stage may involve a real or simulated conversation with an employer to establish facts such as work patterns, role, responsibilities etc. or completing an application form or CV. The second stage will a simulated interview.

Learner performance can be captured through tutor observation, tutorial records or Q&A, completed forms of screen shots, video or audio recordings.



# Unit 12: Contribute to a Team Sport Activity

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

## Unit in brief

Learners will develop skills, with support and guidance that will help them participate in a team sport activity. These skills will help learners be more effective when involved in any form of team activity.

## Unit introduction

Being active, keeping fit, playing sport or just walking with friends are all essential parts of leading a healthy lifestyle. Keeping fit and well are essential for independent living and in this unit you will be encouraged to participate in a team sport activity, which will help in keeping you fit and healthy. In this unit you will be expected to participate in at least one sporting activity. This will involve you in being a part of a team and working with others to play a sport. You will need to know the basic rules, equipment and what clothing and equipment is required to participate in the team sport activity. Ideally you will participate in more than one type of sport activity and you will then reflect on how you did and what you could do to improve your performance.

You will be observed during the team sport activity to assess your contribution.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare to take part in a team sport activity	<b>A1</b> Skills preparing the equipment and knowing the rules required for different team sports	A table identifying a team sports including the basic rules and equipment required, a verbal account, answer to questions
<b>B</b> Take part in a team sport activity	<b>B1</b> Skills in participating in a team sport <b>B2</b> Skills in personal reflection	Observation record  Audio, video or photographic Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Developing research skills by investigating different sports of personal interest
- Selecting sports that match individual skills, interests and ability
- Identifying and selecting suitable equipment and clothing for a sport
- Recognising the health and well-being benefits of being actively involved in sport activities.

#### **Skills for Current and Future Study**

- Following instructions and developing sport specific skills
- Following rules
- Using different resources to find out about team sports
- Working with others and practising sport-related team skills.

#### **Skills for Current and Future Employment**

- Following the rules of a game when participating in sport
- Communicating with others as part of a sports team.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 2: Team Challenge

Unit 9: Going on a Visit

Unit 14: Communicating with People



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.1	Count reliably up to 100 items
E2.2	Make requests and ask clear questions appropriately in different contexts		
E2.3	Respond appropriately to straightforward questions		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.12	Use illustrations, images and captions to locate information		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Prepare to take part in a team sport activity

#### **A1: Skills preparing the equipment and knowing the rules required for different team sports**

Requirements such as:

- Type of sport – individual, team
- Rules
- Clothing
- Equipment.

Skills required such as:

- Fitness level
- Specific skills and techniques, such as kicking, dribbling, throwing, hitting, passing, running, shooting
- Knowing who is in charge of the team
- Knowing who adjudicates the rules, umpire, referee
- Understanding individual roles and clarifying expectations
- Communicating with rest of team/opponent
- Managing time in the game
- Looking after yourself
- Being a team player
- Being prepared to lose.

### Learning aim B: Take part in a team sport activity

#### **B1: Skills in participating in a team sport**

Skills required such as:

- Being clear of individual role and team objective
- Dressing appropriately
- Listening to instructions
- Being polite and respectful of other players
- Using correct equipment
- Following the rules
- Being reliable and keeping to time
- Playing to the best of your ability
- Playing as part of a team
- Supporting other team members.

#### **B2: Skills in personal reflection**

Skills required such as:

- Taking constructive comments about team performance
- Responding to individual feedback
- Considering how things could be done differently to improve
- Describing what you can do to improve.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### Learning aim A: Prepare to take part in a team sport activity

Evidence must include information about the sport selected with examples of individual roles within the team and preparation made. Some basic information about the rules should also be supplied. This might be through individual checklists, team meeting notes or tutor observation. Some support and guidance may be necessary.

**A.P1** Prepare to participate in a team sport activity demonstrating basic understanding of the rules and individual role

#### Guidance for assessors

For P1, Learners should show awareness and understanding of the basic premise of the game and understand their role in a team (this could be done when the learner is preparing for the sport). It is possible support and guidance might be required in order to identify an appropriate sport and role.

### Learning aim B: Take part in a team sport activity

Evidence must include examples of individual contributions to the sport played. Feedback should be given. This could be through observation, peer feedback, discussion or video. Some support and guidance may be necessary.

**B.P2** Take part in a team sport activity, carrying out assigned role using appropriate skills

**B.P3** Receive basic feedback on individual and team performance

#### Guidance for assessors

For P2, learners will take part in the sporting activity, showing understanding of their role, using appropriate equipment and dress and following the associated rules. The evidence could be captured through video.

For P3, learners will receive basic feedback on their own performance and provide a basic response. Learners may be guided through their responses through prompts and probing questions.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Exploring different sports in groups – individual and team
- Creating posters about team sports
- Comparing and contrasting team and individual sports and discussing their benefits
- Identifying personal preferences as a group activity
- Joining a team – what is required
- Considering the role of communication in team sport activities.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Visiting a game – football match, netball, tennis, golf, cycling
- Developing specific sport skills depending on the choice of sport
- Identifying roles within a team
- Identifying the correct equipment and clothing for different team sports
- Working in a group to identify strengths and weaknesses and reviewing performance
- Guest speakers talking about playing the game and being a part of a team.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Communicating with others to play the game/sport
- Listening to feedback from team members
- Reviewing and comparing own performance with others
- Link this unit with others such as Understanding Health and Well Being.

## Suggested assessment activities (for assessors)

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

### Suggested context (Personal Skills focus)

The task is to prepare and participate in a team sport activity of personal interest or already do. Learners will need to demonstrate a basic understanding of the chosen or given sport, its rules and the equipment involved, providing evidence in a table, checklist, verbally or as the answer to questioning. They will then need to demonstrate participation in the activity and provide basic response to feedback on their performance.

Learner performance may be evidenced through observation, photographic, video and tutor/ assessor observation records.

### Suggested context (Study and vocational progression focus)

The task is to prepare and participate in a team sport activity of personal interest and future study within the sport sector. Learners will need to demonstrate a basic understanding of the chosen or given sport, its rules and the equipment involved, providing evidence in a table, checklist, verbally or as the answer to questioning. They will then need to demonstrate participation in the activity and provide basic response to feedback on their performance.

Learner performance may be evidenced through observation, photographic, video and tutor/ assessor observation records

### Suggested context (Employment focus)

The task is to prepare and participate in a team sport activity that is relevant to personal interest and future employment. Learners will need to demonstrate a basic understanding of the chosen or given sport, its rules and the equipment involved, providing evidence in a table, checklist, verbally or as the answer to questioning. They will then need to demonstrate participation in the activity and provide basic response to feedback on their performance.

Learner performance may be evidenced through observation, photographic, video and tutor/ assessor observation records.

*The employment focus here could form part of the review process where learners are encouraged to consider how they may apply their experience to employment opportunities such as sport leaders, trainers or instructors. Learners should **NOT** however be penalised for inappropriate responses as this is not included within the assessment criteria.*



## Unit 13: Create a Product

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will develop skills, with support and guidance, in following instructions and making a product. This will help learners to be more effective in carrying out tasks in using materials to produce a final outcome.

### Unit introduction

Using tools, checking for accuracy and following logical steps are all important skills when producing a product. The product might be one that you have designed yourself or it might be something you are building such as a table or chest of drawers following the manufacturer's instructions.

