



Pearson  
BTEC

Pearson BTEC  
Entry Level 3 Subsidiary Award, Award and  
Extended Award in  
**Workskills**

# Specification

*First registration from August 2021*

EL3

Issue 2





# **Pearson BTEC Entry Level 3 Subsidiary Award, Award and Extended Award in Workskills**

## **Specification**

BTEC Specialist qualifications

First registration August 2021

Issue 2

## **About Pearson**

We are the world's learning company operating in 70 countries around the world with more than 22,500 employees. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

*References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

Publication code VQ000173

All the material in this publication is copyright  
© Pearson Education Limited 2021

# Contents

<b>1</b>	<b>Introducing the qualifications</b>	<b>1</b>
	What are BTEC Specialist qualifications?	1
	Qualification purposes	1
	Funding	2
<b>2</b>	<b>Qualification summary and key information</b>	<b>3</b>
<b>3</b>	<b>Qualification structures</b>	<b>5</b>
	Pearson BTEC Entry Level 3 Subsidiary Award in Workskills	5
	Pearson BTEC Entry Level 3 Award in Workskills	6
	Pearson BTEC Entry Level 3 Extended Award in Workskills	7
<b>4</b>	<b>Assessment requirements</b>	<b>8</b>
	Language of assessment	8
	Internal assessment	8
	Assessment of units	9
<b>5</b>	<b>Centre recognition and approval</b>	<b>10</b>
	Approvals agreement	10
	Centre resource requirements	10
<b>6</b>	<b>Access to qualifications</b>	<b>11</b>
	Reasonable adjustments and special consideration	11
<b>7</b>	<b>Recognising prior learning and achievement</b>	<b>12</b>
<b>8</b>	<b>Quality assurance of centres</b>	<b>13</b>
<b>9</b>	<b>Units</b>	<b>14</b>
	Unit 1: Exploring Work-related Skills and Behaviours	15
	Unit 2: Completing a Job Application Form	27
	Unit 3: Exploring Types of Employment Contract	38
	Unit 4: Taking Part in an Interview	49
	Unit 5: Respecting Equality and Diversity in the Workplace	63
	Unit 6: Recognising Rights and Responsibilities at Work	75
	Unit 7: Considering Career Entry Requirements	87

Unit 8:	Know How Literacy Skills are Used in the Workplace	99
Unit 9:	Know How Numeracy Skills Are Used in the Workplace	111
Unit 10:	Exploring the Use of the Internet and Digital Media in the Workplace	122
Unit 11:	Using IT to Collect and Share Information at Work	132
Unit 12:	Staying Safe in the Workplace	143
Unit 13:	Exploring Teamwork in the Workplace	154
Unit 14:	Responding to Customer Needs	165
Unit 15:	Recognising Work-related Problems	176
Unit 16:	Participate in Work-related Experiences	188
Unit 17:	Being Environmentally Aware in the Workplace	201
Unit 18:	Taking Part in an Enterprise Activity	213
<b>10</b>	<b>Appeals</b>	<b>225</b>
<b>11</b>	<b>Malpractice</b>	<b>226</b>
	Dealing with malpractice in assessment	226
<b>12</b>	<b>Further information and publications</b>	<b>229</b>
<b>13</b>	<b>Glossary</b>	<b>230</b>
	Part A – General terminology used in specification	230
	Part B – Terms used in knowledge and understanding criteria	231

# 1 Introducing the qualifications

## What are BTEC Specialist qualifications?

---

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3. The qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

## Qualification purposes

---

The Pearson BTEC Workskills suite at Entry, Level 1, and Level 2 has been designed to reflect, develop and support the employability of learners. Each level and size have been designed to enable centres to create a flexible programme that develops a learner's skills and replicates their intended outcome/destination. The qualification has an open structure that enables the development of discrete skills such as applying for job vacancies, developing interview techniques and working within teams and allows for a programme of study to be created that combines skills and units to give a realistic learning experience that emulates the 21st century workplace.

The Pearson BTEC Entry Level 3 Awards in Workskills are for learners who need to develop their skills and knowledge of employability to access the job market.

The Pearson BTEC Entry Level 3 in Workskills enables learners to:

- develop skills valued by employers and are in demand in the workplace
- develop knowledge related to employability and the workplace
- understand the 21<sup>st</sup> century workplace and the entry routes
- achieve a nationally recognised Entry Level qualification that prepares them for employment
- develop own personal growth and engagement in learning

The Pearson BTEC Entry Level 3 Subsidiary Award in Workskills is suitable for learners to select an appropriate unit to address their personal skill or knowledge gap to enable their entry to the workplace. It is suitable for learners both entering or re-entering the job market and should be delivered as a short course.

The Pearson BTEC Entry Level 3 Award in Workskills enables learners to access 2 areas of learning, e.g. job applications and interview techniques. It should be delivered as a personalised focused part-time or complimentary learning programme to address specific knowledge or skills gaps.

The Pearson BTEC Entry Level 3 Extended Award in Workskills enables learners to develop an understanding of a range of employability skills and knowledge and how to access them. This qualification will suit full-time programmes and compliment other areas such and personal growth and wellbeing and vocational learning. The choice of units will depend on the individual needs, skill level and desired progression outcomes.

## **Funding**

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub.



## 2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level 3 Subsidiary Award in Workskills
Qualification Number (QN)	603/7621/1
Regulation start date	01/08/2021
Operational start date	01/08/2021
Approved age ranges	14-16 16-18 18+ 19+
Total qualification time (TQT)	35
Guided learning hours (GLH)	35
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail

Qualification title	Pearson BTEC Entry Level 3 Award in Workskills
Qualification Number (QN)	603/7622/3
Regulation start date	01/08/2021
Operational start date	01/08/2021
Approved age ranges	14-16 16-18 18+ 19+
Total qualification time (TQT)	70
Guided learning hours (GLH)	70
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail

<b>Qualification title</b>	<b>Pearson BTEC Entry Level 3 Extended Award in Workskills</b>
Qualification Number (QN)	603/7623/5
Regulation start date	01/08/2021
Operational start date	01/08/2021
Approved age ranges	14-16 16-18 18+ 19+
Total qualification time (TQT)	105
Guided learning hours (GLH)	105
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail

### 3 Qualification structures

#### Pearson BTEC Entry Level 3 Subsidiary Award in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Units Learners must take one of the following optional units	Level	Guided learning hours
1	Exploring Work-related Skills and Behaviours	E3	35
2	Completing a Job Application Form	E3	35
3	Exploring Types of Employment Contract	E3	35
4	Taking Part in an Interview	E3	35
5	Respecting Equality and Diversity in the Workplace	E3	35
6	Recognising Rights and Responsibilities at Work	E3	35
7	Considering Career Entry Requirements	E3	35
8	Know How Literacy Skills are Used in the Workplace	E3	35
9	Know How Numeracy Skills are Used in the Workplace	E3	35
10	Exploring the Use of the Internet and Digital Media in the Workplace	E3	35
11	Using IT to Collect and Share Information at Work	E3	35
12	Staying Safe in the Workplace	E3	35
13	Exploring Teamwork in the Workplace	E3	35
14	Responding to Customer Needs	E3	35
15	Recognising Work-related Problems	E3	35
16	Participate in Work-related Experiences	E3	35
17	Being Environmentally Aware in the Workplace	E3	35
18	Taking Part in an Enterprise Activity	E3	35

## Pearson BTEC Entry Level 3 Award in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Units Learners must take two units from below the choice of units must have a clear purpose and outcome matched to the learners needs	Level	Guided learning hours
1	Exploring Work-related Skills and Behaviours	E3	35
2	Completing a Job Application Form	E3	35
3	Exploring Types of Employment Contract	E3	35
4	Taking Part in an Interview	E3	35
5	Respecting Equality and Diversity in the Workplace	E3	35
6	Recognising Rights and Responsibilities at Work	E3	35
7	Considering Career Entry Requirements	E3	35
8	Know How Literacy Skills are Used in the Workplace	E3	35
9	Know How Numeracy Skills are Used in the Workplace	E3	35
10	Exploring the Use of the Internet and Digital Media in the Workplace	E3	35
11	Using IT to Collect and Share Information at Work	E3	35
12	Staying Safe in the Workplace	E3	35
13	Exploring Teamwork in the Workplace	E3	35
14	Responding to Customer Needs	E3	35
15	Recognising Work-related Problems	E3	35
16	Participate in Work-related Experiences	E3	35
17	Being Environmentally Aware in the Workplace	E3	35
18	Taking Part in an Enterprise Activity	E3	35

## Pearson BTEC Entry Level 3 Extended Award in Workskills

The requirements outlined in the table below must be met for Pearson to award the qualification.

Unit number	Units Learners must take three of the following optional units	Level	Guided learning hours
1	Exploring Work-related Skills and Behaviours	E3	35
2	Completing a Job Application Form	E3	35
3	Exploring Types of Employment Contract	E3	35
4	Taking Part in an Interview	E3	35
5	Respecting Equality and Diversity in the Workplace	E3	35
6	Recognising Rights and Responsibilities at Work	E3	35
7	Considering Career Entry Requirements	E3	35
8	Know How Literacy Skills are Used in the Workplace	E3	35
9	Know How Numeracy Skills are Used in the Workplace	E3	35
10	Exploring the Use of the Internet and Digital Media in the Workplace	E3	35
11	Using IT to Collect and Share Information at Work	E3	35
12	Staying Safe in the Workplace	E3	35
13	Exploring Teamwork in the Workplace	E3	35
14	Responding to Customer Needs	E3	35
15	Recognising Work-related Problems	E3	35
16	Participate in Work-related Experiences	E3	35
17	Being Environmentally Aware in the Workplace	E3	35
18	Taking Part in an Enterprise Activity	E3	35



## 4 Assessment requirements

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Internal assessment (centre-devised assessments).

### Language of assessment

---

Learners must use English only during the assessment of this qualification.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

### Internal assessment

---

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally assessed unit, learners must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient, reliable and valid evidence for each criterion
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment.
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

## Assessment of units

---

To pass each unit, learners must independently complete assignment(s) that show that the learning outcomes and assessment criteria for the unit have been met.

Format of assignments:

- all learning outcomes and assessment criteria must be covered
- assignments can include both practical and written tasks
- assignments are independently completed as a distinct activity after the required teaching has taken place
- the brief is issued to learners with a defined start date, a completion date and clear requirements for the evidence they are required to produce
- all or parts of units can be combined into a single assignment.

Each unit contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must clearly reference the unit that is being assessed and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier, and the Pearson Standards Verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learners' work. Learners must provide evidence of their achievement – achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

## 5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### Approvals agreement

---

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

### Centre resource requirements

---

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualifications
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)

## 6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion 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 taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualifications.

Centres must deliver the qualifications in accordance with current equality legislation. For full details of the Equality Act 2010, please visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Reasonable adjustments and special consideration

---

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the *Pearson document Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

## 7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.



## 8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance and quality assurance requirements – NVQs/SVQs and competence-based qualifications.*

## 9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.' All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

# **Unit 1: Exploring Work-related Skills and Behaviours**

**Level: Entry 3**

**Guided learning hours: 35**

**Total unit time: 37**

## **Unit in brief**

The aim of this unit is for learners to understand what makes them tick and to recognise skills and behaviours that will enhance their employability prospects. This could include self-employment.

## **Unit introduction**

Being able to reflect on your behaviours and skills, strengths and weaknesses will help you to set realistic employment goals for the future.

In this unit you will consider your personal skills and behaviours and learn to recognise strengths that will help you prepare for and achieve success in the workplace. You will suggest how to improve on your weaknesses and overcome any barriers that may have been holding you back.

You will prepare a personal prompt sheet to help you prepare for and improve your employability prospects.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know skills and behaviours needed for work</p> <p><b>B</b> Recognise own work-related skills and behaviours</p>	<ul style="list-style-type: none"> <li>• A template or self-devised chart or table, or a printout of an online audit</li> <li>• A summary of the results of the audit</li> <li>• A document in any suitable format that focuses on a chosen employability sector and refers to the audit results</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understand what is meant by skills and behaviours</li> <li>• Identify own skills and behaviours</li> <li>• Recognise where own skills and behaviours match those required by specific job roles</li> <li>• Identify ways of improving own skills and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Use self-assessment tools</li> <li>• Carry out an audit of personal skills and behaviours</li> <li>• Seek input from others to support skill and behaviour assessment</li> <li>• Reflect on own personal strengths and areas for development</li> </ul>

## **Unit content**

### **Approach (How the learner should approach this unit)**

#### **Learners will need to:**

- Appreciate that skills and behaviours will be necessary in the world of work
- Recognise the skills and behaviours that may be necessary for different job roles
- Use self-reflection skills to consider own skills and behaviours
- Select an appropriate method to record results
- Recognise where personal skills and behaviours may match those required for an identified job role
- Recognise where there may be gaps in personal skills and behaviours, in relation to an identified job role

#### **Knowledge**

##### **Understand what is meant by skills and behaviours**

- Identify skills (things you have learned) and give examples: art, cooking, music, sport, technology, communication, teamwork, organisation etc.
- Identify personal behaviours, e.g. flexible, honest, reliable, positive, patient, friendly, confident, approachable, enthusiastic
- Consider how skills and behaviours can be developed

##### **Identify own skills and behaviours**

- Consider strengths of own skills and behaviours
- Use methods to identify skills and behaviours, e.g. online, questionnaires, face-to-face advice, peer support

##### **Recognise where own skills and behaviours match those required by specific job roles**

- Identify skills and behaviours that may be necessary in a specific job role
- Know why and how identified skills and behaviours might be necessary or useful in a specific job role



## **Identify ways of improving own skills and behaviours**

- Ways of improving skills, e.g. courses, training sessions, work experience, mentoring sessions, tutorials, videos etc.
- Ways of improving behaviours, e.g. reflecting on areas of development, accepting feedback from others, accessing training and further development sessions or tutorials

## **Skills**

### **Use a self-assessment methods**

- Use an appropriate method to record own skills and behaviours

### **Carry out an assessment of personal skills and behaviours**

- Explore the ways in which personal skills and behaviours may be relevant in the world of work, e.g. identify sectors or job roles where own skills and behaviours could be applied etc.

### **Seek input from others to support skill and behaviour audit**

- Seek input from others to get feedback and support on skill and behaviour assessment

### **Reflect on personal strengths and areas for development**

- Reflect on personal strengths and areas for development in relation to an identified job role

## Assessment Criteria

<b>Learning aim A: Know skills and behaviours needed for work</b>
Evidence must include: Identification of skills and behaviours needed in the world of work, along with a brief outline of why each may be necessary for one identified job role.
<b>A.P1</b> Identify skills and behaviours necessary in the world of work <b>A.P2</b> Outline the ways in which identified skills and behaviours might be needed in an identified job role
<b>Guidance for assessors</b>
<b>For P1</b> Learners should appreciate the difference between skills and behaviours and list a range of different skills and behaviours that may be needed in the world of work <b>For P2</b> For a selected job role, learners should outline why they think each of the skills and behaviours they have listed might be necessary
<b>Learning aim B: Recognise own work-related skills and behaviours</b>
Evidence must include: A log of personal skill and behaviour, along with an identification of matches and gaps in relation to to an identified job role.
<b>B.P3</b> Consider own skills and behaviours in relation to a specific job role
<b>Guidance for assessors</b>
<b>For P3</b> Learners should record their own skills and behaviours, seeking support from teachers/tutors as appropriate. They will consider how well their current skills and behaviours might meet the required skills and behaviours for a specific job role. They should highlight where there are close matches and identify where any gaps lie.

## Delivery guidance

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

### **Activities: Introduction to unit – Understand skills, behaviours and interests**

Tutor explanation of the purpose of the unit, how self-assessment will work and the need to reflect and be able to plan. Learners should be encouraged to gather appropriate evidence throughout the unit, which could be in a logbook or electronic format. This can include downloads or printouts, completed checklists or worksheets, and any other information they research.

In groups learners discuss what they think skills and behaviours are and produce a list of examples, on a flipchart or by sticking post-its onto prepared charts. The tutor confirms skills can be learned but behaviours are usually part of your personality although you can learn to modify them.

Individual reflection where learners consider what they believe their own skills and behaviours are and make a note for later discussion. They could ask family and friends for input before the next session.

**Suggested time:** about 2 hours

### **Activities: Identify skills and behaviours**

The tutor provides lists of key words or phrases that describe skills and behaviours, which each learner highlights and keeps as record for future use.

This can be followed by an individual activity to 'sum yourself up in 5 words'. Learners use the material they prepared previously or the feedback from family and friends. Peer questioning could be used to find out in more detail why these words have been chosen. Learners suggest which would be useful when seeking employment.

The tutor will present some case studies of descriptions of famous people in the news for the learners to try to identify based on their skills and personal behaviours. They could discuss as a group how skills can link people and the impact of different behaviours on individual success.

Learners give a short presentation 'My hero.' Each learner spends some time doing some internet research or personal reflection in order to give a brief talk about someone they particularly admire and respect. This might be a celebrity, sportsperson, historical figure, a colleague, friend, or family member. They should outline the skills and behaviours this person exhibits.

**Suggested time:** about 3 hours

**Activities: Outline own skills, behaviours and interests**

Learners complete a quiz or online self-assessment activity to identify their own skills and behaviours objectively, keeping a record of the results.

Learners could then work in pairs or small groups to share and discuss their results and identify similarities and differences between peers. Learners highlight the skills and behaviours described as well as any suggestions given for employment. They would need to include both positive and negative feedback and consider whether they agree with it.

Learners look at any suggestions given for employment in the results and make a note of the sectors for the future. They can start to research some of these sectors in more detail.

Tutor to read give learners a 'hobbies and interests bingo card'. Learners will then talk to others in the group to try and find one person that has an interest or is involved in each of the activities/themes on the bingo card.

Learners to share/suggest any hobbies or interests that have not been included to create a group list. Learners could then go through the list collectively to say how each example is beneficial for employment and work. Tutor to ask learners to expand where necessary and share examples of why a hobby or interest might be important for work.

As a peer activity they then have a one-to-one discussion with another learner to share the information and feedback to the rest of the group about their partner. The group decide how each person's interests and experience might be useful in the workplace.

**Suggested time:** about 3 hours

**Activities: Identify interests and experiences relevant to the workplace**

Learners to work in small groups to talk about what they understand by 'experience' and compile a list of anything that they think might be relevant. They may mention how their hobbies or interests also link to this.

Learners could then share any previous work placement or experience they may have had, voluntary or part-time. They should be encouraged to include everything even if they think it might not be important for their future employability.

As a peer-to-peer activity they then have a one-to-one discussion with another learner to share their own information and feedback to the rest of the group about their partner. The group decide how each person's interests and experience might be useful in the workplace.

Learners share what they themselves are intending to do when their programme is over and what sort of employment they are considering. This leads to a discussion on what is meant by sectors and a thought shower of potential job roles. These could be displayed on post-its.

Learners then photograph or copy the display relevant to themselves for future reference.

Learners could finally create individual mind-maps displaying their interests, experiences, skills and behaviours and link these to different jobs roles and workplaces.

**Suggested time:** about 4 hours

### **Activities: Understand strengths and weaknesses**

Tutors lead a group discussion on what is meant by strengths and weaknesses. Learners think back to the presentations and case studies. Were the people good role models? Why? What were their strengths? Do/did they have weaknesses? If so, what were they?

Learners consider their own strengths and weaknesses by choosing an activity in which they recently participated and note what went well and what did not. This should be a leisure, education, or work activity of any duration. Each learner gives ideas about how they would change their approach or behaviour in future. Tutors can use the 'WWG/EBI' (What Went Well/Even Better If) or '2 stars and a wish' approach.

Individual learners revisit their self-assessment results to identify which skills and behaviours are strengths and recognise any weaknesses.

**Suggested time:** about 3 hours

### **Activities: Address weaknesses**

The weaknesses identified to be displayed and grouped into personal and work-related categories.

Learners could then share weaknesses anonymously in a box, with each person selecting one at random and the group suggesting ways to address the issue. Learners could make personal notes during the activity to support their assessment.

The tutor to explain to learners how some strengths can also be seen as weaknesses and vice versa using examples, e.g. perfectionism is a strength because work will always be to an excellent quality, but it is a weakness because you may not meet deadlines or be able to work quickly. Learners to each select one personal strength weakness and discuss how these could be seen as being both positive and challenging within the workplace.

The tutor shows video/YouTube clips of difficult or embarrassing situations and learners makes suggestions for improving on the weaknesses demonstrated. Case studies can be used, or learners' role play scenarios given by the tutor.



Learners to revisit the weaknesses in a box to suggest ways that any personal weaknesses they have could be seen as positive.

The information should be recorded for future reference. This can be individually, or learners produce posters or wall charts and photograph them.

**Suggested time:** about 3 hours

**Activities: Link skills, behaviours and interests to the workplace**

Learners undertake a skills audit such as the National Career Service Skills Assessment or similar, online or in a format provided by the tutor. Results downloaded or printed to share with the tutor and/or careers adviser.

The tutor introduces video clips on different sectors, or they may invite visiting speakers to talk to the group. They arrange a Zoom/Teams meeting with a local employer, to demonstrate the key skills and behaviours that employers within sectors identified by the learners will be seeking.

Each learner conducts some research on employability areas (sectors) using the suggestions in the audit and web sites suggested by the tutor. They might interview friends, family or colleagues in their part-time job, work experience or placement. They might also attend a careers fair or interview with a career's adviser.

Learners could attend a careers fair/virtual careers fair or interview with a career's adviser to gather more information about their chosen career or sector.

Learners could create a survey to ask potential employers and workers in local businesses to improve their awareness of skills and behaviours required for work. Learners could then visit local businesses to carry out their survey before collating the results and sharing their findings.

**Suggested time:** about 3 hours

**Activities: Identify work opportunities that reflect skills, behaviours, interests and experience**

The tutor demonstrates some recruitment web sites and explain how they can be used to search for opportunities and filter results. Tutor to display a series of jobs and ask learners to work in pairs to access recruitment websites and identify key information for each job.

Learners conduct research on some of the sectors or jobs they have considered, or which may have been indicated in their previous self-assessment to create a mind-map of their chosen sectors or jobs which they can reflect on and add to throughout the activity.

Learners could visit local businesses or a job centre to find out more about possible employment opportunities and the skills and behaviours they would need. A local employer could deliver a short talk on what they look for in new candidates and potential employees.

Learners could finally create individual or paired mind-maps to show the different work opportunities that link to their skills, behaviours, interests and experience

**Suggested time:** about 3 hours

### **Activities: Barriers to employment**

Learners identify any gaps in their skills or barriers to their progress in personal or work life settings that their audit has shown. Learners to share with the group for discussion about what sort of support might be useful in overcoming individual barriers.

The barriers identified to be displayed and grouped into categories such as personal life, routines, wellbeing, work-related. Learners could discuss skills and behaviours that may be helpful, and how different timescales might be needed to overcome these barriers.

Learners could also discuss their own worries and anxieties that could cause barriers to employment. Learners could talk about their own experiences and use peer-to-peer support and learning to encourage each other to find solutions to common worries and anxieties linked to employment.

They discuss where they might get help to find out more and get help or advice: e.g., tutor, careers adviser, training, mentor, line manager, supervisor or others and make a record of the support and advice that they might give. Learners will create a cheat-sheet of go-to people for future reference.

**Suggested time:** about 2 hours

### **Final activity: Reference sheets – preparing for assessment**

The tutor explains that this document is designed to help the learners in any job-seeking activity that they undertake. It is a summary of what they have learned and achieved throughout this unit with an element of action planning. The tutor could show learners a sample prompt sheet for reference and to help them generate ideas and suggestions.

Learners to work collectively as a group to identify key points of learning that they feel would be beneficial to include within their prompt sheet.

Learners will then gather the evidence from their quizzes, self-assessments, research, and strategies and discuss this with their peers. Learners should then think about and gather final evidence linked to their career goals to support their prompt sheet.

Learners could then take part in an online interactive quiz to assess their knowledge and understanding of skills, personal behaviours, interests and experiences and how these link to job-seeking activity.

**Suggested time:** about 2 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to find a job role you are interested in and prepare a list to identify the skills and behaviours required for the job role. You should then outline why the skills and behaviours will be important for the selected job role.

You will then need to assess your own skills and behaviours using a simple skill assessment and through talking to your peers, family and tutor and say how you meet any of the requirements for the job role selected

### **Retake**

The learner may be given a different job role or asked to prepare in a different format.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<b>A</b> Consider job vacancies <b>B</b> Contribute to a job application process	<ul style="list-style-type: none"> <li>• A summary table or verbal account outlining the key information</li> <li>• A completed job application form</li> </ul>

### Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Relevant skills and interests</li> <li>• Where to search for vacancies</li> <li>• How to apply for job opportunities</li> <li>• How to complete basic job application documents</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying own skills, interests and experience</li> <li>• Searching and selecting a relevant job advertisement</li> <li>• Presenting personal information and completing application documentation</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Identify own skills and needs for job roles
- Choose appropriate job roles that are suitable to fulfil needs.
- Produce a document in support of a job application
- Information handling, e.g. deciding what roles are appropriate to apply for
- Present information, e.g. displaying information clearly, creating a positive impression

### **Knowledge**

#### **Relevant skills and interests**

- Own interests, skills and abilities in relation to a job role
- Information given on a job advertisement

#### **Where to search for vacancies**

- Where job opportunities can be found, e.g. online, job centre, local sources
- Information given on a job advertisement

#### **How to apply for job opportunities**

- Different formats that can be used to apply for job vacancies, e.g. application forms, letters, CV, phone calls, emails/letters to express interest

#### **How to complete basic job application documents**

- Identify useful key information needed for applications, e.g. checking adverts, job descriptions, person specifications to determine skills and qualities required, researching organisation
- Information that a job application might ask for
- How to complete basic application documents, e.g. presenting relevant information



## **Skills**

### **Identifying own skills, interests and experience**

- identify own skills, interests, and experience
- Identify links between own skills, interests, and experience and that of job roles
- Identify areas for improvement and development

### **Searching and selecting a relevant job advertisement**

- Selecting and using appropriate job search platforms to refine job search activities and identify relevant job advertisements
- Interpret the information contained within job adverts

### **Presenting personal information and completing application documentation**

- Gather relevant personal information required for job application documentation
- Plan and draft required documentation and seek feedback from others
- Review documentation for accuracy

## Assessment Criteria

<b>Learning aim A: Consider job vacancies</b>
Evidence must include: A list of the various places job vacancies may be advertised, an outlining of information that a job advertisement or application pack may provide and an outline of the information that may be required when completing a job application.
<b>A.P1</b> Identify places where job vacancies can be found
<b>A.P2</b> Outline information that may be provided by a job advertisement and/or application pack
<b>A.P3</b> Outline information that may be required when applying for a job
<b>Guidance for assessors:</b>
<b>For P1</b> Learners must list different places where they might find job vacancies advertised, e.g. job websites, organisation or business websites, job centre, council jobs boards etc.
<b>For P2</b> Learners will outline the various information that may be provided by those advertising a job, e.g. brief job description, desirable and essential candidate criteria, salary range, working hours, place of work etc.
<b>For P3</b> Learners will outline the various information that they may be required to provide when applying for a job, e.g. completed application form, covering letter, supporting evidence, personal information etc.
<b>Learning aim B: Contribute to a job application process</b>
Evidence must include: The learner showing that they can select and then complete a job application form for their chosen job role.
<b>B.P4</b> Select a job role to apply for
<b>B.P5</b> Complete a job application form
<b>Guidance for assessors:</b>
<b>For P4</b> Learners must select, from a range of options provided to them by the teacher/tutor, a job to apply for.
<b>For P5</b> Learners should complete a simple application form provided to them, to apply for their selected job role. They should ensure they answer all questions to the best of their ability.

## Delivery guidance

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

### **Activity: Introduction to unit**

Tutor led activity to introduce the requirements of the unit including purpose, ways of working, expected learning outcomes, expectations of learners and assessment methods.

The tutor can discuss with the learners about the importance of recording accurate information when applying for a job, apprenticeship, or placement. Learners are given templates for various application documents and record information on their own forms as they progress through the activities.

The learners share with tutor in an appropriate online format, so that the tutor can check as they progress through the unit.

**Suggested time:** about 2 hours

### **Activity: Linking skills and interests to jobs**

Tutors provide learners with a list of skills for different jobs on cards. In small groups learners could pick ones they believe are true of them: good communication skills, IT skills, creative, gaming/programming skills etc. Learners could also recognise here the skills that they believe they need to improve and discuss their reasoning with others.

Learners will then use the activities to produce a visual representation of their skills, interests and hobbies, and provide additional detail as to which they consider particular strengths, and which require some further development.

The learners should then be provided with a range of different job roles to see which ones would interest them most based solely on their own ideas, likes and dislikes. Learners will then select two roles that they would apply for and highlight what skills and interests might be necessary or are required in those roles.

Learners could then identify common skills that are required across different job roles in different sectors. The tutor could then introduce the concept of the top set of required skills within employment.

Guest speakers from different work sectors could also be invited to talk about their jobs and the skills that they need to be able to do it successfully, with learners preparing questions to ask to gain a wider understanding.

Learners could finally take part in a group skills audit; ranking each other from strongest to weakest for different skills based on group discussions.

**Suggested time:** about 3 hours

### **Activities: Where Jobs are advertised**

Learners word shower, in small groups, where jobs, apprenticeships, placements are advertised. Tutor can prompt if needed: newspapers, local notice boards (supermarket/newsagents), shop windows, job centres, agencies, on-line, centre notice board, word of mouth, careers advisor.

Tutor led activities based around employment/apprenticeships/placements/ voluntary work and how these are advertised. Tutor can provide examples and opportunities for learners to look at where these are advertised.

Learners access different sources that advertise job opportunities. This may include an internet search, social media, local library, shop notice boards etc. Learners can feedback their findings as to the best sources.

Learners to visit the local job centre and/or recruitment companies to explore different job advertisements. Learners could talk to job centre staff or recruitment advisors about different advertisements, jobs, and opportunities in the area.

Learners could also explore the local area to identify job adverts in shop windows or in local community spaces.

Learners could finally create a jobs board which displays different local opportunities for the classroom for learners to engage with throughout the sessions.

**Suggested time:** about 4 hours

### **Activities: Information in job adverts**

Tutor to provide learners with a checklist of key information in job adverts that informs a potential candidate what they need to know and what an employer is looking for. For example: specific skills/experience required, location, working hours, salary, benefits, how to apply, closing date, supporting documents giving further details such as job descriptions.

Using their checklists, learners could then research and identify a range of different job advertisements and check their content and information against the agreed list. Learners should identify any additional information that is provided and discuss the benefit of the information.

Career advisors may be invited to speak, and learners prepare questions to ask relevant to searching for jobs and key information that employers are looking for.

Tutor to provide learners with job adverts which have been adapted to omit some key information. Learners to work in small groups to research and complete the job adverts with the appropriate information based on their research and understanding.

Learners could then create a sample job advertisement for a job of their choice which they will display in the classroom. Learners could then peer review each other's adverts and say what attracts them to apply and what puts them off.

Learners could then take part in an interactive quiz to find key information in job adverts and recognise missing information.

**Suggested time:** about 5 hours

### **Activities: Employer expectations**

Learners word shower in small groups; 'What positive qualities and behaviours might an employer want to see in people they employ?' Tutors have their own list for learners to consider: For example: adaptable, resourceful, responsible, resilient, honest, thorough, initiative, empathy, communication skills, appropriate behaviour, hygiene and appearance. Tutors should highlight how learners will want to emphasise some of these positive qualities and behaviours in application documents.

In small groups learners look at some typical local jobs and make a list of what the jobs require people to do and discuss what the employers might be expecting them to do in these jobs?

**Suggested time:** about 3 hours

### **Activities: Creating a Personal Statement.**

Tutors explain the purpose of a personal statement in a job application, to convince employers that they are the right person for the job and to showcase themselves and give a good first impression.

In small groups, word shower what sort of things need to go under the headings: Skills/Knowledge/Experience. Learners take time to write up what would fit under the headings for themselves.

Learners to work in pairs or small groups to interview each other about what their skills interest and experience and what they are putting in their personal statements.

Learners create a simple personal statement detailing their skills and interests. Learners should then share their personal statements and provide peer-to-peer feedback on where improvements could be made.

**Suggested time:** about 3 hours

### **Activities: Cover letters/letters of application**

Tutors show learners a range of cover letters/letters of application and explain purpose, use of formal language, tailoring letter to job role, layout, outlining suitability for the job role.

Learners to work in small groups to discuss the example letters, highlight the important information and identify why it is useful. Learners should also rank the letters from most effective to least effective as a whole group and discuss the reasons for their thoughts.

Learners could then be provided with a blank template for a cover letter. Learners to work pairs or individually if they wish to create a sample cover letter that they can use as a guide for future applications.

**Suggested time:** about 3 hours

**Activities: Basic application forms, including online forms.**

Tutor to provide learners with an overview of the application process for different jobs and explain that there are different types of application process and that although application forms are still used, there are other methods.

Learners to work in small groups to identify different ways that businesses and organisations may ask an individual to apply for a job role. Learners could be prompted by the tutor to discuss the following examples: paper-based application, digital application, telephone, screening, application day.

Tutors show learners at a range of different application forms either online or paper based and inform learners about the differences and similarities. Learners could also discuss their experiences with application forms and share their worries or concerns.

In pairs or small groups learners fill in a basic application form online and paper-based requesting personal information, their interests and what they are good at. Learners should be encouraged to check their forms for accuracy and ask their tutor to check.

**Suggested time:** about 2 hours

**Activity: Completing an application pack**

In small groups, learners will create a job advertised and select a template for an application form. Learners will then pass this on to another group in the session.

Learners will then complete the sample application form for the job advertisement with support. Learners undertake peer assessment of completed job application documents and provide feedback.

Tutor to lead discussion with learners on the importance of checking and seeking feedback from others on job application documentation. Learners to provide thoughts through discussion.

Learners to reflect individually on feedback and create a personal cheat-sheet for job applications which include key points for their own development and reference. (Keep applications neat, use a computer for letters, check spelling etc.)

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to explore the ways that individuals can search for and apply for job vacancies and then demonstrate your ability to complete application documentation for a selected job.

You will need to identify three different places where job vacancies can be found and research the information provided in job adverts for a range of jobs. Using your research, you will outline information that is provided in job advertisements and outline the information that you will need to apply for selected jobs.

Finally, you will select one of the jobs you have considered and complete a job application form which will be provided by your tutor.

### **Retake**

The learner could explore different places to find job advertisements, different job roles and be provided with alternative application documents to complete.



## **Unit 3: Exploring Types of Employment Contract**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 37

---

### **Unit in brief**

The aim of this unit is for learners to explore different types of contracts and the impact these have on individuals.

### **Unit introduction**

There are many different contracts in the workplace to serve a variety of purposes, it is important to understand these to make appropriate choices. Some people may prefer one way of working to another and some ways of working may be more suited to a person's lifestyle and goals. Therefore, it is important for individuals to consider the different ways of working and make the right choice for their own circumstances.

In this unit you will look at different ways of working, explore the benefits and potential issues of each and explore different contractual options.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Recognise different types of employment contract</p> <p><b>B</b> Know the impact of different types of employment contract</p>	<ul style="list-style-type: none"> <li>• A summary document, digital voice recording, presentation or other evidence that shows the learner can meet the assessment criteria</li> <li>• Film or voice recording, written transcript or written notes of the discussion to evidence what was seen and heard</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Different working patterns and contracts of employment</li> <li>• Advantages and disadvantages of different work opportunities and contracts</li> <li>• How work patterns can impact on mental and physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing information</li> <li>• Information handling</li> <li>• Using appropriate communication skills</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Be aware of different ways of working
- Recognise that people may have different employment needs to others, e.g. the need to work part time or have flexible working etc.
- Recognise how work patterns can impact on wellbeing
- Use research to further inform understanding regarding employment contracts
- Communicate appropriately with others to share own opinions

#### **Knowledge**

##### **Working patterns and contracts of employment**

- Different working patterns, e.g. part-time, full time, shift work, working from home
- Different work opportunities and contracts, e.g. employee, worker, self-employed, zero hours, apprentice, gig economy, agency

##### **Work opportunities and contracts**

- Advantages and disadvantages of different work opportunities and contracts e.g. pay benefits, job security
- Potential advantages of different types of employment contract for employers e.g. financial, time, workload (e.g. to cover busy periods etc.) etc.
- Potential disadvantages of different types of employment contract for employers, e.g. finding staff willing to work, loyalty, training and experience etc.
- Potential advantages of different types of employment contract for employees e.g. work/life balance etc.
- Potential disadvantages of different types of employment contract for employees, e.g. inability to plan time or finances (e.g. zero hours) etc.

##### **How work patterns can impact on mental and physical well-being**

- How working patterns can impact on mental and physical health, e.g. work-life balance, financial etc.

## **Skills**

### **Establishing information**

- Research, e.g. gathering information about contracts and patterns of work

### **Information Handling**

- Information handling, e.g. investigating different contracts and understanding how they apply to the workplace

### **Using appropriate communication skills**

- Using appropriate communication skills, e.g. correct terminology, active listening etc.

## Assessment Criteria

### **Learning aim A: Recognise different types of employment contract**

Evidence must include:

A list of the different types of employment contract, along with suggested reasons why employers might use one or more of each of the identified types of employment contract.

**A.P1** List different types of employment contract

**A.P2** Suggest reasons why an employer might use one or more type of employment contract

#### **Guidance for assessors**

**For P1** Learners will list the different ways in which an organisation might contract employees

**For P2** Using different organisations learners will identify how types of employment contracts are used with reasons. This should cover different types of contracts from the content.

### **Learning aim B: Know the impact of different types of employment contract**

Evidence must include:

An outline of the potential positive and negative aspects of different types of employment contract for employers and employees

**B.P3** Outline possible positive and negative aspects of different ways of working

#### **Guidance for assessors**

**For P3** Learners should outline the potential positive and negative aspects of each identified type of employment contract, considering both the employer and the employee.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners are asked if any of them do any paid or unpaid work and if they do how many hours of work they undertake, what hours of work they do, what days, times, what impact it has on studies or social life.

Tutors could ask learners what they understand by the term 'contract' and then give examples of types of employment contracts

Learners could create a visual display of employee profiles and types of contracts based on the class discussion – this could be used in later sessions to discuss types of contracts

**Suggested time:** about 4 hours

### **Activities: Introduction to Contracts**

The tutor will explain a contract including that it is a legally binding agreement between parties detailing rights, conditions, responsibilities, and duties.

Tutor to lead discussion on what would we expect to find in a contract of employment and provide a simple example of a contract for learners to review. Learners could highlight the contract to display and recognise important information.

Learners will work in groups to deconstruct a contract and create a display to show the different aspects of a contract and how it might be worded. Learners could be split into groups and each group focus on a different type of contract, e.g. part-time, zero hours, hourly contract, freelance, full-time permanent etc.

Tutor to provide learners with a contract separated into pieces. Learners to work in pairs to reconstruct the contract so that it is structured appropriately. Tutor to explain the structure of contracts and the usual layouts.

Learners to discuss the importance of reading contracts and understanding the content. Learners to identify the potential consequences of not reading and understanding a contract.