In this unit you will be expected to carry out tasks appropriate to producing an agreed product. This will require you to make a production plan, select materials and produce a product. You will need to be careful with your product, checking it is safe. You also need to be aware of any health and safety procedures that are required during the process.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Make decisions when planning to produce a product	<b>A1</b> Skills in decision-making	A leaflet or poster showing the skills required Presentation of production plan
<b>B</b> Produce a product	<b>B1</b> Skills in production	Oral questioning on planning verbal presentation of decision making  Audio, video or photographic records of product

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Using cooking skills to produce a tray of brownies to share with friends
- Following instructions to construct a pre-packed/made product
- Using IT skills creatively to produce a birthday card for a family member.

#### **Skills for Current and Future Study**

- Using manual dexterity skills to cover a folder and label it for current course
- Using communication and artistic skills to produce a publicity poster for a course of study
- Using drawing skills to create and laminate a map of the college to help new students find their way around.

#### **Skills for Current and Future Employment**

- Using IT skills to create a business card
- Working with others to produce a logo for a new business
- Using creative skills to produce some headed notepaper and stationery for a business.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 3: Finding out about a topic

Unit 4: Designing a Product

Unit 5: Creating a Product

Unit 6: Presenting to Others

Unit 12: Using Technology for a Purpose

Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using common measures, shape and space</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.14	Use metric measures of length, including millimetres, centimetres, metres and kilometres
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.15	Use measures of capacity, including millilitres and litres
E2.3	Respond appropriately to straightforward questions	E2.18	Read and use simple scales to the nearest labelled division
E2.4	Follow the gist of discussions		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
<b>Writing</b>			
E2.16	Spell correctly words designated for Entry level 2		
E2.17	Communicate information in words, phrases and simple sentences		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Make decisions when planning to produce a product

#### A1: Skills in decision-making

- Deciding on a product, how long will it take to make, do you have the skills to make the product, do you have the material, how much will it cost
- Making a plan for product creation with steps from beginning to completion
- Identifying the equipment, tools and materials needed
- Considering health and safety requirements
- Adapting and making changes if necessary
- Using IT when appropriate
- Time involved/allowed for production and working to deadlines
- Following instructions or steps.

### Learning aim B: Produce a product

#### B1: Skills in production

- Applying techniques
- Following steps in the plan or instructions
- Using appropriate tools and equipment
- Using IT to help in planning and/or production
- Being aware of health and safety
- Using hand and eye coordination to make something
- Checking for accuracy, finishing details, neatness
- Getting feedback on product for improvement purposes.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### **Learning aim A: Make decisions when planning to produce a product**

Evidence must include an example of a plan to produce a product. The plan should be produced individually or in small groups where it is possible to identify individual contributions. Learners can produce the plan by providing individual notes, verbal presentation, questioning or computerised lists, alongside instructions. A final product aim must be clearly identified.

**A.P1** Create a basic production plan, demonstrating understanding of production preparation

#### **Guidance for assessors**

For P1, learners can identify and show basic understanding of a production plan. A plan is produced and there is evidence that learners can respond to tasks allocated, asking for support if needed. Support and guidance may be required for learners to complete the plan and the product being created may also be given.

### **Learning aim B: Produce a product**

Evidence must include an example of a product that a learner has been involved in producing. This must be shown in part through the final outcome, but also through examples of the process, which might be photographic, video, notes, discussion, observation or question and answers.

**B.P2** Demonstrate basic production skills when making a product

#### **Guidance for assessors**

For P2, learners will participate in the task, showing basic understanding of the purpose and plan. Some supervision may be needed and support and guidance may be required for learners to complete the activity.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Sharing examples of product designs and plans with the group
- Reminding the group of health and safety
- Tutor demonstration of using equipment, materials and tools
- Sharing ideas for suitable products.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Producing a plan showing the different steps required for individual production
- Considering problems that may occur during the process
- Discussing with others the feasibility of the proposed production
- Practising specific skills pre-production
- Creating posters showing health and safety requirements for the sector
- Identifying equipment and materials needed to make the product.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Linking this unit with others such as enterprise and being creative
- Reviewing and modifying plans and relating this process to approaching other units
- Recording the process of planning and producing a product
- Discussing how to record similar processes in the future.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to plan and produce a product of personal interest that could be used or displayed at home. The product could be in the form of a kit (the learner would have to show evidence of planning the materials needed such as glue and preparing the area) have a practical use such as a bird feeder, kitchen utensil or have artistic value such as a sculpture.

A plan will show the steps required and materials to be used.

Learner performance can be captured through presenting a copy of the plan with steps in the production described, as well as the final product. Performance can also be captured through tutor observation, question and answering and/or photographic evidence.

### **Suggested context (Study and vocational progression focus)**

The task is to plan and produce a product that will benefit the centre or course. The product may have a promotional focus such as a website design or be practical such as making a wooden planter to display plants in the centre's outside area.

Learner performance can be captured through tutor observation, peer feedback, Q&A, recording of roles during production activities as well as through the plan and final product.

### **Suggested context (Employment focus)**

The task is to prepare for and produce promotional material for a small business or enterprise. The material could be leaflets or posters advertising the business services and products or designing logos, business cards or website information.

Learner performance can be captured through tutor observation, discussion and question and answers, as well as through the plan and the final product produced.



## Unit 14: Being Creative

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will develop, with support and guidance, skills while participating in a creative activity.

### Unit introduction

Expressing our creativity has many benefits. By taking part in creative activities, it may help you relax, avoid stress and anxiety as well as helping us think in different ways. Artists use creativity to express their views and influence others, which can be very powerful.

In this unit you will explore a range of creative techniques and use a variety of materials to produce an outcome or product. You will be observed and asked questions about your approach to the given task.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Use a variety of creative techniques and materials	<b>A1</b> Skills in using different techniques <b>A2</b> Skills in working with different materials	Tutor observation record A mood-board
<b>B</b> Produce a creative outcome	<b>B1</b> Skills in producing a creative outcome	Annotated photographs of the outcome produced

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Participating in creative activities to release stress and anxiety
- Discovering an activity of personal interest worthy of exploration
- Using technology to compile a track list of favourite music
- Designing a poster for a favourite film, artist or album.

#### **Skills for Current and Future Study**

- Producing an artefact as part of an art project
- Contributing to an exhibition based on a given theme
- Designing and printing T-shirts based on a given theme or campaign.

#### **Skills for Current and Future Employment**

- Building a portfolio of evidence of creative work to present to others
- Reviewing the creative process with support and guidance and considering transferable skills for employment
- Exploring the basic benefits of creativity in the workplace with specific examples e.g. saving time, improving efficiency, changing ways of working, influencing others.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

- Unit 3: Finding out about a topic
- Unit 4: Designing a Product
- Unit 5: Creating a Product
- Unit 6: Presenting to Others
- Unit 12: Using Technology for a Purpose
- Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Use common measures, shape and space</b>	
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.14	Use metric measures of length, including millimetres, centimetres, metres and kilometres
E2.3	Respond appropriately to straightforward questions	E2.21	Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards
E2.4	Follow the gist of discussions		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Writing</b>			
E2.16	Spell correctly words designated for Entry level 2		
E2.17	Communicate information in words, phrases and simple sentences		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Use a variety of creative techniques and materials

#### A1: Skills in using different techniques

Skills such as:

- Organisation
- Communication
- Problem solving
- Decision making.