Tutor to introduce learners to ACAS and explain its purpose in supporting employees and employers in dealing with employment issues, contract advice and mediating if there are disputes. Learners to access the ACAS website and make a list of the different things that ACAS offers to both employees and employers. Learners to share their findings.

Learners could finally take part in an interactive quiz to check understanding and knowledge. Learners could record their answers as notes for reference throughout the unit.

**Suggested time:** about 5 hours

### **Activities: Patterns of work**

Learners are asked to research a number of different jobs roles this could include roles such as hairdresser, construction worker, supermarket cashier, security officer, taxi driver, office worker. They are asked what hours each might work including length of time, time of days, days of the week.

Learners will work in small groups and have discussions as to whether the learners would like to work in professions where weekend or night work is involved and whether they would like to work long hours and shorter hours.

Learners to produce job profile cards for a range of different jobs reflecting their patterns of work and the hours that they might work.

The learners are introduced to flexible working explaining that some organisations allow employees to work hours across different days or shifts to fit in with their home commitments.

The tutor asks groups to discuss the benefits and drawbacks of working different patterns including part-time/full time/nights/days/weekends. They could then share discussions with the whole group.

The tutor explains that some people work from home permanently, others periodically, one group could be asked to discuss the advantages of working from home and the other the disadvantages, areas to cover could include having the right equipment, costs of commuting, utilities, separation of home from work, social aspects, distractions.

The tutor summarises explaining that it is important to think about patterns of working when looking for employment to ensure they are right for individuals.

**Suggested time:** about 6 hours

### **Activities: Different types of employment status**

The tutor explains what a contract of employment is and why it is important especially from a legal point of view.

Learners are asked to identify different types of contracts that they have heard of. They are given examples of a contract and asked to highlight the key areas and discuss the key areas of coverage.

Learners to work in groups and identify a range of job roles that link to each of the following types of employment status; full time, part time, apprenticeships, fixed term, seasonal, zero hours, voluntary, self-employed. Learners to then discuss whether or not specific sectors and job roles are more likely to fall into one particular area, e.g. care sector tends to offer roles across all of the groups, but graphic design tends to be self-employed or fixed-term etc.

Learners are introduced to different types of employment status:

#### **Employment**

Learners look at employment first and list some of the benefits and some of the drawbacks including set rates of pay, set holidays, often set hours of working they explore part time work and how terms and conditions such as holiday are prorated.

#### **Self-employment**

The learners look at the advantages and disadvantages to self-employment and what type of jobs lend themselves to self-employment including lack of employee protection, more freedom. The tutor explains that the self-employed may not have a contract in all cases but if they undertake freelance work that there may be a contract between themselves and the person they are conducting the work for. There could be a guest speaker to talk about their experiences of self-employment.

#### **Temporary contracts**

Learners are asked to research different types of temporary contracts. These include maternity, fixed term, casual, agency, seasonal. Each group are given some information and each and asked to present their finding to others feedback should include advantages and disadvantages and the terms and likely terms and conditions of the contracts.

#### **Zero hours contracts and the gig economy**

Learners are asked to research what the conditions of contracts in these areas are likely to be and benefits and drawbacks for those working under these contracts and the organisation they work for.

Videos could be used to outline the differences between statuses and employment rights.

Guest speaker or visit to HR practitioner to explore employment status and contracts and the benefits and drawbacks.



Learners then research their chosen sector and create a mind map or thought shower of the different jobs in the sector and the employment contract that they are likely to have.

Quiz assessment on the different types of employment, benefits, contract, and status to assess learning and understanding.

**Suggested time:** about 8 hours

**Activities: Work- life balance**

Learners are asked about the meaning of work life balance and discuss why it is important to think about the impact of work on home. Learners could create a word-wall of different terms and words linked to the work-life balance and wellbeing and discuss their thoughts.

YouTube video clips could be used to highlight the importance of work-life balance and its impact on mental and physical wellbeing.

They have a talk from a guest speaker for instance a person who has changed their working pattern to suit their lifestyle and the impact that has had on them.

In pairs learners to create a questionnaire to research people's opinions and feelings about different patterns of work and work-life balance. Learners to carry out the questionnaire and present their findings to the group. Learners to reflect on outcomes and suggest the most appropriate pattern of work for good work-life balance.

**Suggested time:** about 3 hours

**Activities: Choices**

Learners are asked to think about their own preferences for work and the types of work patterns and choices they would consider. They produce a mind map and discuss their preferences with the rest of the group explaining their reasons.

Guest speakers to be invited in to discuss how they chose their jobs and made informed choices based on the information they were provided and the contractual agreements.

**Suggested time:** about 2 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to research the different types of contracts an employer can use when employing staff and the positive and negative impacts of different ways of working.

You will need to explore different employment contracts and create a table which highlights a minimum of three types of employment contract along with reasons why an employer might use each type when employing and contracting staff.

You will then research the different ways that employment contracts require staff to work in terms of hours, patterns of work etc. You will finally create a mind-map showing the positives and negatives of different ways of working considering both the employer and the employee.

### **Retake**

The learner could explore a different set of employment contracts and be required to produce alternative documents for a given audience.

## **Unit 4: Taking Part in an Interview**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 35

---

### **Unit in brief**

The aim of this unit is for learners to develop skills to prepare them for interviews for a job role, a work placement, or a course.

### **Unit introduction**

Interview skills are an important aspect of the route to employment.

Understanding own skills, knowledge, and career goals and how these fit in with an organisation is an important part of the planning stage. Being able to communicate and present these abilities to a potential employer, work placement or college at an interview will help you achieve your career goals.

In this unit you will prepare for an interview and demonstrate your skills and experience in an interview situation.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know the purpose and contents of an interview</p> <p><b>B</b> Share information in an interview</p>	<ul style="list-style-type: none"> <li>• Notes detailing the reasons for interviews, what they might look like and key elements to consider in preparation</li> <li>• An observation record confirming performance in an interview</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Purpose of interviews</li> <li>• Different types of interview</li> <li>• Different formats and contents of interviews</li> <li>• Interview planning</li> <li>• Interview techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and organisation</li> <li>• Research</li> <li>• Communication</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Plan, e.g. identify how to present information at an interview, questions to ask, how to respond to questions positively etc.
- Communicate and use appropriate behaviours, e.g. present information verbally, engage with others, greeting, smile, eye contact, body language
- Appreciate the need for appropriate personal appearance, e.g. hygiene, suitable clothing for the interview situation
- Respond positively to an interview situation

## **Knowledge**

### **Purpose of interviews**

- Reasons for holding interviews, e.g. to meet candidates, to discuss experience, to gather more information, to assess skills and behaviours etc.
- Importance of an interview for the candidate
- Importance of an interview for the organisation

### **Different types of interview**

- Types of interview: telephone, face-to-face, panel, presentation, group interview, virtual interview
- Why employers might choose to use a specific type of interview

### **Different formats and contents of interviews**

- Reasons for an interview, e.g. course, job, new opportunity etc.
- Different formats and styles of interview, e.g. considering different types of roles or sector etc., face to face, telephone, video
- Possible contents of an interview, e.g. greeting, introduction, information check, interview questions, candidate questions, conclusion, follow up

## **Interview Planning**

- How to interpret a job description and/or personal specification in preparation for interview
- Information needed prior to an interview, e.g. where it is, how to get there, timings, what to wear etc.
- Actions to carry out before the interview, e.g. planning the route, transport, timings, practice interviews with friends, research activities
- How to use action planning to identify responses to potential job role specific questions or queries
- Possible questions to ask, e.g. information they want know about the job, placement or course
- Actions to carry out after the interview to seek feedback and highlight areas for development

## **Interview techniques**

- Researching and preparing for the interview; knowing the business, location, interview details, likely questions etc.
- Interacting appropriately with the interviewers, e.g. listening, responding appropriately to questions, communicating clearly, maintaining eye contact, open-body language
- How to manage nervousness, e.g. breathing techniques, practice sessions, confidence-talks

## **Skills**

### **Planning and organisation**

- Gathering information for the interview, e.g. location, time, pre-interview tasks
- Pre-interview planning, e.g. clothing, transport, route, resources
- Reviewing application documents to plan for potential questions and strengthen responses
- Plan information they will share, e.g. formatting information, highlighting important points etc.

## **Research**

- Research into the company, e.g. its location, size, successes, recent news, future plans, product range, values
- Research into the course/training programme, e.g. its location, the entry requirements, outcomes, accreditations, benefits
- Research to support their answers as appropriate (e.g. looking something up online, reflecting on a previous experience to illustrate an answer etc.)

## **Communication**

- Communicating effectively and explaining own point of view
- Listening and responding
- Answering questions and presenting information accurately



## Assessment Criteria

<p><b>Learning aim A: Know the purpose and contents of an interview</b></p> <p>Evidence must include:</p> <p>Basic reasons why an interview might take place as well as the things that might happen at or be included in an interview.</p> <p>Evidence should also include a list of the key things a candidate should think about in preparation for an interview, both logistically and to produce a competent interview performance.</p>
<p><b>A.P1</b> Outline the reasons why an interview might take place</p>
<p><b>A.P2</b> Identify the key elements to consider in preparation for an interview</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> Learners will outline the key reasons why an interview might be an appropriate way of assessing a candidate's suitability for a job, course, or opportunity. They should consider a range of different types of interviews across various sectors as part of their answer, as well as what the interview might include in each scenario.</p>
<p><b>For P2</b> Learners should identify key elements that would be considered prior to attending an interview, including logistics such as where, when, dress code etc. as well as elements such as likely questions, how they might research etc.</p>
<p><b>Learning aim B: Share information in a job interview</b></p> <p>Evidence must include:</p> <p>Examples of the type of basic answers a learner might give to set interview type questions, as devised by the teacher/tutor, which are generic or relevant to a field of interest to the learner.</p> <p>Evidence of the learner's ability to answer basic interview type questions may be in the form of a filmed or voice recorded exchange, a written transcript of the interview or written notes that evidence the answers given.</p>
<p><b>B.P3</b> Consider answers to set interview type questions</p>
<p><b>B.P4</b> Share relevant information in an interview</p>

**Guidance for assessors**

**For P3** Learners should record the ways in which they might answer interview style questions. These may be pre-set questions, provided by the teacher/tutor and relevant to roles of interest to the learner.

**For P4** Learners must show that they can answer set interview type questions in a simulated interview scenario. These may be questions that have been pre-set by the teacher/tutor and that the learner has been given time and support to prepare to answer in advance.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

**Suggested time:** about 1 hour

### **Activities: How to get on the shortlist**

The tutor discusses how employers use shortlists to reduce the number of candidates they will invite to interviews/assessments

Learners discuss the importance of getting down to the shortlist and what they think they could do to help them to stand out from others. The tutor can make links to other employability areas such as applying for jobs ensuring CV's and covering letters match requirements.

Learners could be given a list of potential applicants for a chosen job and be asked to shortlist them to just 3 applicants. Learners should work in small groups to shortlist and provide justification as to their decisions.

Learners reflect on the challenges of shortlisting and identify why it was difficult and what they did as a group to shortlist.

**Suggested time:** about 2 hours

### **Activities: Introducing interviews**

The tutor introduces the topic by exploring different reasons for interviews. Learners are asked to share experiences of any type of interview they have had with the group and highlight the challenges and the positives of their experience.

Learners to work in small groups to produce a mind map of the different situations that may require interviews to be used. Examples include; applying for a job or a course, legal interviews, mock interviews, interview for a licensee etc.

A guest speaker could meet with the learners to discuss the reasons that they run interviews and the purpose of the process. Alternatively, candidates who have experienced interviews could meet with the group and discuss their experiences.

Learners to identify different types of interviews that they have heard of or experienced. Tutor to give learners an overview of each of the different types of interviews and explain when they might be used.

Learners will then work in small groups to research one type of interview and present their findings to the group.

**Suggested time:** about 3 hours

### **Activities: Format of Interviews**

Tutor to initiate a discussion on how interviews are carried out and the structure that learners might expect in terms of greeting, questions, candidate questions, closure. Learners to talk about their own experiences and learners to share situations where the structure has been different. Tutor should make reference to college interviews; job interviews and other interview experiences learners have shared.

Learners to work in a small group to research and share ideas/experience of how interviews can be carried out – (face-to-face, telephone, video), relate to any businesses they know that use telephone or video interviewing. Learners to then feedback to rest of group and make notes for future reference

Tutor can use video clips to show examples of different types of interviews and encourage learners to discuss their thoughts and opinions.

One group could then be asked to list the disadvantages and advantages of telephone interviewing and one group video interviewing compared to face-to-face; they could also discuss how they overcome some of the barriers that the group feel could arise.

Learners work in pairs and use telephones or computers to take part in a short, simulated interview type activities as a way of experiencing video and telephone interviews. Learners should then peer-review each other's performance and suggest areas for improvement.

**Suggested time:** about 2 hours

### **Activities: Understanding the organisation**

The learners to be asked in what type of information would be useful to know about the organisation, the focus should be useful information for an interview and include such areas as size, mission and recently launched products or initiatives. They should be asked about different sources they could obtain the information from; this could include social media (linked in, Facebook, twitter), blogs, websites, news articles, company review sites (Trustpilot, Trip Advisor), Companies House, company webinars.

Learners to work in pairs or small groups to produce a mind map of the information they would research prior to a meeting and share this with peers in group discussion.

They should be asked to research different companies they are interested in working for and see what they can find out about each; this could be for a full-time job, part-time job or course. A challenge should also be set to produce the most unusual fact they have found out about an organisation.

Tutor leads a discussion about how easy/difficult it was to find out information and how much time learners would allocate themselves for research and preparation before an interview.

**Suggested time:** about 3 hours

### **Activities: Preparing for an Interview**

Learners are provided with a planning template to use plan their interview – it will consider what they need to do before the interview and during the interview – this can then be used as a prompt sheet in the future

Tutor provides a scenario of someone attending an interview and ask learners to complete their template with ideas of what they would need to do or plan before the interview – suitable clothing to wear, personal hygiene, travel, company information, body language

Tutor introduces body language and lists the important things to consider including eye contact, posture, sitting and standing, open body language – suitable online video could be shown to encourage open discussion

Learners will practice using open body language, listening skills etc in pairs, greeting each other and asking each other simple questions. Learners to then share what they have learnt from the activity and identify positive body language as a summary.

The tutor asks groups to research how to make a good first impression at an interview. They then discuss their findings; areas to cover should include presentation, appropriate clothing, punctuality, knowing about the company, appropriate body language, greeting, checking they bring what has been requested to the interview, e.g. I.D. requirements, asking interesting relevant questions.

YouTube videos shown to learners to display different people attending interviews. Learners to reflect individually on what their first impression are of each candidate. Learners to discuss their thoughts following the videos and compare with others.

Learners should think about body language, personal presentation and communication and how this may influence an interview outcome.

**Suggested time:** about 5 hours

**Activity: Questioning techniques an interviewer may use**

The tutor will introduce the learners to different types of basic questions open, closed, probing, providing some different examples of each question for their reference.

Learners could practice asking each other open and closed questions concerning their career choices; 'Tell me a bit about yourself', 'What do you enjoy doing in your spare time? What is your favourite subject at school? Do you like to cook?

Learners can then discuss in groups what type of questions they might be asked at the interview as a summary of the questioning activity and what responses they might give.

Video clips could be used to demonstrate interview questions in practice. The learners can make notes to help them in their own interviews for assessment and discuss how well they felt the candidates in the videos answered the questions.

Learners prepare three questions that they would ask someone if they were interviewing for a job. Learners then take part in 'speed interviews' rotating around to ask each other their three questions within 1 minute. Learners will reflect on the activity and the challenges of thinking and responding quickly.

Tutor to explain the importance of planning answers and being prepared for interview questions. Learners to contribute ideas as to the benefits and drawbacks of preparing answers to interview questions.

The tutor can devise a quiz consisting of a series of questions for the learners to respond to and write a note of their answers on a template. This can be retained for future use when preparing for their own interview. Learners can be selected to share their responses with the group and peer feedback to discuss if the response could be improved in any way.

**Suggested time:** about 4 hours

**Activity: What do you want to know?**

The tutor asks the group the information they may require when being interviewed, hours, breaks, facilities, holidays, pay, progression opportunities, when will they know the result of the interview.

Youtube videos could be shown to highlight candidates asking questions at the end of the interview and learners should then reflect on these and discuss whether they were appropriate questions, and if they are questions that they might ask following an interview.

Learners should work in pairs to identify five specific questions that they may want to ask at interview that link to their potential career path.

Learners then create a list of questions that are suited to their own career path and interests. Learners could then use this list as a reference point for interview preparation in the future. Learners may wish to share some of their questions in group discussion to support other learners.

Tutors discuss and review the questions giving support and feedback where required.

**Suggested time:** about 3 hours

### **Activity: Panel interviews**

Learners discuss why panel interviews may be used and the different people that might sit on a panel and why. Learners will contribute their thoughts on the advantages and disadvantages.

Youtube videos could be used to demonstrate the process of panel interviews for different job roles and sectors. Learners could identify what sectors are more likely to use panel interview and discuss the reasons why.

Learners to work in small groups to identify worries and anxieties that people might experience when undertaking a panel interview. Learners should share their own worries and anxieties and discuss ways of overcoming these to perform well within the interview.

A guest speaker could be invited to discuss their experiences of panel interviews and share their top tips on how to perform well in a panel scenario. Learners to ask questions and review their own anxieties and worries post session.

**Suggested time:** about 3 hours

### **Activity: Online interviews**

Learners discuss why online interviews may be used and the different platforms that could be used. Tutor will display each identified platform on flipcharts. Learners will then move around the flipcharts and contribute their thoughts on the advantages and disadvantages.

Tutor led activity exploring the advantages and disadvantages of online interviews with a particular focus on barriers including technology limitations, need for equipment, interruptions.

A YouTube video could be used to show learners an online interview. Learners would then review the performance of the interviewee and suggest ways that they could improve as well as identifying some of the strengths demonstrated.

Learners could finally run a mock online interview with a peer using a platform of their choice, recording the interview so that they can review their performance and provide feedback.

**Suggested time:** about 4 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour



## **Suggested assessment activity.**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to explore the purpose of an interview and the key aspects of the interview process in order to support you in demonstrating your abilities within a mock job interview.

You will need to produce information to outline the reasons why interviews are used by different potential employers. You will need to reference both job interviews and course interviews in your work.

You will then be provided with an interview pack to review. You will need to consider and identify the key elements you need to prepare before the interview and prepare answers to a list of potential interview questions within the pack.

You will finally take part in a mock interview which will be observed by your tutor. You will need to share relevant information and answer questions appropriately.

### **Retake**

The learner could be provided with an alternative interview pack and undertake a different mock-interview to demonstrate their skills and behaviours.

# **Unit 5: Respecting Equality and Diversity in the Workplace**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 35

---

## **Unit in brief**

The aim of this unit is for learners to recognise how diverse workforces can benefit employee and employer experiences.

## **Unit introduction**

Everyone is unique, we all have different backgrounds, different ways of thinking, different values. All these different experiences are valuable to employers.

This unit will help you understand what is meant by equality and diversity in the workplace.

You will explore how equality legislation can support employees in the workplace and ensure they are given equal opportunities in areas such as recruitment, promotion, training and pay.