Techniques such as:

- Drawing
- Painting
- Printing
- Modelling
- Sculpture
- Collage
- Decoupage
- Video and audio, animation.

#### A2: Skills in working with different materials

Materials such as:

- Pencils, chalk, charcoal, ink
- Clay
- Textiles
- Modelling tools
- Technology e.g. design software, printing equipment.

### Learning aim B: Produce a creative outcome

#### B1: Skills in producing a creative outcome

- Following a basic plan and timeline
- Drafting work and reviewing designs if necessary
- Using appropriate equipment, tools and technology
- Being aware of health and safety
- Keeping on task
- Solving problems where necessary
- Checking for accuracy, finishing details, neatness
- Getting feedback on the activity and outcome for improvement purposes
- Meeting a deadline.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Use a variety of creative techniques and materials</b></p> <p>Evidence may be an observation record, photographic evidence of the stages taken to complete the task or a learning record on the approach the learner took.</p>
<p><b>A.P1</b> Use techniques and materials towards completing a given task, demonstrating a basic approach</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners will practice using at least two techniques and two materials and tools to assist in deciding what the creative piece of work will be. Prompts and probes should be used to elicit responses about the learner's decision-making process.</p>
<p><b>Learning aim B: Produce a creative outcome</b></p> <p>Evidence will be the outcome or annotated photographs of the outcome the learner has produced.</p>
<p><b>B.P2</b> Work towards completing the intended outcome, with support</p>
<p><b>Guidance for assessors</b></p>
<p>For P2, learners will produce a final piece of creative work. The outcome may not be fully realised or complete but it must demonstrate an end outcome of a creative process.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Tutor-led discussion on 'what is creativity?'
- List examples of being creative in life, work and study
- Drawing a self-portrait and sharing it with others for discussion
- Discussions on the benefits of creative activities for self and others
- Showing examples of how creativity has influenced others e.g. inventions
- Considering how intentions were realised from idea to creation.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Group activities exploring using different materials
- Demonstrations on how to manipulate materials and the basic techniques used
- Pair work in creating a mood board in response to a given theme
- Discussions/Q and A on experiences of taking part in activities
- Reviewing well known artwork to elicit personal responses.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Linking this unit with other units such as contributing to an event where the products produced can form the content of an art exhibition
- Visits to local galleries
- Discussions on how artwork can influence change e.g. civil rights
- Inviting guest speakers to talk about their work.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to personalise a T-shirt, learners will practise using techniques for personalising, then decide how they will make their final piece. The learners will make a personalised T-shirt. Learners should demonstrate some basic decision-making skills, with guidance, and produce their final product.

Learner performance can be captured through questions and responses during the design stage together with photographic evidence of the final outcome.

### **Suggested context (Study and vocational progression focus)**

The task is to contribute to a given campaign such as reducing pollution, saving endangered species, improving recycling awareness or encouraging people to eat more healthily. Groups could be given different tasks based on the theme and their interests e.g. developing posters or flyers, short video extracts etc. They will practise techniques for production then decide on final piece. Learners will then make the final piece.

Learners should demonstrate some basic decision-making skills, with guidance, and produce their final product.

Learner performance can be captured through the final created activity, tutor observation, peer feedback, Q&A.

### **Suggested context (Employment focus)**

The task is to showcase personal creativity skills that can be presented to others. Learners will produce a basic storyboard reflecting the process and outcome of the given creative task that has images and some text. Learners will first practise these techniques and decide how the final piece will look. Photographic evidence taken at selected points during the process would be appropriate.

Learners should demonstrate some basic decision-making skills, with guidance, and produce their final product.

Learner performance can be captured through tutor observation, question and answers, as well as the final outcome produced.



# Unit 15: Contribute to an Enterprise Activity

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

## Unit in brief

Learners will develop, with support and guidance, skills and knowledge in enterprise. Learners will examine the idea of enterprise and will have the opportunity to participate in an enterprise activity.

## Unit introduction

Being enterprising is often how people start in business. There are many examples of people who have been enterprising and seen a chance to make the most of an opportunity. Not everyone is so successful, but there are many ways to be enterprising. Running a book stall, selling cakes providing a carwash service are examples of enterprises.

In this unit you will prepare and carry out an enterprising activity. You may be given the idea or decide it yourself. You will carry out tasks to show you can contribute to the enterprise activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Prepare to participate in an enterprise activity	<b>A1</b> Skills in responding to a given enterprise activity <b>A2</b> Skills in preparing for a given enterprise activity	Audio, video, photographic or written records and notes of preparation and activity Observation records
<b>B</b> Participate in an enterprise activity	<b>B1</b> Skills in setting up an enterprise activity <b>B2</b> Skills in participating in an enterprise activity	Observation records

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Developing skills in sharing ideas with others
- Using research skills to gather information on examples of enterprise activities
- Using communication skills to present information by creating a scrapbook of personal enterprise skills.

#### **Skills for Current and Future Study**

- Developing skills in communicating to arrange a sale or service
- Using working with others skills to achieve the enterprise aim and participate
- Using skills in prioritising tasks and managing time to achieve the enterprise activity.

#### **Skills for Current and Future Employment**

- Developing skills in customer care
- Using visual communication skills when promoting the enterprise
- Carrying out basic research to identify information for the enterprise
- Thinking creatively to identify enterprise opportunities
- Managing time and meeting deadlines.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 2: Team Challenge  
 Unit 3: Finding out about a topic  
 Unit 4: Designing a Product  
 Unit 5: Creating a Product  
 Unit 6: Presenting to Others  
 Unit 8: Providing Customer Service  
 Unit 12: Using Technology for a Purpose  
 Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using common measures, shape and space</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hours digital clock
E2.3	Respond appropriately to straightforward questions	<b>Handling information and data</b>	
E2.4	Follow the gist of discussions	E2.23	Make numerical comparisons from bar charts
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic	E2.24	Sort and classify objects using two criteria
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
<b>Writing</b>			
E2.16	Spell correctly words designated for Entry level 2		
E2.17	Communicate information in words, phrases and simple sentences		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Prepare to participate in an enterprise activity

#### **A1: Skills in responding to a given enterprise activity**

Skills required such as:

- Thinking creatively
- Researching examples of enterprises to assist with ideas
- Interacting with others
- Looking at problems differently
- Capturing and recording discussions and decisions
- Finding opportunities
- Feasibility and gaining approval.

#### **A2: Skills in preparing for an enterprise activity**

Skills required such as:

- Identifying resources for the enterprise
- Organising and planning
- Budgeting
- Promotion
- Using IT when appropriate
- Time management
- Working with others
- Health and safety considerations.

### Learning aim B: Participate in an enterprise activity

#### **B1: Skills in setting up the enterprise activity**

Skills required such as:

- Gathering resources
- Setting up enterprise as required
- Following steps identified and approved
- Keeping to agreed timescales
- Checking any health and safety requirements
- Using and handling money as necessary.

#### **B2: Skills in participating in an enterprise activity**

Skills required such as

- Checking resources are in place
- Carrying out the activity – once approved
- Ensuring health and safety requirements are in place
- Communicating with customers
- Problem-solving
- Seeking support when needed
- Reviewing success with others.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### Learning aim A: Prepare an enterprise activity

Evidence must include information on the preparation required for an enterprise with accompanying explanation. This should be produced individually or in small groups where it is possible to identify individual contributions and roles. Evidence can be in a list, note form, discussion, questioning or verbal presentation.

**A.P1** Prepare to carry out an enterprise activity, showing a basic understanding of enterprise skills

### Guidance for assessors

For P1, learners can identify and show basic understanding of the preparation required for a simple enterprise activity. The activity should be feasible and may be given. If learners decide the activity they must gain approval from the tutor before proceeding to ensure that their proposal is feasible, realistic and achievable. Relevant information should be included showing awareness and engagement with the preparation. Support and guidance may be given.

### Learning aim B: Participate in an enterprise activity

Evidence must include an example of learner participation in an enterprise activity, such as running a bookshop, washing cars, selling refreshments at an open evening. This might be video, notes, discussion, observation or question and answers.

**B.P2** Participate in an enterprise activity, demonstrating some understanding of the necessary requirements

### Guidance for assessors

For P2, learners will participate in an enterprise activity, showing basic understanding of the plan and purpose. Some supervision may be needed to achieve the tasks.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Identifying a range of different enterprises, small and large
- Having a visiting speaker talking about enterprise skills
- In pairs recording own enterprising ideas
- Listing strengths within small enterprise groups
- Identifying steps in the preparation and planning to run an enterprise.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Producing a checklist to use for preparing for an enterprise activity
- Discussing with others the feasibility of the proposed activity
- Practising any specific skills pre-activity – e.g. making sandwiches, packaging, cards
- Working with others to prepare for the enterprise
- In teams producing any costs involved
- Designing promotional material
- Identifying any specific equipment and materials
- Considering any health and safety requirements.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Linking this unit with others such as creating a product or cooking for others
- Identifying the enterprise skills and relating these to other areas of study or work
- Reviewing activity and discussing how learners could improve in the future.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to raise money to help fund a group outing. The activity may be given or negotiated and may involve providing a service or the selling of a product. Learners will need to prepare for the event, set up at the event and demonstrate an understanding of their role within the activity and work towards the completion of the task showing they have participated.

Learner performance can be captured through tutor observation, photographs, discussion and question and answers.

### **Suggested context (Study and vocational progression focus)**

The task is to raise money for a local charity. The activity may be given or negotiated and may involve providing a service or the selling of a product. Learners will need to demonstrate an understanding of their role within the activity and work towards the completion of the task showing they have participated.

Learner performance can be captured through tutor observation, photographs, discussion and question and answers.

### **Suggested context (Employment focus)**

The task is for learners to participate in an enterprise activity that has the potential to generate profit for the group. The activity may be given or negotiated and may involve providing a service or the selling of a product. Learners will need to demonstrate an understanding of their role within the activity and work towards the completion of the task showing they have participated.

Learners will be expected to work with others and follow a basic plan to achieve the aim. This might be washing staff cars, selling biscuits during break, running a tuck shop.



## Unit 16: Planning for the Future

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will find out, with support and guidance, the skills, qualities and interests they have and how they can use this information to help plan for their future.

### Unit introduction

We all enjoy dreaming about what we would like to do in the future. Some people create a 'bucket-list' of things they would like to achieve before a certain age like jumping out of a parachute or travelling the world. Others want to own their own home and have a big family. Some of these dreams will become reality while others may not for a number of different reasons. Whatever your ambitions are, it is important to plan for the future to give you the best possible opportunity of achieving them.

In this unit you will find out what skills, interests and ambitions you have now and what you need to develop in order to achieve your ambition.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Review personal skills, qualities and interests to plan for the future	<b>A1</b> Skills for reviewing personal capability	Individual checklists, computer printouts  Audio, video or photographic Observation record
<b>B</b> Plan for the future	<b>B1</b> Skills for reviewing future goals <b>B2</b> Skills for planning for the future	

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Completing checklists to identify skills, qualities and interests
- Using software to carry out a personal audit and identify suitable careers
- Asking others to assess what skills and qualities the learner has.

#### **Skills for Current and Future Study**

- Researching possible opportunities for further study
- Asking and answering questions to find out about their skills, interests and qualities needed to progress onto a future course of study
- Gathering information about career opportunities and what is needed to achieve them.

#### **Skills for Current and Future Employment**

- Researching possible opportunities for employment
- Reviewing interests and skills and matching them against different types of work
- Communicating with others to find out what skills are essential for life and work.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning  
 Unit 3: Finding Out About a Topic  
 Unit 12: Using Technology for a Purpose  
 Unit 14: Communicating with People  
 Unit 17: Managing Time  
 Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>			
E2.1	Identify and extract the main information and detail from short explanations	E2.7	Know the number of hours in a day and weeks in a year; be able to name and sequence
E2.2	Make requests and ask clear questions appropriately in different contexts		
E2.3	Respond appropriately to straightforward questions		
E2.4	Follow the gist of discussions		
E2.5	Clearly express straightforward information and communicate feels and opinions on a range of straightforward topics		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.9	Understand organisational markers in short, straightforward texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.11	Read and understand sentences with more than one clause		
E2.12	Use illustrations, images and captions to locate information		
E2.17	Communicate information in words, phrases and simple sentences		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Review personal skills, qualities and interests to plan for the future

#### A1: Skills for reviewing personal capability

Skills gained from education and work experience such as:

- Developing communication and interpersonal skills
- Thinking in different ways to solve problems
- Working with others
- Researching using different sources
- Following instructions and procedures
- Setting and working towards targets
- Knowing how to maintain self-control
- Willingness to learn from others.

Life skills such as

- Cooking
- Managing money
- Maintaining good health through sensible eating and exercise
- Managing own time
- Organising yourself and others
- Gaining more independence
- Improving self-esteem and building confidence.
- Using daily tasks to practise and develop skills that can be used in other situations.

Personal interests and qualities such as

- Hobbies, clubs, social groups
- Patience, trustworthy, honest, hard-working, kind
- Outgoing, shy.

### Learning aim B: Plan for the future

#### B1: Skills for reviewing future goals

- Identifying short-term and long-term future goals
- Gathering information from different sources e.g. primary carers, friends, careers guidance
- Identifying options available for further study, work experience and life experiences
- Identifying short-term changes that can be made
- Identifying personal interests, hobbies and passions
- Identifying realistic goals.

#### B2: Skills for planning for the future

- Finding out what you are good at, what you enjoy doing and what you are interested in
- Setting simple goals to achieve within a reasonable time
- Gathering information to make sure the goals are realistic
- Recording possible action points
- Working towards all or some of the agreed action points within a given time
- Knowing who to ask for help
- Using support to help achieve goals.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### **Learning aim A: Review personal skills, qualities and interests to plan for the future**

Evidence might include individual checklists, printouts from specialist computer software, observation records.

**A.P1** Review own skills, qualities and interests

#### **Guidance for assessors**

For P1, learners will gather and record information about the skills, qualities and interests that they have so they can plan a realistic goal for the future. This will be carried out with support.

### **Learning aim B: Plan for the future**

Evidence must include examples of individual contributions to the plan. This could be supported by a checklist showing the basic steps the learner has considered.

This could be through photographic evidence, video or observation records.

**B.P2** Identify a realistic goal that can be achieved in the future

**B.P3** Demonstrate relevant skills when planning for the future

#### **Guidance for assessors**

For P2, learners will identify a goal that is realistic based on the review of their skills, qualities and interests. This will be carried out with support to ensure the goal is realistic and achievable.