You will also explore how having a diverse workforce benefits employees, customers and employers.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Recognise how diverse workforces can benefit employee and employer experiences</p> <p><b>B</b> Outline ways in which employers and employees can demonstrate respect for equality and diversity</p>	<ul style="list-style-type: none"> <li>• A list identifying the benefits of diversity at work</li> <li>• Filmed or voice recorded exchange, written transcript of a group discussion or written notes of evidence that was seen and heard</li> <li>• A guide promoting equality and diversity at work</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Equality and diversity</li> <li>• Understand the advantages of equality</li> <li>• Understand the advantages of diversity</li> <li>• Understand how to promote good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Self-reflection</li> <li>• Communication</li> </ul>

## **Unit content**

### **Approach (How the learner should approach this unit)**

#### **Learners will need to:**

- Recognise and respect other people's opinions and skills when working as a group
- Communicate with others in an appropriate manner to share information and build relationships
- Consider ways they can respect each other's differences and value these within the workplace
- Recognises and consider good working practises that respect difference

### **Knowledge**

#### **Equality and diversity**

- The meaning of equality and diversity
- Equality Act and the protected characteristics; age, gender, disability, transgender, marriage/civil partnership, sexuality, race, religion/belief, and pregnancy/maternity
- How equality and diversity can benefit employers, employees and customers

#### **Understand the advantages of equality**

- The advantages of equality, e.g. people feel valued, employees feel secure and happy, creates a positive environment, creates positive relationships between people, reduces staff turnover
- The importance of equality and how it supports and protects employees

#### **Understand the advantages of diversity**

- The advantages of diversity, e.g. different opinions and experiences, greater skills, improved innovation and creativity, offers unique viewpoints, encourages more customers, enhances organisational perspectives
- The importance of diversity including the focus on individuals rather than groups

#### **Understand how to promote good practice**

- Recognising discrimination and stereotyping
- The importance of respecting others and treating people fairly
- How to promote equality and diversity in the workplace

## **Skills**

### **Research**

- Gathering information linked to equality, diversity and inclusion in the workplace
- Reviewing research findings to support identification of key themes and relevant information

### **Self-reflection**

- Self-reflection, e.g. considering own personal identify, background and influences

### **Communication**

- Communication skills explaining own point of view, listening, asking and answering questions, presenting information
- Challenging negative opinions and inappropriate communication
- Sharing opinions appropriately and respectfully

## Assessment Criteria

<p><b>Learning aim A: Recognise how diverse workforces can benefit employee and employer experiences</b></p> <p>Evidence must include:</p> <p>A list clearly identifying the benefits of diversity at work for employees and for employers. Evidence of participation in a discussion of how equality and diversity is recognised in the workplace.</p>
<p><b>A.P1</b> List the benefits of diversity in the workplace</p>
<p><b>A.P2</b> Give examples of how equality and diversity is recognised in a work environment</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> Learners should present of detailed list of the benefits of diversity in the workplace considering employers, employees, and customers</p>
<p><b>For P2</b> Learners should present a range of different examples of how both equality and diversity is recognised in a given work environment</p>
<p><b>Learning aim B: Outline ways in which employers and employees can demonstrate respect for equality and diversity</b></p> <p>Evidence must include:</p> <p>A leaflet detailing how both equality and diversity can be promoted at work.</p>
<p><b>B.P3</b> Produce information on how to raise awareness and promote equality and diversity in employment</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> Learner should produce a guide detailing how to raise awareness and promote both equality and diversity in employment</p>

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners asked to think of a time when they felt they had been treated fairly and with respect and how it made them feel.

**Suggested time:** about 1 hour

### **Activities: Equality and fairness**

To start the session, learners should work in small groups to create a word-cloud of terms that link to equality. Learners should then display their word-cloud and contribute to creating a whole group cloud for reference.

Learners to be asked to define equality and the tutor could provide a definition which could be displayed for the remainder of the unit.

Learners to be give some basic case studies regarding some inequalities and work and discuss why the felt the person was treated unfairly and how the person should have been treated.

The tutor explains that there is legislation to protect certain groups to try and prevent inequality.

The tutor asks which groups learners think the legislation covers. The tutor then discusses the nine protected characteristics that are covered by the Equality Act.

Learners to consider each of the characteristics and identify one way that an individual could be disadvantaged in the workplace because of their characteristic. Learners may also wish to research inequality in the workplace.

Learners will then discuss reasonable adjustments, and the ways employers are encouraged to adapt facilities to help certain groups. The learners to be asked to research some examples where employers have carried out adaptations.

The tutor then asks the learners to think about what types of areas should be equal at work and lead the learners into the man areas of equality in employment pay/terms and conditions/promotion.

The group discusses what the benefits of treating people equally at work are for the employer and the employee.

The tutor explains that people do not always fit into a group, and it is also important to consider individuals and their differences which will lead to discussions on diversity in later activities.

**Suggested time:** about 5 hours.

### **Activities: Factors that make us different**

The tutor explains that everyone sees things differently and asks why this might be. Tutor to demonstrate by asking learners to look at an optical illusion and say what they see – people will see different things. If the learners have completed any learning styles questionnaires or activities the tutor refers to these and states just as everyone learns differently, we all think differently and look at the world in different ways.

Learners to then complete a post-it note that identifies their culture, background and experience and display these within the classroom. Tutor to use this to show that everyone is different, and that culture, background and experience all have an influence on the way we see the world.

Learners could think about the similarities and differences of the group and identify the factors that connect people and those that make people unique.

Learners to be provided with a tutor-devised worksheet that asks them to consider differentiators in people: personality, attitude, experiences, habits, creativity, perspective/view, taste, goals, hobbies, and passions. Learners to complete the worksheet independently and then review with peers to identify similarities and differences. The tutor may use prompts to encourage learners to understand each of the 10 differentiators.

Learners are asked to research different famous people and summarise how their success has been influenced by their culture, events in their life and background examples could be footballers (Marcus Rashford – child food poverty), Paralympians (Baroness Tanni-Grey Thompson – Peer), entrepreneurs (Richard Branson – Dyslexia). Learners should present their findings to others in their group and discuss the positive aspects of their differences in achieving success.

**Suggested time:** about 5 hours



### **Activities: Challenging wrongdoing and stereotypes**

Learners to create an anonymous survey for their peers to identify when and how people have been treated unfairly. Learners should evaluate their results and highlight the key reasons for unfair treatment. Learners should discuss how they could target these issues so that people are not treated unfairly in future.

Learners are given scenarios of individuals who have been treated unfairly because of their diversity. They discuss courses of action and how these impact on the individual.

Learners to individually create a list of rules that they would put in place in the workplace to challenge wrongdoing and stereotypes, and to consider the consequences they would put in place for those guilty of injustice. Learners should share their thoughts and opinions.

**Suggested time:** about 2 hours

### **Activities: Respecting others**

Learners asked what respect means and why it is important to respect others.

Learners asked in groups to think about different examples of how they could respect others in a workplace environment in different situations, such as meetings, telephone contact, working in a team. They are asked to feedback their thoughts.

Learners to work in a group to complete a problem-solving activity. In the first instance only one person can share their views and opinions and others will follow, gradually the tutor should allow more people to share their views and opinions. Learners to reflect on the activity and express when it was most challenging and when it was easiest. Learners to then consider the benefits of lots of differing views and opinions and the drawbacks.

Finally, learners work in pairs to identify situations when someone's opinion or viewpoint might have a negative impact on the respect given to others. The tutor should use these discussions as a way of introducing the concept of stereotyping.

The tutor introduces the learners to the concept of inclusion, explaining that is it about ensuring employee's differences are valued and employees feel valued enabling them to grow and prosper at work.

Question flipcharts are displayed in the classroom (why is it important for employees to feel valued? How does feeling valued benefit the employee? How does feeling valued benefit the employer?) Learners to rotate around flipcharts and share their thoughts and ideas on each. Tutor to discuss responses as a group.

**Suggested time:** about 3 hours

### **Activities: Diversity**

To start the session, learners should work in small groups to create a word-cloud of terms that link to diversity. Learners should then display their word-cloud and contribute to creating a whole group cloud for reference.

The tutor introduces the learners to the concept of diversity, explaining that it is about recognising differences. Learners to discuss their ideas of diversity and give examples of diverse groups from their own experiences. Learners to revisit their word-cloud and add further detail.

Learners are asked what supermarkets do to recognise their different customers. In pairs learners will consider one of the following groups and will discuss and present how the supermarket recognises difference for that group; people with additional needs, children, customers with autism, pensioners, ethnic minorities, individuals who speak other languages, visually impaired etc.

The tutor explains that just as there are different approaches for an organisation's diverse customer base, customers also expect the workforce to reflect diversity and be representative of the organisation's customers.

Learners to then work in small groups to discuss and identify three benefits of a diverse workforce to employers are. Areas to discuss include different skills, perspectives, knowledge of a different language including sign. Learners will share their thoughts and ideas in group discussion to create a larger list of benefits.

The tutor then asks learners to think about their own differences and uniqueness and ask them to think about what diverse qualities they have and why they would be useful to an employer.

The learners discuss case studies on diversity that include positive examples of employer initiatives and ask to identify areas of good practice.

**Suggested time:** about 5 hours

### **Activities: Experiencing others' needs**

Learners to work in small groups to identify differences that could lead to someone being treated differently. Examples could include, being partially sighted, being deaf, speaking a different language, having mental health difficulties, or struggling with reading and writing.

Learners will then rotate around a series of practical activities to demonstrate difference and allow learners to experience how other people may feel. Example activities include:

- Learners work in pairs where one is blind-folded and the other guides them around a room or an outside space to demonstrate the feeling of people with limited or no sight.

- Learners are given a series of short statements where letters are jumbled to demonstrate the feeling and experience of someone who struggles to read, write, or has dyslexia.
- Learners are given a bag of objects and asked to describe them using touch alone to guess what they are.
- Learners to put on headphones with noise distractions and then complete a written activity or puzzle

As a group, learners discuss their experiences and draw conclusions, highlighting the challenges experienced and how these could be tackled in the workplace to improve inclusion.

**Suggested time:** about 4 hours

### **Activities: Guest speakers**

A guest speaker is invited to talk to the group, for instance a local employer who employs a diverse workforce or an employer who has made adaptations to accommodate an employee with specific needs or an employee with specific needs who has had a positive experience in the workplace.

Learners may wish to interview (where appropriate) individuals with additional needs to explore the ways in which they would want an employer to make adaptations, or how they feel they could be made to feel more included and valued. Learners should then present their findings.

As a summary, learners be asked to discuss the differences between equality diversity and inclusion and state why they are all important in the workplace.

They are asked why it is important to raise awareness of each area.

Learners should create notes for their own reflection which details the meanings of equality and diversity and includes key points from their learning.

**Suggested time:** about 3 hours.

### **Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to explore the benefits of equality and diversity in the workplace and share your knowledge by producing information on the promotion of equality and diversity for the workplace.

You will need to research how equality and diversity is recognised in the workplace and what benefits diversity brings to teams and the working environment.

You will then need to use your research findings to create an information leaflet which lists the benefits of diversity in the workplace with examples of how equality and diversity can be recognised by others. You should also include information on how to raise awareness and promote equality and diversity at work.

### **Re-take**

The learner could consider specific working environments to research or produce an alternative document to raise awareness and promote equality and diversity in the workplace.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know workplace rights and responsibilities</p> <p><b>B</b> Recognise the role of work-based policies and procedures in supporting safe and fair workplaces</p>	<ul style="list-style-type: none"> <li>• A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria</li> <li>• Filmed or voice recorded exchange, written transcript of a group discussion or written notes of evidence that was seen and heard</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Rights and responsibilities that they have as an employee</li> <li>• Rights and responsibilities of an employer</li> <li>• Legislation, policies and procedures that will be relevant in a given workplace or environment</li> <li>• How different workplaces or work environments might have the same and/or different policies and procedures to follow</li> <li>• Why it is important to have workplaces which are safe and fair</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Communication</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Recognise the importance of work-based policies and procedures
- Communicate with others, using active listening to be aware of and consider others' opinions
- Appreciate the importance of workplaces that are safe and fair
- Apply reasoning skills, e.g. using scenarios to identify issues in the workplace

#### **Knowledge**

##### **Rights and responsibilities that they have as an employee**

- Rights that they have as an employee, e.g. national minimum wage, paid holiday, breaks, to work in a safe environment, to be protected from discrimination
- Responsibilities they have to their employer and colleagues, e.g. work safety to protect others, follow employers instructions, work to the best of your ability, be honest, be punctual, follow procedures, treat people fairly

##### **Rights and responsibilities of an employer**

- Rights of an employer e.g. employ and terminate employment for who they choose without prejudice, change terms and conditions of employment, have a workforce who can complete the job effectively
- Responsibilities that an employer has to their workers e.g. provide a safe working environment, provide contracts to employees, ensure workers have correct PPE, provide workers with correct pay

##### **Legislation, policies and procedures that will be relevant in a given workplace or environment**

- Legislation that will be relevant in a given workplace or environment including equality, health and safety, data protection.
- Policies that a given workplace will have in place
- Procedures that a given workplace will follow

##### **How different workplaces or work environments might have the same and/or different policies and procedures to follow**

- How different workplaces or work environments might have the same and/or different policies and procedures to follow
- Why the implementation of specific policies and procedures is important



## **Why it is important to have workplaces which are safe and fair**

- What is meant by a 'fair' workplace
- Potential safety issues in an identified workplace or environment
- Why it is important to have workplaces which are safe and fair
- How individuals can support the safety and fairness of workplaces
- Sources of support and guidance to help employees, internal, e.g. line manager, HR, Health and Safety Officer, Welfare Officer, external, e.g. citizens advice, trade unions, ACAS, professional bodies

## **Skills**

### **Research**

- Research, e.g. gathering information about legislation, rights and responsibilities at work, policies and procedures in an identified workplace

### **Communication**

- Use appropriate communication skills to listen, ask questions and contribute within a discussion

## Assessment Criteria

<b>Learning aim A: Know workplace rights and responsibilities</b>
Evidence must include: An outline of the various rights and responsibilities of employees and employers, as well as evidence that the learner has taken a part in a discussion about legislation, policies and procedures that may be relevant in the workplace.
<b>A.P1</b> Outline the rights and responsibilities of employees and employers
<b>A.P2</b> Contribute to a discussion about the legislation, policies and procedures that might be relevant in a work setting
<b>Guidance for assessors</b>
<b>For P1</b> Learners will outline the rights and responsibilities that they will have as an employee, as well as the rights and responsibilities that their employer has.
<b>For P2</b> Learners should take an active part in a small group or whole class discussion about legislation, policies and procedures that might be relevant in the workplace. These can be identified and explained by the teacher/tutor, with learners discussing why they think each might be necessary and the ways in which they might impact and/or be upheld by employees and employers.
<b>Learning aim B: Recognise the role of work-based policies and procedures in supporting safe and fair workplaces</b>
Evidence must include: An identification of policies and procedures relevant to an identified workplace or job role, and suggested ways in which the identified policies and procedures will support a safe and fair workplace.
<b>B.P3</b> Identify policies and procedures relevant to a specific job role
<b>B.P4</b> Suggest ways in which policies and procedures support safety and fairness in a work-based scenario
<b>Guidance for assessors</b>
<b>For P3</b> For an identified job role or specific workplace, learners must identify the policies and procedures that are relevant and adhered to. Learners may find this information by researching online, speaking with an employee in that environment, taking part in a site visit and/or listening to a guest speaker.
<b>For P4</b> Learners should suggest ways in which the policies and procedures they have identified will contribute to a workplace which is safe and fair for all employees, employers and other stakeholders.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

A discussion on key terminology within the unit content and their meaning

The learners could be asked to create a collective mind map of what they think are their rights and responsibilities at work, this can be referred to throughout the activities.

The tutor should explain that some of the rights and responsibilities of employees are a result of legislation and in some cases; there is a specific related employment law.

**Suggested time:** about 2 hours

### **Activities: Behaving appropriately in work**

Learners to be asked to identify expectations the organisation will have of them in a work role; punctuality, reliability, timekeeping, conformance to rules and regulations, confidentiality, conducting given tasks. For each expectation, learners should discuss why these are important and the consequences for not meeting.

Learners to work in small groups to create a simple list of expectations that they would have of someone working for them. Tutor to explain to learners that this is a basic code of conduct, something that defines how employees and staff should behave within work.

Learners could then be provided with a sample 'code of conduct' to read and review. Learners to highlight points that they agree with and those which they feel are unfair expectations. Learners to then share their thoughts in group discussion.

Youtube videos to be used to demonstrate different behaviours in the workplace. Learners to review the videos and identify whether the behaviours demonstrated are appropriate and if not, what was wrong with them. Learners to discuss their thoughts in group discussion and feedback.

Learners to be given a set of cards with behaviours and workplaces. Learners to work in small groups to separate the cards to show what behaviours are acceptable in what workplaces. Learners to think about why some behaviours are acceptable in some places and not others. Learners feedback in discussion.

Learners should work in pairs to identify five different behaviours outside the workplace that could bring employment organisations and industries into disrepute. Examples include committing an offence, road rage, anger with neighbours, inappropriate behaviour.

Learners could then take part in an interactive quiz to decide if the behaviours/actions shown are appropriate for work and whether they demonstrate professionalism.

**Suggested time:** about 5 hours

### **Activities: Respecting others at work**

Learners to create a word-wall highlighting terms and words which relate to 'Respect'. Learners to discuss what respect means to them and how they would show respect.

Tutor to explain the concept of respecting others and the aspects of respect that are required within the workplace; health and safety, personal safety, social inclusion, understanding difference etc.

Learners work in pairs to create a list of key points that they feel would demonstrate respect in work. Tutor to challenge points and encourage learners to think deeper and consider different aspects of respect.

**Suggested time:** about 2 hours

### **Activities: Exploring rights and responsibilities**

Tutor to split learners into small groups and provide them with a pack of cards with rights and responsibilities on each. Learners to work as a group to decide if the card is a true right/responsibility and separate them accordingly before feeding back to the group.

Learners consider the rights and responsibilities of employees within the workplace.

Tutor to ask learners to reflect on their own rights and responsibilities as employees and start to discuss the potential rights and responsibilities of the employer in different workplaces. The tutor should prompt learners to think about how their rights may lead to a responsibility of the employer.

Learners to be asked to think about wages and salaries, what might be their entitlements? Learners to engage in a 'guess game' with different jobs being displayed and them guessing what wage/salary would be awarded. Learners to consider which results they were surprised by and why.

Learners should research different payments including National minimum wage rates for different age groups and apprenticeships, holiday pay, maternity pay, sickness pay. Learners to present their findings and support peers by explaining what each pay is for and what it is likely to be in terms of financial value.

Tutor to explain working hours and the allocation of breaks within the working day; this should include daily weekly and hourly rest breaks.

Learners to be given case studies for employees and will work in small groups to discuss whether they feel that rights, working time and pay are being appropriately met.

Learners to independently create their dream employer detailing the rights and expectations that they would have. Learners to share their ideas in small groups to identify similarities and differences and to challenge thoughts in discussion.

Learners are introduced to contracts of employment and asked what information they would expect to be in a contract this should include pay, hours/days of work, holidays, absence.

Learners discuss why it is important to have an agreement between employers and employees in place.

Learners to finally work in small groups to identify five reasons why an employee might have their employment terminated. Learners should share their thoughts, and the tutor should encourage discussion around when it is legal for an employee to fire someone. Tutor should make links here to personal behaviour and conduct in work.

**Suggested time:** about 5 hours

### **Activities: Laws and legislation**

The tutor explains to the learners that there is legislation which will help ensure rights and responsibilities are followed. The tutor will introduce to learners the Health and Safety Act, Working Time Directive, Equality Act and Data Protection Act.

Learners to rotate around four flipcharts and write on them what they think the act is about and how it protects the rights of employers and employees in the workplace. Tutor to encourage learners to discuss their thoughts and ideas following the activity.

Learners to then work in small groups to select one of the four acts and produce a poster to display on the classroom wall as a reminder and a reference point. Learners should include a minimum of three facts about each of the acts.

**Suggested time:** about 2 hours

### **Activities: Health, safety and protecting others**

Tutor to introduce the topic and explain to learners it is the employers responsibility to ensure that staff and customers are kept safe and are protected from harm, bullying, harassment or any risk to their life or health.