For P3, learners will engage in their planning for the future showing a basic understanding of what is required to achieve their identified goal.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate, in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Using simple questionnaires to find out what they are good at and enjoy doing
- Identifying their own 'bucket list' and finding out what they need to do to achieve it
- Presenting information about themselves in an interesting way
- Developing a simple plan for the future
- Sharing ideas of what they enjoy doing in their spare time that may inform their future plans
- Sharing ideas on how daily tasks can help them practise and develop skills that they can use in other situations.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Identifying skills that they need to develop or learn
- Communicating with others to find the best ways to develop their personal and work-related skills
- Using case studies to encourage ambitious thinking e.g. If you had lots of money what would you like to do? Why would you like to do it?
- Discussing why it is important to keep learning throughout life
- Practising planning by taking a simple goal and working out how to achieve it within the time of the class
- Working in a group to achieve a basic goal within a set period of time.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Reflecting on the skills developed within other units to help inform future plans
- Linking this unit with others such as working towards a given target
- Looking at a job related task and identifying the skills needed for the job
- Inviting an employer to join the group to talk about skills and qualities needed for work
- Practising asking and answering questions about themselves that they may need for an interview e.g. What are you good at? Tell me about yourself.
- Using computer software to find out what jobs they may be suitable for
- Developing a simple plan for the future focusing on work-related outcomes
- Reviewing own skills and planning to make improvements.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

With support, the task is to build a personal profile of current skills, qualities and interests. The learner can then create a simple plan that includes a realistic goal of what they would like to do in the future and how they are going to achieve it.

Learner performance can be captured through the use of questions and answers, observation, the completion of personal audits and checklists together with basic plans for achieving the goals.

### **Suggested context (Study and vocational progression focus)**

With support, the task is to build a personal profile of current skills, qualities and interests that relate to further education opportunities. The learner will create a realistic goal and a simple plan of the skills they need to develop and how they are going to do this.

Learner performance can be captured through the use of questions and answers, observation, the completion of personal audits and checklists together with basic plans for achieving the goals.

### **Suggested context (Employment focus)**

With support, the task is to build a personal profile/record of achievement suitable for prospective employers, demonstrating evidence of current skills, qualities and interests that relate to the work that they are interested in. The learner will create a realistic goal and a simple plan of the skills they need to develop and how they are going to do this.

Learner performance can be captured through the use of questions and answers, observation, the completion of personal audits and checklists together with basic plans for achieving the goals.



# Unit 17: Being Part of a Team

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication and collaboration working as part of a team, which will help them be more effective when working with others. Support and guidance will be given as required to help learners develop awareness and experience of using teamwork skills.

## Unit introduction

Teamwork is more than just getting along with other people. If a task needs to be done then teams can help achieve the task by working together and sharing the workload. Being aware of how to work with others is an essential skill for independent living, study and employment.

In this unit you will learn and practise skills that will help you when working with other people. Being respectful and doing your share are important aspects of being part of a team in order to complete tasks. Communicating with other team members, being flexible and not being shy in providing suggestions to help support a team activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Responding to a given team task	<b>A1</b> Skills in preparing a team response	Discussion record Audio, video or photographic
<b>B</b> Carry out a team task	<b>B1</b> Skills in carrying out a team task	Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Working with someone else to plan an outing
- Planning and participating in a team sports event
- Working with others to prepare a simple meal.

#### **Skills for Current and Future Study**

- In a team helping to plan a small project
- Developing skills in working with a partner to plan a small project
- Contributing to the running of an activity for others.

#### **Skills for Current and Future Employment**

- Working remotely with others on a team project
- Contributing to a team in a real or simulated work environment.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 2: Team Challenge

Unit 6: Presenting to Others

Unit 14: Communicating with People

Unit 17: Managing Time



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>
<b>Speaking, listening and communicating</b>		
E2.1	Identify and extract the main information and detail from short explanations	
E2.2	Make requests and ask clear questions appropriately in different contexts	
E2.3	Respond appropriately to straightforward questions	
E2.4	Follow the gist of discussions	
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic	
<b>Reading</b>		
E2.7	Read correctly words designated for Entry Level 2	

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Responding to a given team task

#### **A1: Skills in preparing a team response**

Understanding the task such as

- Following given guidelines
- Checking understanding
- Breaking down activities and steps towards completing the task
- Being clear on the desired task outcome
- Agreeing and providing a response to a brief.

Communicating with others such as

- Importance of communication
- Knowing what and how to communicate
- Demonstrating empathy for others
- Using body language
- Agreeing aims with others.

### Learning aim B: Carry out a team task

#### **B1: Skills in carrying out a team task**

Skills to achieve objectives such as

- Clarification of team purpose
- Identifying different roles and responsibilities needed in the team to achieve a task
- Fulfilling your own role
- Knowing the end goal and how to get there
- Being supportive of team members
- Being able to communicate with others
- Flexibility when approaching tasks
- Solving problems as a team
- Being aware of others and their strengths
- Being reliable and consistent
- Cooperating with others
- Reviewing outcomes.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

### **Learning aim A: Responding to a given team task**

Evidence must include examples of how the learner has individually contributed to planning to undertake a task with others and prepared a response identifying how the group intend to approach the given task. Support and guidance with the allocation of tasks may be required to achieve the outcome. This might be evidenced by tutor observation, peer feedback, discussion and group notes or recordings.

#### **Guidance for assessors**

**A.P1** Contribute to a response to a given task as a team, demonstrating basic understanding of the purpose and own role

### **Learning aim B: Carry out a team task**

Evidence must include examples of how the learner has contributed towards carrying out a team task. The task will be given and roles may be allocated within the team. This might be evidenced by tutor observation, peer feedback or video.

**B.P2** Carry out a task to completion following instruction or rehearsed steps

#### **Guidance for assessors**

For B.P2, learners will carry out simple, familiar tasks using rehearsed steps and following instructions. Where problems occur, learners should be able to identify them but may seek support in their resolution.

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Taking part in team building games, tasks and activities
- Identifying steps needed to be taken when working on a task
- Group discussions on effective teams
- Bingo type activity based on characteristics such as likes and dislikes of the group
- Watching video clips of others undertaking group tasks, followed by discussion
- Pair work discussion on given task-based scenarios or case studies.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Pair work on given team task scenarios
- Discussing key questions that support reflection and review
- Observing others working on a given task
- Tutor demonstrating the steps or process required to complete a team task
- Question and answer sessions following demonstrations
- Sequencing activities to identify appropriate order of tasks to be completed
- Simulated group activities involving simple problem solving.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Linking this unit with other similar units that have team working focusses
- Discussing the purpose and outcome of given team tasks
- Discussing the impact of not completing the task
- Reflecting on the success of achieving a task
- Discussing the contexts for assessment of this unit and their relevance in life and work.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to plan in a sport activity for others that requires a level of cooperation and communication between team members. Learners will be given a role that they should be able to fulfil within the team. As a team, learners will need to prepare and provide a response to the brief that explains the basic tasks they will complete in order to achieve the overall aim.

Learner performance may be captured through observation, group recordings or video (with Commentary).

### **Suggested context (Study and vocational progression focus)**

The task is to participate in a team in adapting a classroom or communal space for another purpose. The space could be to host an event or activity. The adaptation of the space should require several tasks such as moving furniture, providing decoration or materials, displays etc.

As a team, learners will need to prepare and provide a response to the brief that explains the basic tasks they will complete in order to achieve the overall aim.

### **Suggested context (Employment focus)**

The task is to complete a gardening activity as a team, that involves several maintenance tasks. As a team, learners will need to prepare and provide a response to the brief that explains the basic tasks they will complete in order to achieve the overall aim. Learners will be expected to follow steps to achieve their given tasks towards completion.

Learner performance may be captured through observation, group recordings, discussion review or video (with Commentary).



# Unit 18: Working Towards an Agreed Target

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

## Unit in brief

Learners will find out, with support and guidance, how to use simple negotiation and planning skills to help them work towards an agreed target.

## Unit introduction

Agreeing targets is part of daily living and an essential work skill. You may want to improve your level of fitness and set yourself a target of walking 10000 steps every day. You might want to save money for a holiday and set yourself a target of saving a set amount of money each week. You may want to successfully achieve this unit as part of your qualification. When you are working, you will agree targets with your supervisor. These targets will help you develop other skills that are important for your job.

In this unit, you will work with others to agree a target that is appropriate for you. It is important that you understand what you are trying to achieve and that it is realistic otherwise you will lose interest and possibly not achieve your goal. It is also important to plan how you are going to work towards your agreed target and then record your successes. You can use a number of different ways to record your successes including paper-based checklists, mobile phone apps or IT templates. You will develop these skills as you progress through this unit.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan to work towards an agreed target	<b>A1</b> Skills for action planning	Recordings of discussions Observation records Records of agreed actions
<b>B</b> Follow a plan to achieve an agreed target	<b>B1</b> Skills for achieving an agreed target	Audio, video or photographic Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Communicating with others to agree a realistic target
- Designing a simple action plan to help achieve targets, with support
- Reviewing and changes plans
- Using different methods of recording progress towards achieving the target.

#### **Skills for Current and Future Study**

- Following step-by-step instructions to help achieve targets
- Taking part in basic time management activities
- Discussing the sense of achievement on successful completion of the target.

#### **Skills for Current and Future Employment**

- Setting work-related targets
- Recording simple action plans to help achieve targets
- Using different methods to record progress when working towards targets.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning  
 Unit 12: Using Technology for a Purpose  
 Unit 14: Communicating with People  
 Unit 15: Problem Solving by Thinking Creatively  
 Unit 17: Managing Time  
 Unit 18: Responding to a Situation  
 Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.7	Know the number of hours in a day and weeks in a year; be able to name and sequence
E2.2	Make requests and ask clear questions appropriately in different contexts	<b>Using common measures, shape and space</b>	
E2.3	Respond appropriately to straightforward questions	E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
E2.4	Follow the gist of discussions		
E2.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>			
E2.7	Read correctly words designated for Entry Level 2		
E2.8	Understand the main points in texts		
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>			
E2.16	Spell correctly words designated for Entry Level 2		
E2.17	Communicate information in words, phrases and simple sentences		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Plan to work towards an agreed target

#### **A1: Skills for action planning**

Planning skills, such as:

- Identifying existing skills and information that can be used to achieve the target
- Identifying skills and information needed to achieve the target
- Recording actions to take to achieve the target
- Managing time effectively
- Using simple recording methods to show step-by-step process towards achieving the target
- Identifying different resources to use to help achieve the target e.g. tutor, peer group, internet, library, workplace supervisor
- Having contingency plans in place if something goes wrong.

### Learning aim B: Follow a plan to achieve an agreed target

#### **B1: Skills for achieving an agreed target**

Skills required such as:

- Following the steps in the plan
- Demonstrating positive attitudes towards achieving the target
- Working effectively with others
- Using effective interpersonal skills with others
- Solving problems
- Managing time effectively
- Knowing when and who to ask for help
- Using appropriate ways to record progress
- Reviewing personal progress in achieving the target.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Plan to work towards an agreed target</b> Evidence might include recordings of discussions, observation records, records of agreed actions.</p>
<p><b>A.P1</b> Demonstrate relevant skills to agree a target</p>
<p><b>A.P2</b> Plan a course of action to achieve the agreed target</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners will engage in the target-setting process showing a basic understanding of the process and agree on a realistic target.</p>
<p>For P2, learners will engage in the planning process showing a basic understanding of how to produce a plan to achieve a realistic target.</p>
<p><b>Learning aim B: Follow a plan to achieve an agreed target</b> Evidence must include examples of individual contributions to working towards an agreed target. This could be through the end product, photographic evidence, video or observation records.</p>
<p><b>B.P3</b> Work to a plan to help achieve the agreed realistic target</p>
<p><b>Guidance for assessors</b></p>
<p>For P3, learners will engage with the plan showing that they are aware of the need to follow the plan and developing skills required to help them achieve the target.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Using the internet to identify different targets to help them understand what to aim towards
- Identifying familiar targets that we all work towards in daily life such as getting up at a set time and what we do to make this happen
- Using simple planners to create a list of tasks to complete to achieve a target
- Using illustrations of different tasks to put in order to help achieve a target
- Choosing targets that will be of interest to help understand the importance of motivation when working towards targets.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Using simple case studies to practise action planning
- Completing checklists to show progress towards achieving a target
- Using IT to monitor progress e.g. exercise apps to monitor number of steps walked in a day
- Identifying skills and information needed to complete simple everyday tasks
- Finding different ways to record information e.g. diagrams, illustrations, putting instructions into order.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Demonstrating safe food handling practices, within the scope of their tasks
- Inviting a speaker from industry to talk about different targets in the workplace
- Setting targets for life situations e.g. fitness targets, healthy eating, finding a new hobby, visiting a place of interest, travelling on public transport for the first time or independently
- Setting workplace targets e.g. learning workplace procedures for health and safety, using a piece of equipment independently
- Using case studies to discuss what to do if progress towards achieving a target is not happening.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to negotiate and work towards a target that the learner and tutor agree on. This will focus on working towards a personal skill such as giving a short presentation to help improve communication skills or taking part in a sponsored walk to help improve their health and wellbeing. Evidence can include the end product, if relevant, observation records, questions and answers, or video recordings.

### **Suggested context (Study and vocational progression focus)**

The task is to work towards a target that the learner and tutor agree on, identified on current programme but must be achievable in a short period. Evidence can include the end product, if relevant, observation records, video recordings and photographs.

### **Suggested context (Employment focus)**

The task is to work towards a target that the learner and tutor agree on, that is work-related, such as customer interaction or skills in handling money. This will focus on a potential area of employment. Evidence can include examples of the end product, if relevant, peer group feedback, observation records, video recordings and photographs.



# Unit 19: Create a Document

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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## Unit in brief

Learners will develop their skills, with support and guidance, in using text and images to create a document for a purpose.

## Unit introduction

Producing documents is a common task in our personal and working lives. The range of documents could be application forms, CVs, grocery orders, study reports, notes from meetings etc. In each case the document will have a purpose.

In this unit you will consider a range of documents and their purposes and produce your own document for a given purpose

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Review a range of documents	<b>A1</b> Skills in reviewing documents	Annotated documents Tutor discussion notes
<b>B</b> Produce a document for a given purpose	<b>B1</b> Skills in planning and managing information <b>B2</b> Skills in presenting information	A completed written document

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### **Skills for Personal Development**

- Completing forms such as library, housing or passport applications
- Letters informing others of changes in circumstances e.g. banks, housing.

#### **Skills for Current and Future Study**

- Completing college application forms
- Producing task-related documents such as posters, reports or leaflets.