Learners are given a diagram with workplace hazards. Learners should then circle all of the hazards that they can spot and discuss how the employer should have dealt with them or what the consequence could be.

Tutor to explain to learners that the employer must also make sure that staff are provided with safety equipment and personal protection equipment as part of the job if it is needed.

Learners are given different industries/types of work and asked to detail what equipment employers should provide for instance safety boots and hard hats in construction, hair nets in catering, gloves hair and beauty. They are asked what type of signs they might see in different workplaces linked to health and safety. The industries should be significantly different and should link to learner aspirations and interests where possible.

The learners given information regarding safeguarding procedures and asked what areas could come under safeguarding. It is explained to them that like health and safety they have a duty of care to themselves and other under safeguarding.

Youtube videos could be shown to demonstrate potential problems in work which need to be reported as safeguarding concerns. Prevent also be discussed as part of safeguarding and a suitable video could be shown.

Learners are encouraged to discuss use of the internet and safety issues safety linked to the previous discussions. Use of social media what is appropriate what is not including bullying.

A member of the safeguarding team could be invited to talk to the group.

Learners could finally take part in an interactive quiz and watch short video clips before deciding if the employee or the employer is in the wrong, or what should have been done instead to make sure people were safe.

**Suggested time:** about 5 hours

### **Activities: Applying knowledge**

Learners to work in small groups to review a series of workplace scenarios (positive and negative) that link to rights and responsibilities. Learners to decide in their small groups whether the employer or the employee is right in what they think, whether their behaviour and conduct is appropriate and make suggestions on how to solve the problems.

Examples of workplace scenarios include:

An employee has not worn the correct PPE when carrying out a task or activity

The employer has taken money out of the employees monthly pay but not told them what it is for or why it has been taken

An employee has supported another team with their tasks because their jobs were finished, but their line manager is not happy with them

The employer has refused to allow workers to access an area of the construction site because of a potential risk, but the employees are unhappy

Learners to rotate around the scenarios and share their ideas on conclusion within a whole group discussion.

**Suggested time:** about 2 hours

### **Activity: Seeking help**

The tutor discusses with the group who they could talk to in an organisation if they need help, answers to be discussed could include Line Manager, Human Resources, Counsellors, Health and Safety Officers/Managers, Safeguarding or Welfare staff.

The tutor asks the group the information to research using the internet organisations that can help if they have problems at work. They feed back the information to the group identifying what each organisation can help with; they complete a poster as part of the presentation.

Tutor to explore the different sources of support and guidance that employees can access; Contracts of employment/different contracts of employment handbooks/codes of conduct/ procedures (Grievance/health and safety/equality and diversity/health and safety). It can be explained that some of these may be electronic and on the organisation's website or intranet.

Guest speaker to provide learners with an overview of different sources of help and support and to discuss with learners how to manage challenges and difficulties in work and where to turn for help, advice, and guidance.

Learners should list internal staff who can provide help and guidance at work and discuss their role examples could include Human Resources, Health and Safety officer, counsellors, Safeguarding or Welfare staff. Learners should be allocated one specific internal staff source and produce a short presentation to highlight the support, help and guidance that they provide and their benefit to employees.

Group Q&A with an ACAS representative, or where appropriate a HR representative or employment solicitor.

Learners are given a range of different scenarios concerning issues at work and asked to determine where they would seek advice and guidance and why. Their findings discussed with the whole group.

**Suggested time:** about 5 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour



## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to outline the various responsibility and rights of employers and employees within different workplaces and use your knowledge to contribute to a group discussion and work-place scenario.

You will need to research different rights and responsibilities and use this to create a simple fact-sheet that outlines employer and employee rights and responsibilities.

You will then be provided with some information about legislation, policies and procedures to review. You need to highlight the key points and think about how they might be useful in a work setting. You will then engage in a group discussion about the relevance of legislation, policies, and procedures.

Finally, you will be provided with a workplace scenario and sample job role. You need to identify different policies and procedures that are relevant to your scenario and job role, and then use this information to suggest ways that they could support fairness and safety in the scenario.

### **Retake**

The learner could be provided with a different discussion topic linked to the unit content and they could be provided with an alternative workplace scenario.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know career entry requirements</p> <p><b>B</b> Plan steps towards an identified job role</p>	<ul style="list-style-type: none"> <li>• A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria</li> <li>• A simple plan identifying basic steps towards a future course or job</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Researching job roles</li> <li>• Own skills, experience, knowledge and qualification relative to a range of selected job roles</li> <li>• How to plan for a future career</li> </ul>	<ul style="list-style-type: none"> <li>• Research job role entry requirements</li> <li>• Communication</li> <li>• Self-reflection</li> <li>• Planning</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Make decisions and plan for future learning and career opportunities
- Select and record information that is relevant to the set task
- Communicate with others to find and share relevant information
- Reflect on own current situation
- Plan to move forward towards an identified goal

#### **Knowledge**

##### **Researching job roles**

- A range of different types of job role, e.g. labourer, nurse, care assistant, teacher, retail assistant, librarian, dancer, singer
- Where to go to seek further information advice and guidance
- How to find relevant online resources and carry out online research

##### **Own skills, experience, knowledge and qualification relative to a range of selected job roles**

- The requirements of different job roles
- The skills, knowledge, experience and qualifications that may be required for progression within a range of different careers
- Skills requires, e.g. general skills, team-work, communication, problem solving, numeracy, literacy, specific skills for the role such as digital skills for IT roles or organisational skills for business administration
- Experience required, e.g. previous work in a similar setting or organisation, experience of working in a team, experience of dealing with customers, specific experience such as presenting to others for teaching or experience in a care setting for health and social care
- Qualifications required, e.g. BTEC, A Level, Degree, Industry training and certification, specific qualifications such as a barista award for hospitality or first aid for construction

## **How to plan for a future career**

- How to produce a planning document that includes clear steps to get from a current situation to a hoped-for future position
- Where to go to seek further information advice and guidance
- How to plan in the short, medium and longer term
- Who can help to achieve planned goals
- How to review success

## **Skills**

### **Research job role entry requirements**

- Research the entry requirements for a range of identified job roles, e.g. finding appropriate online resources

### **Communication**

- Communicate with relevant people to find and share information about job roles

### **Self-reflection**

- Reflect on own experience, knowledge, skills and qualifications in relation to the entry requirements for a specified career

### **Planning**

- Plan the short-term steps required to move effectively from a current situation to a hoped-for future position

## Assessment Criteria

<p><b>Learning aim A: Know career entry requirements</b></p> <p>Evidence must include:</p> <p>Clearly identified entry requirements, such as knowledge, skills, experience and qualifications, for a selected job role. Evidence must also include reflection on own current knowledge, skills, experience and qualifications in relation to the identified entry requirements of the selected job role.</p>
<p><b>A.P1</b> Identify entry requirements for a selected job role</p>
<p><b>A.P2</b> Consider own current knowledge, skills, experience and qualifications relevant to a selected job role</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> Learners could explore a range of different job roles before selecting one that is of most interest to them. They can research online and/or use other relevant sources (trade magazines, speaking to people in that role etc.) to establish entry requirements for a selected role. These may include formal qualifications, experience, skills and knowledge.</p>
<p><b>For P2</b> Learners can consider their own current knowledge, skills and experience, plus any awards or qualifications they may have completed, that are relevant to their selected job role.</p>
<p><b>Learning aim B: Plan steps towards an identified job role</b></p> <p>Evidence must include:</p> <p>A document that outlines, in a coherent structure, the steps that the learner could take to develop their knowledge, experience, skills and/or qualifications to better meet the entry requirements of their selected job role.</p>
<p><b>B.P3</b> Outline steps that could be taken to support entry to a selected job role</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> Learners should identify things that they could do to help move them from where they are currently, towards better meeting the identified entry requirements for their selected job role. This may include considering how they could gain additional experience and/or knowledge, improve relevant skills and identify courses or qualifications that may be appropriate. Learners may also identify people who may be able to support them in their endeavours.</p>

## Delivery guidance

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

### **Activities: Introduction to the unit**

Tutor led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes assessment methods.

Tutor led discussion on what we mean by career planning, such as identifying goals and targets based on our interests and the steps, we need to consider towards achieving these.

Tutor led whole group activity on aspirations – compiling a collective list of ‘where we would like to be in 5 years’ time, considering personal relationships, jobs and careers or engagement in learning and training.

Learners to then produce mind map of possible jobs/careers they would like to investigate and explore as part of the unit and as part of their future progression and long-term aspirations. Learners could share their mind-maps with others in the group to identify similarities.

Tutor-led discussion on the idea of career and the influences on us when choosing careers or jobs. Tutors discuss the importance of the role played by factors such as a positive self-image and attitude, confidence, adaptability and the ability to cope with change.

The importance of recording achievements on a regular basis, reviewing targets regularly and making changes as necessary could be introduced to learners through a whole group discussion.

**Suggested time:** about 4 hours

**Activities: Personal skills, attitudes, behaviours.**

Tutor-led discussion asking learners to consider the question – ‘What are the differences between skills and behaviours?’ Learners to engage with discussion and then create a word-wall showing a range of different skills and behaviours required for work.

In group discussions, learners could consider the importance of personal skills and behaviours that enable career progression. For example, motivation, determination, flexibility empathy, respect for the beliefs or opinions of others and the desire/ability to learn new skills. Learners should create lists of skills and behaviours that they possess as individuals and identify those they need to improve.

A range of self-assessment tools should be used to ensure learners arrive at a balanced conclusion about their behaviours, skills, and attributes. Learners should be provided with suitable links to online self-assessment tools and assessments to complete.

Tutor prepared list of skills and attributes: In small groups learners are given a list of skills relevant to different jobs to decide if that is a skill they have and how much it is true of them. They could grade each skill from 1 – 5. For example: listening, following instructions, the ability to check for understanding and clarify instructions, teamwork, punctuality, problem solving, reporting, dealing with group dynamics, personal organisation, decision making, positive attitude, being a good ‘team player’ etc.

Learners could work with a career’s advisor, have one-to-one discussions with tutors, family, and peers to gain a balanced set of feedback on their own skills, behaviours and strengths.

Learners reflect on their own work-related learning experiences to recognise the skills and experiences this has given them. They do this by sharing experiences that they have of paid work, voluntary work, or work experience through discussion.

Learners to work in small groups to look at examples of employees in real life situations. Learners could for example look for skills demonstrated by a shop assistant, serving staff in a fast-food outlet, reception staff in a hotel or medical centre and discuss with the tutor the skills or personal behaviours demonstrated. Learners ask employees questions about the skills and behaviours needed for their jobs.

**Suggested time:** about 5 hours



**Activities: Career development**

Learners will need to be introduced to a variety of careers information which they can use to research, clarify and review their career options and choices. Learners should be encouraged to consult a wide variety of resources such as the internet, local and national publications, careers advisers, prospectuses, job centres and people from the world of work.

Making career choices can be difficult, so using opportunities to talk about fears and frustrations could help relieve some of the pressure that can be felt. Role plays and scenarios could be used to explore these.

Pair/group discussions, learners consider the importance of personal skills and behaviours that enable career progression. For example, motivation, determination, flexibility empathy, respect for the beliefs or opinions of others and the desire/ability to learn new skills.

Learners will work in pairs using case studies of different career pathways to note entry requirements, progression routes, ways of combining different qualifications and different styles of learning and assessment. Learners should record any information which is relevant to their own career pathway.

In small groups learners will explain the career benefits of work or study opportunities, e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects.

**Suggested time:** about 4 hours

**Activities: Guest Speakers (Learning from others)**

Tutor led discussion. Make a word shower about how they learn from more experienced people, e.g. inviting guests to speak, observing others at work, work shadowing, discussing ideas and problems with others, reading or looking at what others have written, recorded or produced i.e., reports, memos, presentations, portfolios, videos, interviews, letters, articles, questioning others about their work style and practice.

Guest speakers such as personnel from the tutor's place of work, careers specialists and local volunteer coordinators can be invited to talk about opportunities available in learning and work. Employers offering apprenticeships and other recruiters also talk about their work opportunities and what they are looking for in employees.

The guests also talk about the skills, knowledge and attitudes needed in those jobs.

Guest speakers from the workplace or employment agencies could be invited to speak about the importance of presenting information clearly and correctly on applications forms, CVs and covering letters appropriately and following specific instructions.

**Suggested time:** about 3 hours

### **Activities: Setting Goals**

Tutor devised activity. Learners match cards with ways to achieve goals for different individuals. Identify someone who can help each learner. Place cards in order of steps to take.

Learners to work in pairs or small groups to identify potential short-term goals related to personal and carer development. For example: improving numeracy, literacy and/or IT skills; improve punctuality at school/college/work; developing specific communication skills and social skills; following a healthier lifestyle. Learners should be supported to identify if goals are achievable and measurable.

Once learners have identified their short-term goals, they are guided in selecting appropriate individuals that could support them to achieve one of their goals through peer and tutor review.

Learners are encouraged to identify activities that will be required to achieve their own goal. Tutors provide a format of a plan which learners will use to enter achievement of activities towards their goal. Working towards the agreed goal: For example, by attending training on offer from employer, job centre, college, school; creating an agreed plan; keeping a diary of events; peer, tutor and self-assessment.

A thought-shower would help learners to consider all the external influences which can affect their goals and subsequent career choices. For example: individual interests; attitudes and abilities; work-related learning experiences; qualifications, lack of relevant training or experience, job market and employment trends; careers information; advice received from careers guidance specialist and teachers; opinions of relatives and friends; media.

Learners write down positive and negative personal influences and share these with the whole group.

**Suggested time:** about 4 hours

**Activities: Career Planning**

Tutor led discussion to explain stages in career development: how one job role or stage of career development may lead to another; ongoing nature of career progression; building skills and knowledge as an ongoing process; moving up through organisational structure; increasing understanding of a task or skill from basic to more advanced level; learning new skills could lead to new job role; taking on new responsibilities voluntarily could lead to paid promotion.

Learners are given a timeline and asked to identify the personal tasks they would need to undertake to achieve their career goals. This could be a mixture of studying and work experience. Learners should present their timeline of personal progression to the rest of the group. Learners should provide peer feedback where goals are unrealistic, or where learners feel that others should aim for more.

Learners to present a final timeline of personal progression and consider steps that they could take to ensure they meet their aims.

Learners could create vision boards using images to show their long-term aims and goals as an aid for focus and self-motivation

Learners would benefit from meeting with careers advisors and work experience coaches to discuss future plans and career opportunities on an individual or small group basis.

**Suggested time:** about 3 hours

**Activities: Exploring career pathways**

Tutor to provide learners with an overview of career pathways by explaining that some people take an academic route which involves higher education and university while others take a vocational route and learn while they work. Tutor to split the learners into groups and provide them with an example career to map out on each pathway based on their knowledge. Example careers include – Nursing, teaching, public services or engineering.

Learners need to be introduced to a variety of next steps and careers information which they can use to research, clarify and review their progression choices. Learners should be encouraged to consult a wide variety of resources such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

Learners could meet with the career's advisor or the National Careers Service to discuss potential opportunities for different careers and long-term employment and explore different pathways that they could follow to reach their aspirations.

**Suggested time:** about 2 hours

**Activities: Reviewing own success and development**

Tutor to explain to learners the importance of reviewing success and checking on the planned stages of individual career plans to keep on track and keep focussed.

Tutor to display questions relating to reflection on flip chart, for example What happened? What went well? What could be done differently next time? What needs to be done next? This will help learners to appreciate how reflection can be used to learn from experiences and the importance of recognising skills which are transferable. Learners work individually to reflect on their work and learning experiences using the questions on the flip chart to identify what they have learned and what this means for their career plans.

Learners to work in two groups to identify steps that can be taken when a goal has not been reached, or where a goal has not been successful. Learners to share their ideas in groups discussion. Tutor to introduce the concept of resilience and carrying on after failure.

Learners could then reflect on how they could change and amend their objectives, targets and goals when they are not successful so that they are smaller and more manageable steps. Learners could attempt to break down targets and share their examples with the group.

Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

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

### **Tasks**

Your task is to explore a job role to identify the entry requirements so that you can reflect on your own abilities and plan for steps needed to move towards the job role.

You will need to research a specific job role and identify the entry requirements within a job profile sheet. The profile should include the skills, knowledge, experience and/or qualifications required.

You will then use your job profile to consider your own skills, knowledge, experience and/or behaviour to highlight how successfully you meet the requirements of the job.

You will then need to use your findings to outline steps that could be taken to support your entry into the job role in the future. These steps should be specific and realistic and should enable you to develop your skills, knowledge, qualifications or experience to achieve your selected job role.

### **Retake**

The learner could explore a different job role and produce a different set of steps for progression and improvement.

# **Unit 8: Know How Literacy Skills are Used in the Workplace**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 37

---

## **Unit in brief**

The aim of this unit is for learners to use literacy skills for different work-related tasks.

## **Unit introduction**

No matter what job you are doing in the workplace you will always use different literacy skills to help you complete the task. It may be listening to others, sharing ideas with colleagues, reading instructions or recording information.

In this unit, you will use your reading, writing, listening and communication skills to carry out different work-related tasks. You will use different techniques to identify important information from text and spoken word. You will also use different methods to check for accuracy and clarity.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know how literacy might be used in the workplace</p> <p><b>B</b> Use literacy skills in a work environment</p>	<ul style="list-style-type: none"> <li>• An outline response in a suitable format</li> <li>• Filmed or voice recorded exchange, written transcript of a role play scenario or written notes of evidence that was seen and heard</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Literacy skills needed for the workplace</li> <li>• Uses of literacy in the workplace</li> <li>• Types of work-related tasks</li> <li>• Techniques to identify key information from text</li> <li>• Strategies to find meaning of words</li> <li>• Purpose of communication in formal and informal ways</li> </ul>	<ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Writing skills</li> <li>• Speaking and listening skills</li> <li>• Communication skills</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Demonstrate basic literacy skills relevant to work-related tasks
- Communicate effectively with others as part of a team
- Communicate with others to find and share relevant information
- Select and record information that is relevant to the set task

### **Knowledge**

#### **Literacy skills needed for the workplace**

- Work-related literacy skills, e.g. speaking, listening, communicating, writing, reading
- How and why being literate is important in the workplace

#### **Uses of literacy in the workplace**

- Different uses of literacy, e.g. participating in discussions, following instructions, describing actions
- How the use of literacy might change in different sectors, e.g. customer facing roles use more flexible, conversational literacy focussing on verbal interaction, office roles focus more on the use of literacy in writing and reading, hospitality roles require strong communication, writing and reading etc.