#### **Skills for Current and Future Employment**

- Completing job application forms
- Producing a CV
- Producing a personal statement.

### Links to Entry to Vocational Study (Entry 3) Units

Unit 1: Skills for Learning

Unit 6: Presenting to Others

Unit 12: Using Technology for a Purpose

Unit 14: Communicating with People



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Reading</b>		<b>Handling information and data</b>	
E2.7	Read correctly words designated for Entry Level 2	E2.22	Extract information from lists, tables, diagrams and bar charts
E2.8	Understand the main points in texts	E2.25	Take information from one format and represent the information in another format, including use of bar charts
E2.9	Understand organisational markers in short, straightforward texts		
E2.10	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)		
E2.11	Read and understand sentences with more than one clause		
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>			
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)		
E2.14	Form regular plurals		
E2.16	Spell correctly words designated for Entry Level 2		
E2.17	Communicate information in words, phrases and simple sentences		
E2.18	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)		
E2.19	Write in compound sentences, using common conjunctions (e.g. <i>or</i> , <i>and</i> , <i>but</i> ) to connect clauses		
E2.20	Use adjectives and simple linking words in the appropriate way		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Review a range of documents

#### A1: Skills in reviewing documents

Documents such as:

- Application forms
- Meeting agendas and minutes
- Curriculum vitae
- Leaflets and flyers
- Brochures
- Instructions with or without images
- Step-by-step guides
- Maps and travel timetables
- Menus.

Review skills such as:

- Recognising the main purpose of documents
- Recognising a range of common formats for presenting written information
- Recognising the most appropriate documents/formats for different situations
- Awareness of how images are used to enhance or convey further information
- Awareness of the impact of documents including the balance of text and images, style, words used, structure and format

### Learning aim B: Produce a document.

#### B1: Skills in planning and managing information

Planning skills **such as:**

- Choosing appropriate format style and layout appropriate for the purpose of the document
- Awareness of the intended audience

Managing information skills such as:

- Selecting key information to be included
- Making decisions as to whether to include images
- Drafting and checking information is accurate
- Checking spelling, punctuation and grammar so the document is fit for purpose.

#### B2: Skills in presenting information

Presentation skills such as:

- Appropriate format, styles and layouts for the given audience
- Conveying the key information in the document
- Checking the accuracy of the information presented
- A basic awareness of how audiences will react to the look and feel of the document and the information provided.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Review a range of documents</b></p> <p>Evidence should include learner annotated documents or tutor discussion notes and some reference to how the reviewed documents will influence decision making in producing their own document.</p>
<p><b>A.P1</b> Review documents, showing an understanding of the key features to highlight, audience, purpose and effect</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b>, learners will review at <b>least two different</b> documents and provide either written or verbal responses showing some key features and purpose.</p>
<p><b>Learning aim B: Produce a document</b></p> <p>Evidence will be a written document.</p>
<p><b>B.P2</b> Select information to be included in the document</p> <p><b>B.P3</b> Present relevant information in a document in an appropriate format/style</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P2</b>, learners will include relevant, accurate information within their basic document that suits its purpose and audience.</p> <p><b>For P3</b>, learners will present information in an appropriate format that is fit for purpose and audience.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Discussions on a range of given documents and their general purpose e.g. promote an event or service, provide information or recording agreed actions
- Matching a range of documents to a given purpose e.g. maps, timetables, agendas
- Discussions on how documents are structured e.g. common formats, introduction, main body, summary, using images
- Group review of a range of 'flawed' documents where key information is missing, misleading or contradictory.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Compiling basic lists of key information that should be included in documents and reasons why
- Assigning sections of a document to small groups to discuss or write and compare findings
- Comparing two similar documents, one with and one without images and discussing the differences
- In pairs, following written instructions to find a hidden object within the centre
- In pairs, following step-by-step visual instructions to complete a simple task
- In pairs, compiling text or visual instructions for other group members and reviewing the outcome.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Linking this unit with others e.g. learners could produce a simple step-by-step guide to prepare a meal or produce a flyer for a team event
- Explaining how documents are used within a work-related environment
- Setting tasks related to a given job role and activity e.g. producing a menu or a meeting agenda
- Group activity on choosing a holiday based on brochure/internet information.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to review a range of application forms and design their own. Learner performance should be captured through observation or annotation of at least two reviewed documents at the review stage and submission of the final invitation.

### **Suggested context (Study and vocational progression focus)**

The task is to review a range of event flyers and design their own. Learner performance should be captured through observation or annotation of at least two reviewed documents at the review stage and submission of the final event flyer.

### **Suggested context (Employment focus)**

The task is to review a range of work-related documents such as short statements, CV, contact information and produce their own CV. Learner performance should be captured through observation or annotation of at least two reviewed documents at the review stage and submission of the final CV.



## Unit 20: Using Public Transport

Level: **Entry 2**

Unit type: **Optional**

Guided learning hours: **30**

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### Unit in brief

Learners will find out, with support and guidance, how to plan for and use different forms of public transport.

### Unit introduction

We all use public transport at some stage in our lives. It may be to go on holiday, get to work, go shopping or perhaps visit friends. You need a wide range of different skills to use public transport successfully and confidently.

Some of the skills you will need include being able to tell the time, using money, communicating confidently and using route maps and timetables to help you reach your chosen destination. Information technology is one way of gathering this information such as electronic arrival and departure boards, mobile phone apps, websites for individual transport companies showing routes maps, timetables etc.

In this unit you will have the opportunity to build your confidence and enhance your independence by developing these skills and then putting them into practice by using public transport to go on an outing with others in your group.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan to use public transport	<b>A1</b> Skills for gathering information about public transport to inform plans	Observation records Peer feedback
<b>B</b> Participate in a group outing using public transport to reach an agreed destination	<b>B1</b> Skills for using public transport	Audio, video or photographic Observation record

### Teaching and Learning Contexts

This unit can be taught with a personal, study or employability focus. Below are some examples of how this unit could be contextualised.

#### Skills for Personal Development

- Using public transport to reach a chosen destination
- Using different methods of payment to purchase tickets
- Following simple timetables
- Using simple maps.

#### Skills for Current and Future Study

- Participating in role play to demonstrate appropriate behaviours on public transport
- Gathering information from different sources on local public transport
- Using appropriate communication skills to ask and answer questions about the proposed outing.

#### Skills for Current and Future Employment

- Following public transport procedures to ensure personal safety
- Planning a journey to get to a work placement on time
- Knowing what to do if the planned transport is late or does not arrive.

### Links to BTEC Entry to Vocational Study (Entry 3) Units

- Unit 1: Skills for Learning
- Unit 2: Team Challenge
- Unit 3: Finding Out About a Topic
- Unit 7: Making an Event a Success
- Unit 9: Going on a Visit
- Unit 10: Financial awareness
- Unit 12: Using Technology for a Purpose
- Unit 14: Communicating with People
- Unit 20: Using Guidance



**This unit provides the following opportunities to develop Functional skills at Entry Level 2**

<b>English</b>		<b>Mathematics</b>	
<b>Speaking, listening and communicating</b>		<b>Using numbers and the number system – whole numbers, fractions and decimals</b>	
E2.1	Identify and extract the main information and detail from short explanations	E2.1	Count reliably up to 100 items
E2.2	Make requests and ask clear questions appropriately in different contexts	E2.5	Add and subtract two-digit numbers
E2.3	Respond appropriately to straightforward questions		
E2.4	Follow the gist of discussions		
E2.6	Make appropriate contributions to simple group discussions with others about a straightforward topic		
<b>Reading</b>		<b>Using common measures, shape and space</b>	
E2.7	Read correctly words designated for Entry Level 2	E2.12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
E2.8	Understand the main points in texts	E2.13	Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
E2.12	Use illustrations, images and captions to locate information		
<b>Writing</b>		<b>Handling information and data</b>	
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	E2.22	Extract information from lists, tables, diagrams and bar charts
E2.14	Form regular plurals		
E2.15	Use the first and second letters to sequence words in alphabetical order		
E2.16	Spell correctly words designated for Entry Level 2		

## Unit content

This unit has been written to reflect generic skills and should be contextualised by the centre.