#### **Types of work-related tasks**

- Reading text that gives instructions, explains a process, provides information e.g. basic recipe, work guidelines
- Becoming familiar with basic technical terms relating to the workplace and understand their meaning
- Following the discussion in a team meeting and able to give a simple summary of what was said
- Participating in a telephone call and passing on the message accurately
- Welcoming customers and taking orders
- Reading a story to children and asking simple questions
- Keeping a daily record of work-related activities using punctuation and grammar correctly



- Looking up information on the internet about an organisation and/or business and sharing the findings with colleagues
- Complete forms from written information

### **Techniques to identify key information from text**

- Ways to identify key information from different text, e.g. knowing common words used in the workplace, highlight information on written text and computer, use visual cues

### **Strategies to find meaning of words**

- How to find the meaning of words using different tools, e.g. internet, dictionary

### **Purpose of communication in formal and informal ways**

- How to use and the importance of correct spelling, punctuation and grammar, e.g. full stops, question marks, exclamation marks, commas, subject-verb agreement, consistent use of tense
- Ways to check accuracy in text, e.g. ask someone to read it, use the review facility on the computer, re-read the text aloud

## **Skills**

### **Reading skills**

- Reading, e.g. Identifying purpose of text from different sources, looking up meaning of work-related vocabulary, following simple written instructions

### **Writing skills**

- Writing, e.g. using different techniques to record information such as lists, form filling, notes; checking spelling and grammar, asking someone to check completed work, read text aloud, clarity and accuracy of information, formal and information

### **Speaking and listening skills**

- Listening, e.g. identifying key information from message, taking notes, asking questions to ensure understanding

### **Communication skills**

- Sharing information, e.g. being clear and accurate, ask questions for clarity, participate in one-to-one discussions, informal and formal language

## Assessment Criteria

<b>Learning aim A: Know how literacy might be used in the workplace</b>
Evidence must include: Clear identification of ways in which literacy might be used in the world of work, along with an outline of the reasons why being able to use literacy will be important in the workplace.
<b>A.P1</b> Identify ways in which literacy might be used in the workplace
<b>A.P2</b> Outline the importance of being able to use literacy skills in the workplace
<b>Guidance for assessors</b>
<b>For P1</b> Learners should list how literacy: reading, writing, listening and speaking could be used in a range of ways in the work environment.
<b>For P2</b> Learners should outline reasons why being able to read, write, speak and listen could be important in the workplace, both for them as an employee, for their colleagues and for the successful completion of the task at hand.
<b>Learning aim B: Use literacy skills in a work environment</b>
Evidence must include: The learner demonstrating that they can understand simple information linked to a work-related task, and produce their own information to share with others, that can be used to support, or be based upon a work-related task.
<b>B.P3</b> Understand simple information for a work-related task
<b>B.P4</b> Produce information relevant to a work-related task
<b>Guidance for assessors</b>
<b>For P3</b> Learners should demonstrate that they can receive and understand simple information related to a work-based task. This information may be read or heard. They should also show that they understand the information they have read or heard, by relaying the information or using it to achieve a set work-related task.
<b>For P4</b> Learners should produce their own simple information, related to a work-based task. This information can be written or spoken and may take the form of instructions, a report or similar.

## Delivery guidance

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

### **Activities: Introduction to unit**

The tutor begins the session by explaining the unit title and the aims of the unit. A definition of the term 'literacy skills' may also be given.

Working in small groups, learners select one of the literacy skills and identify different tasks that they do in daily life where they would use the chosen skill. This could be recorded on flipchart paper and displayed in the room to prompt discussion with the rest of the group. Learners should then rotate around the literacy skills to contribute to all the flipcharts.

Learners then repeat the activity identifying tasks they may be asked to do in the workplace and what literacy skills they may use. If learners' experience of work is limited the tutor could give learners different work-related tasks and ask them to identify the literacy skills, they may use to complete the task.

**Suggested time:** about 2 hours

### **Activities: Work-related literacy skills and their uses**

Learners watch short YouTube clips of people at work in different sectors. They could then identify the literacy skills being used. They record their answers on a chart that has 'reading, writing, listening, speaking and communicating' as headers. Learners either make short notes under each heading or simply record that a particular skill is used. This would then highlight the frequency of use for a specific task.

Guest speakers could be invited to highlight the need for effective literacy skills at work and the different types of skills used and different types of tasks completed within their job role.

Learners could create a simple survey to ask different people to identify where they use literacy within the workplace and what tasks they complete that require reading, writing, listening, and speaking. Learners should share their findings in a group discussion.

Learners to then select sectors that they are interested in and create a mind map for each showing the way that the four skills can be used and the tasks that they are likely to complete. This could be displayed within the classroom for future reference.

**Suggested time:** about 3 hours

**Activities: Finding information and meaning of words**

Learners' complete appropriate worksheets that allow them to practice skills in using dictionaries to find meanings of words. They also use apps or internet sights to find the meaning of work-related words.

Learners can then go on to complete tutor-devised worksheets to find the meaning of words or phrases that are commonly used in the workplace. Examples could include annual leave, procedures and policies, contact, duty of care, minimum wage, zero-hour contract. Learners could create their own dictionary and add entries. This could be paper-based or electronic.

Learners are given simple text and asked to find words that they feel are sharing important messages, e.g. urgent, confidential, private, important. Different formats may be given such as emails, letters, business cards, safety signs. Learners continue this work by looking for phrases that provide information such as who to contact, headings that highlight the purpose of the text.

To summarise learning, the tutor could provide learners with a document that links to their chosen career or sector and ask learners to highlight key information in one colour, and challenging words in another. Learners can then independently build a glossary of terms for use throughout their learning.

**Suggested time:** about 3 hours

**Activities: Spelling, punctuation and grammar**

Learners to work in groups to rotate around three flipcharts to provide their thoughts on what spelling, punctuation and grammar are, and to give examples. Tutor to review learners' contribution and provide an overarching explanation of each of the concepts and their importance.

Learners are given a worksheet with a chart on it to complete. The heading for each column would relate to relevant work sectors. As learners come across words relating to each sector, they record it under the relevant heading. They then check it for accuracy and gradually build up their individual glossary of terms.

Learners could then be provided with a paragraph of text split up onto different cards with punctuation cards. Learners to work in small groups to piece together the paragraph or phrase using appropriate punctuation. Tutor to review learners' responses and then read their response aloud to demonstrate the punctuation marks used. Learners could revisit the activity using different text.

In small groups learners could be provided with slang terminology and identify more professional language for each of the terms provided. Tutor to discuss with learners the importance of making sure that language is appropriate.

Working in small groups, learners 'mark' given text for accuracy of spelling, punctuation, and grammar. Text should include spelling and punctuation errors that change the meaning of the text.

Learners participate in a competition to find as many spelling, punctuation and grammar errors in everyday life as they can, e.g. shop information, library notices, subtitles on television programmes etc. This are done over a period.

Tutor devised worksheets could help learners grasp the concept of accurate punctuation, e.g., capital letters, full stops, question marks, commas, and exclamation marks. Learners could then be given an activity to find inaccurate online job adverts or work-related documentation based on grammatical errors and spelling errors

Learners to be provided with a work-related task which requires them to produce a group response. Learners could then swap this with others in the group to peer-assess their spelling, punctuation, and grammar.

Tutors lead a discussion on the importance of checking work for accuracy and its possible consequences if it is not accurate. Tutors provide practical examples for learners to identify the errors.

Learners use spelling and grammar apps or computer software to check the accuracy of their written work.

Learners create a checklist that they can use when completing a piece of work. This acts as a reminder for each piece of work that they undertake.

**Suggested time:** about 6 hours

### **Activities: Reading work-related text and following instructions**

Learners could start the session by following a list of instructions to complete an individual challenge to find a codeword. Learners could then compete against each other to be the fastest to complete.

Working in small groups, learners to be asked to write a set of instructions for a given task, e.g. drawing the outline of a house, tying shoelaces. Each group would be given a different task to work on. The information to be given as a list using bullet points. The information is then passed to a different group who follow the instructions. The wider group can then discuss the challenges they had following instructions and make suggestions on how it could be clearer. The activity to be repeated using different tasks.

Tutors provide a range of work-related text that learners can read. Learners' complete worksheets that demonstrate their understanding of the text. Different formats may be used such as a recipe, operating instructions for a piece of equipment, safety signs.

Learners are given simple workplace procedures to read and then put into practice. Examples could include cleaning children's feeding equipment, collecting tools for a construction task, using an annotated diagram to lay out gym equipment.

Learners are given instructions that are not in a logical order. Working in small groups, they rearrange the instructions to make sense.

**Suggested time:** about 4 hours

### **Activities: Recording information**

Tutors familiarise learners with the formal structure of workplace communication through discussion of their own expectations of receiving communications from different sources. Learners respond to questions such as 'What kind of communication would you expect from your dentist, employer, online shopping order etc?' The tutor presents learners with work-related text that is unsuitable, and they could discuss why they feel it is unsuitable.

Learners could visit local employers and organisations and make a list of the different information that is recorded during their visits. Examples include, taking an order, collecting name/contact number, contact information etc.

Learners will use a variety of techniques in the workplace to record information. This could include handwritten notes or instructions, emails, lists, diagrams with annotations etc. Tutors provide different activities for learners to record information using some or all these examples.

Learners could then fill in different types of forms, e.g. information required as a visitor when entering a building, accident report form, recording the use of the photocopier, taking customer orders. The emphasis should be on written work rather than numerical, wherever possible.

Learners could be introduced to the way that questioning can be used to gather and record information. Learners watch short clips of video scenes where people are being questioned as part of different interviews or work-related scenarios and discuss after each video the information being collected and recorded and the way that questioning helped.

**Suggested time:** about 4 hours

### **Activities: Listening skills**

Learners will participate in role play that involves listening to others, e.g. telephone conversations, welcoming customers and finding out what they want. Learners are encouraged to ask relevant questions and repeat information to demonstrate active listening.

An employer from a customer contact centre could be invited to talk with learners to share information about effective listening and responding. Topics could include the use of standard phrases such as 'Good afternoon, my name is ..., thank you for calling, how can I help you' etc.

Learners could finally take part in an activity of whispers to demonstrate how listening and responding to others can be challenging. Learners to reflect on the activity with peers and discuss the importance of listening when communicating and responding to others.

**Suggested time:** about 2 hours

**Activities: Sharing information**

Learners carry out an internet search to find different ways of sharing information. They could also visit the local High Street or shopping centre to find out how information is shared to its customers. Examples could include posters, leaflets, information on till receipts, marketing materials, emails, text etc. Learners could consider the effectiveness of each method and then share their views in a group discussion.

Learners use tutor-devised scenarios to share different types of information that are work-related. Examples could include:

- being given details of the date, venue, time and purpose of the next team meeting and sharing it with other colleagues. This is either by email or word-of-mouth.
- explaining to the employer over the phone that they are going to be late into work due to a family crisis
- sharing their opinion about a familiar topic

Learners set up a display of photographs, illustrations and/or objects that gives information about a specific work sector. The topic is chosen by the tutor or learners. Written information is then provided to help the audience understand the key message that the group are trying to share. This includes labels for key words, short paragraphs or phrases, definitions etc. The information may be hand-written or printed. Other members of the class could ask questions about the display using the information provided.

**Suggested time:** about 3 hours

**Activities: Recap on prior learning**

Learners reflect on their learning through discussion, question and answer sessions or using quizzes and worksheets to check their understanding.

**Suggested time:** about 1 hour

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour



## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to consider the different ways that literacy is used in the workplace and demonstrate that you can use different literacy skills to complete work-related tasks.

You will need to select a working environment and produce your response to identify the different ways that reading, writing, listening and speaking could be used in the workplace and outline why these skills are important.

You will then be given a simple work-related task. You will need to read the task and highlight key information before producing a simple document and engaging in a role play linked to the work-related task.

### **Retake**

The learner could look at different workplaces and sectors and be provided with an alternative work-related task and roleplay.

# **Unit 9: Know How Numeracy Skills are Used in the Workplace**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 37

---

## **Unit in brief**

The aim of this unit is for learners to carry out work-related tasks using numeracy skills.

## **Unit introduction**

Employers value workers who are confident handling numbers and mathematical information. Although you may not realise it, no matter what sector you choose to work in, you will be using numeracy skills throughout your day. Some sectors use mathematics in more obvious ways such as accountancy or science while others are less obvious. For example, you may think that working with young children only requires you to count to ten, but you may also be preparing feeds that require measuring skills, providing information on nursery attendance and collecting money from parents.

In this unit, you will have the opportunity to practise calculations that are essential for the workplace and solve simple work-related tasks.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know how numeracy might be used in the workplace</p> <p><b>B</b> Use numeracy skills in a work environment</p>	<ul style="list-style-type: none"> <li>• A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria</li> <li>• Filmed or voice recorded exchange, written transcript of a role play scenario or written notes of evidence that was seen and heard</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Basic work-related numeracy skills</li> <li>• The use of numeracy in the workplace</li> <li>• Basic work-related numeracy tasks</li> <li>• How to check and share results</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate and work with others</li> <li>• Use mathematical functions</li> <li>• Handle information and data</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Demonstrate basic numeracy skills relevant to a work-related task
- Communicate effectively with others as part of a team to share information and ideas
- Build confidence in using numeracy skills, e.g. seeking advice, checking proposed methods and solutions using different methods
- Select and use relevant mathematical equipment in completing work-related tasks
- Be able to solve simple mathematical problems

### **Knowledge**

#### **Basic work-related numeracy skills**

- Work-related numeracy skills, e.g. addition, subtraction, division, multiplication, monetary calculations, measurements etc.
- How to use different measurement instruments, e.g. metre rule, measuring tape, test tube, stop clock, manual and electronic kitchen scales
- Presenting data and numerical information, e.g. graphs, diagrams, tables, charts
- How to use different methods of estimating, checking and presenting numerical information
- How and why being numerate is important in the workplace.

#### **The use of numeracy in the workplace**

- How the use of numeracy might change in different sectors, e.g. financial numeracy skills in retail, sales and hospitality, data handling and statistics in research, call centres and marketing, measurement skills for construction etc.
- Different uses of numeracy, e.g. estimations, calculations, carrying out financial checks, recording information
- How to select appropriate mathematical functions for tasks

## **Basic work-related numeracy tasks**

- Using mathematical information to complete a task, e.g. searching for patterns, identifying numerical or financial change, measuring a workspace, weighing ingredients
- Calculating costings, payments, bills, income, cash
- Measuring the size of an area/product/item
- Carrying out cash transactions and handing money, e.g. costing, giving change, cashing-up

## **How to check and share results**

- How and why to estimate results
- How to check results, e.g. reverse calculations, using equipment and digital methods, averages
- How to share results with others, e.g. producing graphs, diagrams and numerical reports

## **Skills**

### **Communicate and work with others**

- Engage with others, build relationships and communicate results
- Ask questions, share solutions and collaborate to solve numerical challenges
- Work with others, e.g. participate in conversations, sharing ideas, discussions and problem solving

### **Use mathematical functions**

- Use the four basic mathematical functions: adding, subtracting, multiplying, dividing
- Use accurate mathematical functions to carry out calculations and solve problems
- Identify single and multifunction processes to solve mathematical problems
- Use appropriate methods to check results for accuracy and consistency

### **Handle information and data**

- Handle information and data
- Extract key information from data
- Produce graphs, tables and diagrams

## Assessment Criteria

<b>Learning aim A: Know how numeracy might be used in the workplace</b> Evidence must include: Clear identification of ways in which numeracy might be used in the world of work, along with an outline of the reasons why being able to use numeracy skills will be important in the workplace
<b>A.P1</b> Identify ways in which numeracy might be used in the workplace
<b>A.P2</b> Outline the importance of being able to use numeracy skills in the workplace
<b>Guidance for assessors</b>
<b>For P1</b> Learners should list how numeracy could be used in a range of ways in the work environment.
<b>For P2</b> Learners should outline reasons why being able to use numeracy skills could be important in the workplace, both for them as an employee, for their colleagues and for the successful completion of the task at hand.
<b>Learning aim B: Use numeracy skills in a work environment</b> Evidence must include: The learner demonstrating that that can use basic numeracy skills to complete a given work-related task.
<b>B.P3</b> Use numeracy skills to complete a given work-related task
<b>Guidance for assessors</b>
<b>For P3</b> Learners should demonstrate that they can use basic numeracy skills to complete a given work-related task, for example dealing with money, working out percentages, measuring distance or area, producing or interpreting data, producing or interpreting charts and graphs etc.

## Delivery guidance

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

### **Activities: Introduction to unit**

The tutor begins the session by explaining the unit title and the aims of the unit. Tutors explain to learners that the focus of the unit is not just about developing numeracy skills but about apply numeracy to workplace tasks and problems.

Learners practise existing number skills for simple work-related problems. Tasks include addition and subtraction. Learners will need to be confident in carrying out the mathematical operations of addition and subtraction with up to three-digit whole numbers. Divide three-digit whole numbers by single- and double-digit whole numbers and multiple two-digit whole numbers by single- and double-digit whole numbers.

The tutor could display a series of simple mathematical problems in work and learners will rotate around the problems in small groups and solve them through discussions and peer support. Problems could include calculating change from a purchase, working out the amount of materials required, structuring a rota or reading diagrams to get information.

**Suggested time:** about 2 hours

### **Activities: Using numbers in different work context**

Tutor introduction to session to explore the use of number, numeracy, and mathematics within the working environment. Learners to make suggestions as to the different ways that mathematics can be used within the workplace.

Working as a class, learners suggest different numeracy skills that may be used in different workplaces, e.g. handling money in a shop, counting and checking stock, measuring and weighing ingredients in a professional kitchen, timing clients in a leisure centre. Part of the discussion can focus on the importance of numeracy skills in the workplace and being confident to use those skills.

Learners would visit different workplaces to find out how mathematics is used, e.g. visiting a supermarket, shop, farm etc. Learners also consider the importance of being able to estimate outcomes particularly when equipment is being used to carry out the calculations. Tutors provide examples of when calculations go wrong, e.g. entering a sum into a credit card machine incorrectly resulting in charging the customer more.

To help learners understand how maths is used in the workplace, tutors provide a range of photographs or illustrations should work in different sectors. Learners either give their own suggestions of how maths is used in those situations or work with a tutor-devised worksheet that includes a range of numerical skills.

Learners to work in small groups where long-term aspirations are similar or connected. Learners will create displays to show the different use of numeracy within the workplace for their chosen sector and present their ideas to the rest of the group.

To summarise learning, learners could engage in a roleplay activity demonstrating their use of numeracy skills within workplace scenarios. Learners could at first demonstrate their own processes, and then follow instructions provided by their peers to complete tasks and activities.

**Suggested time:** about 5 hours

### **Activities: Using common measures in the workplace**

Tutor to explore with learners the different types of measurement that they would be expected to carry out within the workplace. Learners will create a list of the measurements for personal reference.

Before carrying out work-related tasks, learners discuss the different types of units that are used in day-to-day measuring tasks. They identify tools and equipment that are used to measure time, length, weight etc. They then decide what units of measurement could be used in different circumstances, e.g. use metres to measure the length of a room.

Tutors will provide a range of equipment that measures length, e.g. metre rule, tape measure, ruler, iPad app, non-standard units of measurement such as feet, hands, thumbs. Learners carry out different measurements based on work-related tasks, e.g. measuring the distance for an electrical cable from a given starting point to a socket, measuring an area for wallpaper, measuring distances to use as an assessment of fitness.

Learners start by measuring small work-related objects with a ruler and progress to measuring larger objects. When measuring length, as well as measuring physical objects, for example desks and kitchen units, learners should measure spaces such as the gap between two kitchen units, the width of an alcove, the length and width of a room. Measurements take place in an outdoor environment. Before measuring, learners should be asked to consider and then justify their chosen unit of measurement.



Tutors will provide different pieces of equipment that measure time, e.g. stop clock, cooking timer, mobile phone, sports watch, analogue and digital watch. Learners then compare the accuracy of using different ways of measuring time for work-related tasks such as comparing the speed of a runner using a mobile phone and a sports watch. Learners will discover the range of potential results and the importance of estimating possible outcomes.

Temperature – If learners have access to a garden, they monitor the weather forecast over a period of time to identify the best time to put new seedlings into the ground.

**Suggested time:** about 4 hours

### **Activities: Handling money and numerical transactions**

Learners begin this activity by considering different methods of calculating money transactions, e.g. cash registers, bar code scanners, manual calculator, touch screen tills, receipt printers.

Learners consider the advantages and disadvantages of this equipment. If possible, learners could visit different work environments to observe how equipment is used to record transactions, maintain stock levels and inform 'behind the scenes' workers, e.g. chefs. Learners could discuss the importance of checking bills to ensure figures entered are accurate.

A guest speaker to talk to learners about the importance of managing money effectively and ensuring that money and financial information is calculated accurately within work.