### Learning aim A: Plan to use public transport

#### **A1: Skills for gathering information about public transport**

Information required when preparing to use public transport, such as:

- Knowing the purpose of the outing e.g. going to work, shopping, visiting friends and relatives, visiting new places
- Using route maps and simple timetables for different types of transport
- Using websites and phone apps to gather information about arrival and departure times
- Arrival and departure times of public transport
- Finding out travel times e.g. destinations, travel time, times for return journeys
- Knowing different types of fares and tickets e.g. single, off peak, return, travel passes
- Knowing different ways to buy tickets before travelling e.g. ticket machines, over the counter, online, on the mode of transport.

Planning, such as:

- Choosing an appropriate destination to fit the purpose of the outing
- Identifying the best form of public transport
- Knowing where to get on and off
- Identifying suitable times for travelling
- Knowing the cost of the ticket
- Finding out the best way to pay for a ticket e.g. money, travel card, student discount card, contactless payment
- Calculating how long it will take to reach the destination
- Knowing what action to take if the planned transport does not arrive when expected.

### Learning aim B: Participate in a group outing using public transport to reach an agreed destination

#### **B1: Skills for using public transport**

Appropriate skills, such as:

- Buying tickets before using public transport, where required
- Queuing for tickets before boarding
- Using appropriate entrances and exits
- Respecting use of priority seating
- Being aware of other passenger rights e.g. using mobile phones sensitively, not putting feet on seats, taking litter home
- Asking and answering questions to ensure the chosen destination is reached e.g. asking for help to get off at the right stop, checking the destination before getting on
- Knowing the consequences of losing tickets
- Demonstrating appropriate behaviour.

Personal safety while travelling, such as:

- Identifying potential hazards e.g. standing while transport is moving, suspect packages
- Maintaining personal safety when travelling alone or during quiet periods
- Keeping personal items and tickets safe particularly when transport is busy
- Travelling with others during quiet times
- Standing in safe places when waiting on transport e.g. standing behind the warning line or barrier
- Knowing what to do if you are not well when travelling

- Using appropriate behaviour
- Having sufficient money to pay for tickets or pre-pay
- Being aware of the route
- Knowing where to get off and how to get out of the arrival point.

## Assessment

This section gives:

- Learning aims and their assessment criteria
- An indication of appropriate evidence and how learners may demonstrate it
- The depth and breadth of skills required at entry 2
- Guidance for the assessor that amplifies and clarifies the assessment criteria.

<p><b>Learning aim A: Plan to use public transport</b></p> <p>Evidence might include observation records taken during role play or real situations. Peer group feedback may also provide additional evidence.</p>
<p><b>A.P1</b> Gather information about using public transport</p>
<p><b>A.P2</b> Contribute to a group plan to use public transport for a given journey</p>
<p><b>Guidance for assessors</b></p>
<p>For P1, learners are part of a group and will make some contributions showing that they know where to find information. This may include sharing information found on the internet or literature from the local library.</p>
<p>For P2, learners will contribute to the group plan by providing some relevant information such as times, costs, routes. Support and guidance may be needed to ensure completion of tasks.</p>
<p><b>Learning aim B: Participate in a group outing using public transport to reach an agreed destination</b></p> <p>Evidence must include examples of the learner using public transport. This could be through photographic evidence, video or observation records.</p>
<p><b>B.P3</b> Use public transport safely, demonstrating relevant skills and appropriate behaviours</p>
<p><b>Guidance for assessors</b></p>
<p>For P3, learners must use at least one method of public transport as part of a group safely and demonstrate appropriate behaviours. The learner must obtain own ticket for the transport. Support and guidance may be needed to ensure completion of tasks.</p>

## Delivery activities

To help learners develop, practise and demonstrate 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, they are not intended as a definitive guide to cover the full GLH of the unit.

### Introducing the skills

Learners will need to understand the purpose of this unit and the skills they need to develop and demonstrate in order to cope with new situations and challenges. The unit is task based so tutors will need to consider how to convey the steps required to achieve the task.

Possible activities include:

- Creating a display about different types of public transport in the local area
- Gathering information about transport using different sources e.g. website, transport office, railway station, library
- Using information gathered to find out answers to simple questions e.g. costs, times
- Using case studies to help find relevant information about public transport
- Working as a group to begin to plan an outing using public transport
- Using role play to practise appropriate behaviours.

### Developing the skills

Learners will need to be given opportunities to develop their skills in a variety of contexts and scenarios that allow them to practise and develop prior to final assessment.

Possible activities include:

- Reading simple timetables to find the arrival and departure times and stopping places
- Visiting a bus or railway station to become familiar with the layout
- Practising the process involved in making a trip, prior to the event
- Practising how to use different types of route map
- Using mobile phone apps to gather up-to-date information about public transport
- Using video clips to identify potential hazards on public transport.

### Contextualising the skills

Learners will need to apply their skills in a variety of work and life situations.

Possible activities include:

- Finding out how to use public transport to get to their work placement
- Using different types of payment in real-life situations
- Working as a group to gather information and use public transport
- Reviewing the success of the trip
- Solving simple problems relating to time e.g. how long will it take if the bus leaves at that time and arrives at this time.

## **Suggested assessment activities (for assessors)**

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

### **Suggested context (Personal Skills focus)**

The task is to work in a group to use public transport to reach an agreed destination. Learners will need to gather information about the mode of transport they want to use before they travel. Evidence can include examples of timetables and tickets used, observation records, video recordings and photographs.

### **Suggested context (Study and vocational progression focus)**

The task is individually use information from different sources to help plan and use public transport to reach an agreed destination (such as another institution to explore new courses). Evidence can include examples of timetables and tickets used, observation records, video recordings and photographs.

### **Suggested context (Employment focus)**

Working in a small group, the task is to get to the workplace in time to start work, using public transport. Learners will need to gather information about the mode of transport they want to use before they travel. Evidence can include examples of timetables and tickets used, observation records, video recordings and photographs.



## 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 Entry Level 3. 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 2 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 mathematics 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 2 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 Pre-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 appropriate contexts. Centres can tailor programmes to meet local needs and use links with local organisations.

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. It is separate from teaching, practice, exploration and other activities that learners.

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 Pre-vocational Study qualifications are based on the specific criteria given in each unit. 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.

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. Therefore:

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 Pre-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.

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
- 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 assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves the 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 further submissions, 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

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.

## 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 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.

# 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](mailto: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](mailto: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 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.

<b>Term</b>	<b>Definition</b>
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.

<b>Type of evidence</b>	<b>Definition and purpose</b>
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.





# Pearson BTEC Entry Level 2 in Pre-vocational Study

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