Learners participate in work-related activities/scenarios that require money transactions, e.g. they work out the price of a meal on a menu to ensure that the cost of the ingredients does not exceed price. Learners add up a client's bill following a beauty treatment. Learners work out the cost of a bouquet of flowers, based on the wholesaler's price for each flower.

Learners could finally explore the numerical challenges of calculating change from larger payments and larger notes of currency. Learners could also reverse calculate and be provided with change and have to offer refunds to customers in role play activities to demonstrate checking processes.

**Suggested time:** about 5 hours

**Activities: Estimating, checking, and presenting**

Learners are given the opportunity to practice making realistic estimates of potential outcomes. They begin by using simple, familiar information that makes the estimate relatively easy to suggest. As confidence grows, learners could give more challenging examples.

Learners will participate in a range of tutor devised activities that ask learners to estimate a result, carry out the activity and then check the results. Learners are encouraged to carry out this process throughout the unit so that it becomes part of the routine of calculating solutions.

As a group, learners discuss different ways of checking solutions. Examples could include mathematical operations and measuring. This includes manual checking and checking using relevant equipment. For example, learners check the accuracy of weight flour on a manual set of scales against automatic scales, length is checked by using a measuring tape and a metre stick.

Learners carry out an internet search to find out different ways of presenting mathematical results, e.g. lists, charts, line graphs. They discuss the effectiveness of sharing information in different ways, e.g. easy to read, complicated, confusing. Learners then complete a tutor-devised worksheet that provides different types of mathematical information to suggest the most appropriate way of presenting the outcomes. Learners then go back to some of their previous calculations and present their outcomes in the most appropriate way.

**Suggested time:** about 5 hours

**Activities: Handling information and data**

Tutor to explore the need for and importance of being able to use information and handle data within different workplaces, using examples to help learners understand. Examples include, a business administrator having to turn attendance data into graphs, a sales manager checking sales and returns records for accuracy, a shift leader having to create rotas using individual availability.

Tutors provide information and data in different formats, e.g. list of stock from a shop, diagram showing the measurements for a garden shed, charts of a person's temperature. Learners' complete worksheets that require them to identify relevant information, e.g. highest and lowest temperature reading, height and length of the shed

Learners visit different departments of the school or college to find out what types of information and data is handled, e.g. the school office, the caretaker, the kitchens etc. Learners use a tutor-devised checklist to record their information and then share it with the wider group on completion.

Learners to take part in an interactive quiz showing different ways of presenting numerical information. Learners to state the correct name for the method shown.

Following the quiz, learners should ask questions and query any areas or methods that they are unsure of.

Learners research some key facts/data about their chosen sector of work. Learners should then present this data in a format of their choice (graph, table, chart, diagram) and display this in the classroom. Learners should be able to explain why they have chosen the method used.

**Suggested time:** about 5 hours

**Activities: Recap on prior learning**

Learners could reflect on their learning through the unit by creating mind-maps as reference materials showing all the key concepts and topics covered and key information in each area. Learners could share their knowledge and challenges with each other through peer support discussions.

Learners could then take part in numerical problem-solving challenges linked to workplace activities to demonstrate skills and offer feedback to each other on their performance.

Learners take part in an interactive quiz to assess knowledge and understanding and will be provided with data to read and check for accuracy. Learners can review their scores in quiz assessments to highlight areas of further development that they need to review prior to assessment and create a personal plan.

**Suggested time:** about 2 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to explore the use of numeracy within the workplace and use numeracy skills in to complete a work-related task.

You will need to create information which shows the different ways that numeracy might be used in the workplace and highlights the importance of being able to use numeracy skills in the workplace. Your information should be suitable to display in the workplace.

You will then be provided with a work-related task which includes numerical problems. You need to review the task and then demonstrate your numeracy skills to solve the problem.

### **Retake**

The learner could produce an alternative document and be provided with a different work-related task.

# **Unit 10: Exploring the Use of the Internet and Digital Media in the Workplace**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 37

---

## **Unit in brief**

The aim of this unit is for learners to appreciate the role of the internet and digital media in the workplace.

## **Unit introduction**

There are very few organisations today that do not use any form of online technology. Most organisations have a website to advertise their products and allow customers to purchase items online. However, there are other online technologies used in the workplace and the use of digital media is becoming more popular.

In this unit you will understand the use of the internet and digital media and why they are used in the workplace. You will present a document outlining your findings.

You will demonstrate your use of an online technology to complete a work-related task reflect on your performance.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Understand the use of the internet in an organisation</p> <p><b>B</b> Use an online technology for a work-related task</p>	<ul style="list-style-type: none"> <li>• A document identifying ways the internet can be used in an organisation</li> <li>• An observation record/video or account of a practical demonstration of using online technology for a work-related purpose/the outcome of using a work-related online technology</li> <li>• A brief account of personal performance</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Be aware of the uses of the internet</li> <li>• Understand the advantages of organisations using the internet</li> <li>• Digital products and services used in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Use of appropriate communication skills</li> <li>• Use of appropriate digital skills</li> <li>• Information handling and interpretation</li> </ul>

## Unit content

### Approach (how the learner should approach this unit)

#### Learners will need to:

- Recognise the benefits of using the internet within different workplaces
- Decide on how to use an online technology for a work-related task
- Present findings in an appropriate format to suit the needs of the given audience

### Knowledge

#### Be aware of the uses of the internet

- Identify organisations that use the internet:
  - retail, e.g. clothing, groceries, travel agents, property, cars
  - public transport, e.g. buses, trains
  - entertainment, e.g. cinemas, theatres, gaming companies
  - hospitality, e.g. cafes, restaurants, public houses

#### Understand the advantages of organisations using the internet

- Communicate and engage with customers by using interactive features, e.g. online forms for customers to make orders, provide feedback; chat facility for customers to have real time contact with someone in the organisation to be able to ask questions, navigation methods to view the different pages, popups for advertising, animation for viewer attention
- Create visual advertisements to run on their website, e.g. banners, pop ups that appear when their website is being viewed
- Promote products and services
- Sell products and services through online platforms which offer additional flexibility and options for customers, e.g. secure payments, same day delivery, easy returns, value for money, live updates etc:
- Offer customers the opportunity to provide feedback
- Improves customer to business communication and interaction

## **Digital products and services used in the workplace**

- Types of digital product and services used in organisations
- Social networks to connect with people (and brands), e.g. Facebook, Twitter, LinkedIn
- Media sharing to find and share photos, video, live video, and other media online, e.g. Snapchat, Instagram, YouTube, Tik Tok
- Consumer review networks to find, review, and share information about brands, products, travel destinations, restaurants and more, e.g. TripAdvisor, Yelp, Zomato
- Blogging and publishing networks to publish and comment on content online, e.g. WordPress, Tumblr
- Discussion forums to find, discuss and share news, information, and opinions, e.g. reddit, Quora, Digg
- Social shopping networks to spot trends, follow brands, share finds, and make purchases, e.g. Etsy, Fancy

## **Skills**

### **Research**

- Research, e.g. gathering information about the use of digital platforms, researching step-by-step guides, researching competitors use of digital resources

### **Use of appropriate communication skills**

- Use appropriate communication skills to listen, ask questions and contribute within a discussion

### **Use of appropriate digital skills**

- Use digital products and services to aid towards completing a work-related task

### **Information handling and interpretation**

- Information handling, e.g. reading documents and understanding how to apply them and use the information



## Assessment Criteria

<b>Learning aim A: Understand the use of the internet in an organisation</b> Evidence must include: A summary of findings in an appropriate format
<b>A.P1</b> Identify advantages to an organisation of using the internet to support how they work
<b>Guidance for assessors</b>
<b>For P1</b> Learners should present a summary of their findings identifying advantages to an organisation of using the internet
<b>Learning aim B: Use online technology</b> Evidence must include: A plan for a digital product or service for a scenario.
<b>B.P2</b> Plan a digital product or service
<b>Guidance for assessors</b>
<b>For P2</b> Learners should present an idea of how a digital product or service could be used in a given organisation

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Key words and terms related to the unit could be discussed and a glossary compiled, e.g. digital media, purpose, advantages, audience, pitch.

Learners to create a word-wall showing different words and terms that link to the topic and concept of the unit. This can be revisited throughout the unit.

**Suggested time:** about 2 hours

### **Activities: The internet in the workplace**

Tutor led activity to introduce the broad area of the internet and its history and uses including the use of dial up access to remote WIFI to help learners be aware of the advancements.

Learners are asked to consider how the internet is used in the workplace and mind-map different ideas which can be shared with the group in discussion.

Learners are asked to complete a checklist where they identify purpose of using the internet and consider the types of organisations that would use it.

Learners to work in pairs to create a list of the different ways that a business or organisation could use the internet as part of their operations and functions.

Learners can then share their list with the group as a whole

Discussions focus on comparing present day tasks to the past and the difficulties that may have been encountered by organisations.

Tutor to introduce learners to the change that the internet brought in both working environments and home life. Tutor to show learners a range of tasks that were previously completed without the internet as reference points, e.g. researching would be done in libraries, creating graphics would be done by hand drawing, email would instead be letters.

Learners to then select a range of different tasks that could be completed in the workplace and note the advantages of digital methods for each task. Learners to share their ideas and findings. Learners to then vote on whether they think digital and internet-based work is better than traditional work.

Tutor to display a series of four different case-studies, each one highlighting a different challenge for a business either current or past. Learners to rotate in small groups around the four case studies and highlight how the internet could help them to overcome their barriers and challenges. Group discussion to share ideas and suggestions.

**Suggested time:** about 4 hours

**Activities: Finding out features used on websites**

Learners to discuss in pairs the advantages and disadvantages of having a website for an organisation; what does it allow the organisation to achieve? what added value does it bring? how does it enhance the organisation?

Learners are given a list of different features commonly used on websites. They research two websites of organisations offering different products or services and tick off the features that have been used. Learners should provide one reason why they think each of the features has been used, e.g. a menu – to navigate the website.

Learners to compare their findings in a feedback session in small groups.

**Suggested time:** about 3 hours

**Activities: Finding out about types of digital media**

Tutor to explore digital media and the types of digital media that can be used in a business or workplace. Tutor to show some examples and provide learners with an overview of each type, its benefits and drawbacks.

Learners to be given a list of different types of digital media and asked to find an example of each from the internet. Learners should identify the purpose of each one found and explain how it could be used in a business or workplace.

Learners will then each be given one type to explore in more detail. Learners should source a range of different examples of their type of digital media and create a short presentation to share key points with others.

Groups then compare their findings in a feedback session.

**Suggested time:** about 3 hours

**Activities: Researching existing types of digital media**

Introduction led by the tutor for a discussion on the most appropriate type of digital media an organisation could use to promote a new product to a target audience – primary school children, teenagers, over 60s. Learners are put into groups and choose one age range. The class needs to cover all age ranges to allow for a purposeful discussion.

Learners to research on the internet to look at existing digital media methods are used to promote a product. Learners observe and comment on how the method used would appeal to the age range they have selected.

Continuing from the previous activity, learners will then collectively create flipcharts to show different age groups/types of customers and the appropriate types of digital media for the audience which can be displayed.

Learners should then summarise their learning by working in small groups to create a table displaying each of the existing types of digital media and their advantages and disadvantages. Learners could also highlight where such digital media might be used or might have the most impact.

A group discussion to compare findings and to discuss the pros and cons of each method.

**Suggested time:** about 3 hours

**Activities: Comparing appropriate use of digital media to promote a product**

Tutor demonstration of using digital media to create an advert for a given organisation. Learners observe and comment on how the digital media used promoted the product (or not).

External guest speaker from a marketing company or digital media organisation to discuss how they have used digital media to enhance their business and how it has helped to promote products/service (or not) and what challenges they have faced.

Learners should research a range of good and bad advertisements that use digital media with a list of reasons why they consider them appropriate or not.

Learners could then work in small groups to identify similarities and differences of different advertisements and compare what makes them successful or unsuccessful. Learners to share their views and opinions in group discussion.

**Suggested time:** about 2 hours

**Activities: Creating a video**

Learners are given a product to promote for a particular audience and asked to create a video that could be included on a digital media post. Learners do not have to create the digital media post.

Learners then discuss their experiences with the group.

**Suggested time:** about 4 hours

**Activities: Creating a written digital media product**

Tutor to explain the activity and support learners to thought shower a range of different written digital media products that they could consider.

Learners to work in pairs to create a written digital media product for a given scenario or product. For example, a flyer/poster/social media post.

Learners to present their written digital media product and pitch their idea to the group. Learners to provide peer feedback.

**Suggested time:** about 4 hours

**Activities: Working in groups**

Tutor led discussion and guidance on group working; learners should consider what makes a good group? what makes an effective team? what makes a good leader?

Learners can discuss their experience of being in a group or a team and what challenges and successes they faced. Learners should then identify common themes and techniques linked to success and themes linked to failures and challenge.

In small groups learners should select and agree on ground rules and team working rules that they can all follow. Learners should present their group rules and discuss the reasons behind those agreed.

Learners could take part in some simple team-building activities designed by the tutor to check the effectivity of their team and group. Learners could then reflect on their performance and discuss changes and improvements.

In small groups, learners watch example video extracts of teams planning and carrying out tasks and discuss their effectiveness, strengths and areas of improvement. Learners should then identify lessons learned.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to explore how one organisation uses the internet to support how they work and demonstrate your digital skills by planning a digital product or service for a given organisation.

You will need to present a fact sheet which focuses on a chosen organisation and identifies the advantages of using the internet. You will need to think about the impact on both the organisation and the employees.

You will then be given a case-study of an organisation to review. You will need to review the case-study and plan digital product or service that could aid the organisation which you will present to your peers.

### **Retake**

The learner could research alternative organisations and be provided with a different case-study to review.

# **Unit 11: Using IT to Collect and Share Information at Work**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 37

---

## **Unit in brief**

The aim of this unit is for learners to know about and use IT software in the workplace.

## **Unit introduction**

The ability to identify and use software applications to meet needs and solve problems is important to ensure that the information presented is fit for purpose. This can be achieved by using a combination of in-built editing tools such as cut and paste, spelling and grammar checkers, and by manual techniques, such as proofreading and visually checking the presentation of information.

In this unit you will learn the knowledge and skills necessary to select information and apply editing tools and techniques to refine the presentation of the information as appropriate to meet different needs.

You will create new information by combining different types of information, such as images with text. You will also examine the suitability of different types of information to meet audience requirements, as well as reviewing the effectiveness of IT tools and facilities for presenting information.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Recognise software applications that are used in the workplace</p> <p><b>B</b> Use a work-based software application</p>	<ul style="list-style-type: none"> <li>• A written document, digital voice recording, filmed presentation or other evidence that shows the learner can meet the assessment criteria</li> <li>• Tutor and/or supervisor observations. Audio, video or photographic evidence that show the learner meeting the practical criteria</li> <li>• Notes or work-product evidence such as slide deck, copy of an email etc.</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Generic software applications</li> <li>• Work-based software applications</li> <li>• Use of applications in workplaces</li> <li>• How to collect information using application/s</li> <li>• How to share information using application/s</li> </ul>	<ul style="list-style-type: none"> <li>• Use software applications</li> <li>• Share information with others</li> <li>• IT presentation skills</li> <li>• Information management</li> </ul>



## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Be aware of different software applications used for different purposes
- Be aware of different types of information
- Know how to use software to aid in completing tasks

### **Knowledge**

#### **Software applications**

- Generic software applications, e.g. word processing, presentation, graphics, Microsoft applications

#### **Work-based software applications**

- Specific applications for workplace tasks, e.g. booking, stock control, staff management etc.

#### **Use of applications in workplaces**

- Purpose, e.g. data collection, data formatting, sharing messages, system management etc.
- Importance for a workplace, e.g. efficiency, effectiveness, ease of use, consistency etc.

#### **How to collect information using application/s**

- How to use each relevant application at a basic level
- How to select the right application for the task, e.g. considering work-based requirements etc.

#### **How to share information using application/s**

- Using applications to share information, e.g. considering audience need etc.

### **Skills**

#### **Use software applications**

- Select appropriate application/s for the task:
  - generic applications, e.g. creating a rota, producing a flyer, writing a letter, survey creation
  - workplace specific applications, e.g. Point of Sale software, CRM (Customer Relationship Management) software, website creation software, ordering stock

### **Share information with others**

- Use an application to share non-personal information

### **IT presentation skills**

- Formatting different types of information, e.g. text, numbers, images, editing techniques for different types of information
- Combine different types of information, e.g. presentation with images, numbers with charts
- Page layout, e.g. size, orientation, margins, page numbering

### **Information management**

- Organise information, e.g. headings, lists, charts
- Manage information, e.g. select pertinent points to share etc.

## Assessment Criteria

<b>Learning aim A: Recognise software applications that are used in the workplace</b>
Evidence must include: Identification of a range of software applications that are used in a workplace and an outline of how these might be used.
<b>A.P1</b> Identify different software applications that might be used in a given workplace
<b>A.P2</b> Outline software applications used in a given workplace
<b>Guidance for assessors</b>
<b>For P1</b> Learners must list software applications that might be used in a specific workplace setting. This may include applications such as Microsoft packages and/or business specific applications such as bookings, staff management and stock control applications etc.
<b>For P2</b> Learners must select applications from their previous list and outline how each one might be used in a specific workplace setting.
<b>Learning aim B: Use a work-based software application</b>
Evidence must include: Demonstration that the learner can use a work-based software application to collect and record information and can share information with others, using a software application to support them.
<b>B.P3</b> Use a work-based software application to collect and record information
<b>B.P4</b> Use a work-based software application to share information with others
<b>Guidance for assessors</b>
<b>For P3</b> Learners will use a software application relevant to a selected workplace to collect and record information. They should show that they can use the application at a basic level to complete the task with a reasonable degree of success. This may include using a spreadsheet, writing a document that includes relevant work-based information, using a workplace specific application such as a booking or stock control system etc.
<b>For P4</b> Learners will share information with others using a software application to support them. This may include an email, attachment, slide show, poster, blog, vlog, social media post, data presentation etc.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners to create a word-wall of different types of digital product and media products used by different organisations such as websites, interactive presentations, computer-based training, information points, e-magazines.

Learners to take part in an interactive presentation. Learners will be shown famous brands digital and media products and asked to identify the brand or product being promoted and communicated. Learners to reflect on which was the most memorable and effective and why.

**Suggested time:** about 2 hours

### **Activities: Types of information**

Learners to work in small groups to identify a range of different types of information that may be communicated and shared within a workplace. Learners could be given a workplace or sector to explore and share their ideas to highlight similarities and differences.

Tutor to display a range of completed multimedia products from a range of software applications around the classroom. Learners to consider each of the products and highlight the positives and negatives of each one, and what could be done to improve them.

Learners to visit different workplaces and employees to identify all of the information that they gather, use and share within their job role. Learners should then share their findings and separate them into key groupings of types of information; written, digital, numerical, confidential.

Learners could then create a prompt sheet showing the different types of information that might be shared to use in future sessions and activities.

**Suggested time:** about 3 hours

**Activities: Software applications**

Tutor-led activity to explore the meaning of the terms software and applications. Learners to contribute to discussion and create a word-wall using their suggestions and descriptions.

Tutor will then provide learners with a worksheet displaying a range of different applications and software. Learners to highlight those that may be used within a workplace to help gather, create and/or share information.

Tutor to then engage learners in discussion about general software applications that are used across different organisations, word processing, presentation software, spreadsheets, Microsoft applications, Google applications, Apple applications etc.

Learners will then work in three groups to research one of the generic applications: word processing, presentation software or spreadsheets. Learners will identify different applications that can be used to fulfil each function and share the strengths and weaknesses of each. Learners will then present their findings to the group in short presentations.

Learners could then be split into three groups and rotate around a series of work-based tasks that require them to use each of the functions of generic software applications on different platforms (google/Microsoft etc.) Learners could peer-review the work completed and share their experiences of completing the tasks.

**Suggested time:** about 5 hours

**Activities: Work-based software applications**

Tutor to explain to learners that different software applications can be used within workplaces to target and support specific workplace activities. Learners to discuss their experiences of software applications and share examples such as the application used to book, the software used to pay, calendar systems etc.

Guest speakers from different sectors and workplaces could be invited to speak to learners about the software applications that they use within their own workplace and the purpose of these applications. For example, hospitality sector could discuss booking systems and food ordering applications, healthcare sector could discuss monitoring systems, HR could discuss staff management systems and logistics/ retail could talk about stock control or POS systems.

Learners work in small groups to explore a selected workplace and the software applications that they might use to enhance the organisation. Learners to list software applications and then outline the importance of these within the workplace.

**Suggested time:** about 3 hours

**Activities: Working with data and numbers**

Tutor to introduce learners to the concept of collecting and handling data within a workplace environment and within different job roles. Learners to work in pairs to identify different types of data to create a word-wall.

Learners to each select a given workplace and work in pairs to identify all of the data that they might collect and use within the sector. Learners should then share their suggestions and identify common types of information and data that workplaces collect and use.

Tutor to demonstrate the use of online software to collect data. The tutor may share an example of a questionnaire or survey for learners to complete as a way of demonstrating its use and functionality.

Learners to engage in a paired activity. Learners will create a short digital survey using online software to gather information and data from a range of people. Learners will then use software to record their data, manipulate it and then present their findings in graphical or diagrammatic form. Learners will then present their work to the group for peer-to-peer feedback.

**Suggested time:** about 3 hours

**Activities: Working with text and images**

Learners to work in groups and identify a range of different reasons for using text and images in the same document when producing and sharing information. Ideas should be shared in group discussion.

Tutor to demonstrate the different applications that can allow and support the combining of text and images and the functionality of these applications. Learners should then be supported by the tutor to trial using such applications in order to develop their awareness and digital skills.

Learners to then work in threes or pairs to create a one-page document that combines text and images. Learners should be reminded that often text/image documents are now shared electronically by email or on websites and so the layout and language must be considered.

Learners to then share their documents for peer-review and feedback

**Suggested time:** about 2 hours

**Activities: Presenting information**

Tutor to place flipcharts around the room with different types of information on each; written, financial, numerical, statistical, confidential. Learners to rotate around the flipcharts and make their own suggestions as to how this information could be presented

Learners work in groups to explore different workplace documents to identify strengths and weaknesses in the way that information is presented. Learners could consider college prospectus, brochures, leaflets, websites, letters etc and share their views. Learners could then identify ways that the presentation could be improved and enhanced.

Demonstrations could be planned to show learners how to use different applications to enhance products and improve layout, content, house-style etc.

Demonstrations on how to edit documents, combine text and images and amend documents and products would also be beneficial for learners. Alternatively, learners could go and observe and interact with graphic designers to see digital production first-hand.

Learners could then work in groups to sort tutor-devised cards into sections based on what application they would use to present the information, e.g. using spreadsheets for numerical data, using PowerPoint for a presentation or slides etc.

Learners could finally create a reference sheet to identify appropriate presentation software to use for different data and to record strengths identified when reviewing other documents,

**Suggested time:** about 4 hours

### **Activities: Passing on information to others**

Tutor to introduce learners to the idea of information sharing and working collaboratively within a workplace.

Learners to research different file sharing software and applications that could be used within the workplace to share information internally and externally and share their findings.

Learners could work in pairs to share and receive information using different platforms and software and then collaborate on different documents and tasks using online filesharing platforms.

Learners to then rotate around flipcharts with different groups/stakeholders written on them. Learners should discuss what methods of sharing information are best suited to that specific group of people. Flipcharts will be reviewed in a whole group discussion.

Tutor to ask learners to think about what information should and should not be shared due to data protection and confidentiality. Learners should create a list of the different information they can and cannot share, internally and externally to the organisation. Learners to then share their justifications.

Learners to then discuss what they think should happen if someone was to pass on information and data without permission. Learners to share their views on post-it notes before the tutor provides an overview of the consequences.

**Suggested time:** about 3 hours

**Activity: Skills in practice**

Learners will work in small groups to completing a series of simple work-based scenarios using individual software applications. Learners will work in groups to encourage peer-to-peer support and guidance.

Example scenarios include:

- you have been asked to create a spreadsheet and record financial data
- you have been asked to create a presentation for new staff
- you have been asked to make the staff rota electronic
- you have been asked to hold a team meeting online

Learners should then review each other's performance and provide feedback.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour



## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to research the way that software applications can be used in the workplace and then demonstrate your skills by completing a work-based activity.

You will need to create a workplace guide on software applications by creating a table which outlines a range of different software applications that might be used in a chosen workplace. Your guide should include a variety of software applications that are both generic and sector specific.

You will then be given a workplace scenario to read. Using the scenario, you will demonstrate your ability to use a work-based software application to collect, record and share information with others.

### **Retake**

The learner could be provided with a different workplace to research and be given an alternative workplace scenario.

# **Unit 12: Staying Safe in the Workplace**

**Level: Entry 3**

**Guided learning hours: 35**

**Total unit time: 37**

---

## **Unit in brief**

The aim of this unit is for learners to understand how to stay safe when carrying out work-related tasks.

## **Unit introduction**

Being safe in the workplace is important for yourself and other workers. You need to know how to conduct yourself in the workplace, keep your work area safe, know how to use tools and equipment safely and be able to identify potential hazards to avoid accidents.

In this unit you will understand how your behaviour and actions can help to reduce the risk of harm to yourself and others. Knowing how to conduct yourself at work and putting it into practice is a key skill for work and can have health and safety implications. You need to be able to manage workspace to ensure that you can do the job safely and to the best of your ability. You will have the opportunity to take a workplace task, find out what you need to do to carry it out safely, and then complete the task with guidance.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Outline own health and safety responsibilities in the workplace</p> <p><b>B</b> Carry out a work-related task safely</p>	<ul style="list-style-type: none"> <li>• Individual checklists or records of discussion between the learner or tutor</li> <li>• Filmed or voice recorded exchange, written transcript of a role play scenario or written notes of evidence that was seen and heard</li> <li>• Written, filmed or DVR (Digital Video Recorder) evidence that shows learner understanding</li> </ul>

### Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Employee and employer responsibilities</li> <li>• Potential workplace hazards</li> <li>• Sources of support and information</li> <li>• Reporting and recording workplace accidents</li> <li>• Emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Taking action to minimise risks and hazards</li> <li>• Communication</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Work and communicate effectively with others
- Understand their responsibilities when keeping themselves and others safe
- Recognise the role of the employer in ensuring a safe working environment
- Demonstrate a professional attitude to work by following safe practices
- Be able to adapt safety needs according to the work environment

#### **Knowledge**

##### **Employee and employer responsibilities**

- Understanding the need to be safe at work
- Own responsibilities for keeping safe and others safe in the workplace, e.g. completing tasks safely, keep others safe, follow instructions, reporting procedures, know own limitations
- Employee responsibilities, e.g. take care of their own health and safety, complete health and safety training for work areas and online safety, comply with health and safety policies and procedures, maintain own health to be able to work effectively
- Employer responsibilities, e.g. legal responsibility to carry out risk assessments, ensure emergency procedures in place, providing staff training on keeping safe, provision of personal protective equipment

##### **Potential workplace hazards**

- Carrying out work-related tasks
- Health and safety needs for different environments, e.g. retail, construction, outdoors, hospital, creative arts, childcare
- Equipment, e.g. personal protective equipment, safety signs, safety guards
- Safe use of tools and machinery, e.g. handling sharp implements, appropriate supervision, follow manufacturer's instructions, fire safety, evacuation procedures
- Desk-based tasks, e.g. positioning, comfort

## **Sources of support and information**

- How to find out about workplace health and safety requirements, e.g. staff handbook etc.
- Sources of help and support for health and safety in the workplace, e.g. supervisor, health and safety officer, workplace documentation, signs, notice
- Sources of health and safety information, e.g. health and safety representative, colleagues with responsibility for health and safety such as first aider, fire marshal, trade union, policies and procedures, internet and intranet

## **Reporting and recording workplace accidents**

- Reporting injuries, diseases and dangerous occurrences, e.g. work-related deaths and accidents, cases of industrial diseases, near-miss accidents, injuries to people not at work such as a member of the public

## **Emergency procedures**

- Procedures for different types of emergencies, e.g. first responses, evacuation procedures, role of emergency personnel

## **Skills**

### **Problem solving**

- Problem solving, e.g. assessing a work area, identifying relevant information and suggesting ways to mitigate the problem

### **Taking action to minimise risks and hazards**

- Checking the working environment for potential risks and hazards
- Reporting and recording problems and issues, suggesting ways to solve the risks/hazards or reduce their threat
- Following instructions and rules within the workplace

### **Communication**

- Communication skills, e.g. written, presentations information in an accessible way

## Assessment Criteria

<p><b>Learning aim A: Outline own health and safety responsibilities in the workplace</b></p> <p>Evidence must include:</p> <p>Identification of the steps an employer will take, in a given workplace or scenario, to ensure the safety of their employees. Evidence must also include identification of the basic responsibilities the learner would have, as an employee, for the health and safety of themselves and their colleagues.</p>
<p><b>A.P1</b> Identify how employers ensure the health and safety of their workers</p>
<p><b>A.P2</b> Identify own health and safety responsibilities in the workplace</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> Learners must list different ways in which employers ensure their workers are safe in a given workplace, including relevant legislation, policies and procedures.</p>
<p><b>For P2</b> Learners should list the different health and safety related responsibilities they would have as an employee, in the chosen workplace. They must also identify steps they would follow or action they would take to ensure these responsibilities are fulfilled.</p>
<p><b>Learning aim B: Carry out a work-related task safely</b></p> <p>Evidence must include:</p> <p>Examples of participation in a task and/or activity that requires them to be aware of and be able to follow appropriate health and safety requirements and/or processes. Evidence will also include an understanding of the reasons why it was necessary to follow set guidelines and processes throughout the task.</p>
<p><b>B.P3</b> Carry out a work-based task safely, following given health and safety guidelines</p>
<p><b>B.P4</b> Outline the steps taken to ensure health and safety during a work-based task</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P3</b> Learners will carry out a work-based task showing that they can follow necessary health and safety processes.</p>
<p><b>For P4</b> Learners will outline the steps they took before, during and after the task, to ensure they followed necessary guidelines and processes, and maximised the safety of themselves and others.</p>

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutors introduce the title of the unit and its aim. Learners should be encouraged to consider what they think the unit is about and why they think health and safety is an important part of their preparation for work.

Learners begin the unit by considering their immediate work environment. This could include how they are sitting, the height of the table, lighting, temperature. Learners could complete a tutor devised checklist to gather information. This information could then be shared with the class, and they could discuss how these situations could influence their work.

Learners take part in a thought-shower of why they feel it is important to be safe and health at work. Discussions could include the potential consequences of not keeping safe and healthy.

Learners will consider the assessment for the unit and discuss how they will gather evidence that will help them be successful in achieving the unit.

**Suggested time:** about 3 hours

### **Activities: Own responsibilities for health and safety**

Learners take part in a group discussion on why they feel they must be responsible for their own health and safety. Discussion points could include the practicalities of someone watching them all the time, long term health implications, potential injury.

Learners then work in small groups to identify how they can stay healthy and safe, e.g. following instructions, watching others at work, dressing appropriately etc. Learners can share their discussions with the wider group.

Learners could then do a thought shower as a group to identify the different responsibilities that they may have within all workplaces such as wearing and using PPE, reporting accidents and hazards, following procedures etc. Using the suggestions, the tutor will devise a table for learners to use in future activities.

Guest speaker to be invited to talk about employee responsibilities in the workplace related to health and safety. They provide an overview of relevant legislation and regulations that they must adhere to.

Following the talk, learners add to their table from previous activity showing key employee responsibilities. Where possible, their presentations to be displayed in the learning area for reference throughout the unit. Alternatively, learners create a handout that is distributed to the class.

Learners should consider the consequences of employees not adhering to health and safety legislation and not fulfilling their responsibilities. Tutors may devise worksheets for learners to complete that help them to identify potential consequences, e.g. Arrives late at work and misses the health and safety briefing, forgets to sign in on a morning, decides not to wear the correct eye safety goggles etc.

**Suggested time:** about 4 hours

### **Activities: Employer responsibilities for their worker's health and safety**

Tutor to recap on the employee responsibilities covered in the previous session before discussing the responsibilities of the employer and actions that they must fulfil in line with the law. Learners to share their own ideas and suggestions using post-it notes.

Employers to be invited to talk about the responsibilities they have related to health and safety and how they carry these out. They provide an overview of relevant legislation and regulations that they must adhere to.

Following the talk, learners present a visual summary of the information that they gather. They create a chart showing key employer responsibilities. Where possible, their presentations to be displayed in the learning area for reference throughout the unit. Alternatively, learners create a handout that is distributed to the class.

Learners carry out an audit (provided by the tutor) to find out how their own learning environment encourages everyone to be healthy and safe. This includes signage, leaflets, posters, documents etc. On completion of the task learners can share their findings with the rest of the group.

Employers to be invited to talk about the responsibilities they have related to health and safety and how they carry these out. They provide an overview of relevant legislation and regulations that they must adhere to.

Following the talk, learners present a visual summary of the information that they gather. They create a chart showing key employer responsibilities. Where possible, their presentations to be displayed in the learning area for reference throughout the unit. Alternatively, learners create a handout that is distributed to the class.

Learners should consider the consequences of an employer not adhering to health and safety legislation and the impact that this may have. Learners to discuss their thoughts and share examples.

**Suggested time:** about 4 hours



### **Activities: Sources of health and safety information**

Tutors provide a range of information about health and safety at work. This includes online links, documentation, job descriptions, leaflets etc. Learners could carry out research to find out what type of information is available for specific work-based tasks.

Learners complete a table on sources of health and safety information and different job roles. For example, different scenarios would be listed in the first column and learners would complete the second column suggesting sources of information. Scenarios could include working in a professional kitchen, caring for animals on a farm, working in a hair and beauty salon, caring for children. Learners could select their answers from a range of examples. Having completed the work, the class could discuss their outcomes and then research some or all the sources given.

**Suggested time:** about 2 hours

### **Activities: Risks and Hazards in different environments**

Learners to create a word-wall of terms and words that they would associate with risks and hazards.

Tutor to provide a definition of 'risk' and 'hazard' and provide learners with a range of examples before encouraging them to come up with their own ideas and suggestions of possible risks and hazards.

Where possible, learners visit different work environments to observe health and safety practice and signs. They then create a checklist, poster or presentation giving information about health and safety in the workplace for others to reference.

Working in small groups, learners could begin by listing health and safety issues in their own class. Learners could use the information from their own lists to show the risks and hazards and be encouraged to identify additional risks and hazards that are not so obvious.

Tutors show videos and photographs of different work environments. Learners could discuss and debate the hazards and risks that a worker may experience. Learners consider who may be harmed and whose responsibility it is to resolve the issue. The discussion continues focusing on whether personal protective equipment should be worn. Finally, learners could assess what to do if an emergency occurred.

Returning to their own workplace, learners could be given three different coloured stickers; red – serious risk, amber – medium risk, green – low risk. Learners could review their own working environment and place stickers on any serious, medium or low risks that they identify. Tutor to encourage the learners as a group to visually assess the room after the activity and discuss how safe they feel the room is.

Tutors stage a room with common hazards for learners to identify or provide images of different work environments with common workplace hazards for learners to identify.

Learners discuss why some job roles require employees to wear uniforms and why clothing is worn for health and safety or hygiene reasons. They also discuss appropriate work clothes to wear if a uniform is not required.

**Suggested time:** about 5 hours

**Activities: Personal Protective Equipment (PPE)**

As a group, learners discuss the purpose of PPE, when it is needed and its limitations.

Working in small groups learners can identify PPE for a chosen work environment. Each group takes a different sector and shares their findings with the rest of the group to identify similarities and differences.

Tutor to explain that although some sectors have similar PPE the quality or standards of the PPE may be different. Tutor to use examples such as masks, gloves, eye protection and the differing standards between health sector and horticulture.

In small groups, learners to then create a life-size body-map. For each part of the body, the learners should suggest PPE that could be used. Learners should consider head, face and eyes, ears, hands, body and feet. Each group can then present their suggestions to the wider group and add to it following discussions. Tutors to explain that employers should provide training on how to use PPE.

Learners to be provided with a range of PPE, including where possible different examples of the same type of PPE for example gloves, masks etc. Learners to be provided with a job title/sector and work as a small group to put PPE on one of the learners to demonstrate what they feel is required. Learners to discuss their ideas.

YouTube videos to be used to demonstrate PPE in the workplace and correct use/wearing of PPE.

Learners could finally take part in an interactive quiz whereby they have to select the correct PPE for different tasks and jobs that are displayed during the quiz. Learners could make notes for future reference and ask questions where they are uncertain or need further guidance.

**Suggested time:** about 4 hours

**Activities: Own responsibilities during emergency situations**

Learners complete web-based research into workplace emergency situations and then report back to the rest of the group as part of a group discussion.

Tutors may use YouTube or news clips as a starting point for discussion on how to deal with different types of emergencies.

Simulation activities are used for some procedures, for example evacuation of a building. Learners create posters regarding procedures covering a range of workplace emergencies such as a fire, bomb threats or accidents. Role-play and simulation would provide opportunities for learners to gain an understanding of personal responsibilities.

**Suggested time:** about 3 hours

**Activities: Risk assessments**

Tutors begin the session by re-iterating the purpose of risk assessments. Although learners don't need to produce full risk assessments it is beneficial for them to explore their purpose and format.

Tutors provide information on the purpose of risk assessments at work and what they include. Time should be spent working as a group completing different types of risk assessment templates and discussing the pros and cons of each one.

Learners should then research the key elements of risk assessments and what they mean. Learners can be directed to the HSE website for exemplar risk assessments and associated documentation. Learners should produce a definition sheet to show each element of a risk assessment with its definition for their own reference.

Learners could work in a group with tutor support to complete a risk assessment of their own learning environment identifying potential risks and hazards, identify who may be harmed and how, note what is already in place to make the area safe, identify what else needs to be done to make it safe and identify who is responsible for taking action. Learners should then review each other's risk assessments and provide feedback.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks:**

Your task is to explore health and safety requirements within the workplace and then demonstrate your skills and abilities.

You will research health and safety responsibilities in the workplace and use your research to create a fact sheet identifying how employers ensure the health and safety of their workers. You should also outline your own responsibilities towards health and safety.

You will then be provided with a work-based scenario asking you to carry out a task following health and safety guidelines. Your tutor will observe you completing the task. They will also ask you to outline the steps you took before, during and after the task, to ensure you followed necessary guidelines and processes, in order to maximise the safety of yourself and others.

### **Retake:**

The learner could create an alternative document and undertake a different work-based scenario to demonstrate their skills and abilities

# **Unit 13: Exploring Teamwork in the Workplace**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 40

---

## **Unit in brief**

The aim of this unit is for learners to develop an understanding of skills and behaviours that help make an effective team. Learners will also develop an understanding of their own strengths and weakness and how they can contribute to a team task effectively.

## **Unit introduction**

Being able to work with others to complete team tasks is essential in the workplace; there are many situations where employees are required to collaborate to achieve organisational objectives.

Whilst working in a team it is important to interact with others and respect each member of the team's role and recognise their contributions to tasks. Effective teamworking helps to achieve tasks and goals efficiently.

In this unit you will work in a team to complete a task. You will need to understand your role in the team and then use the skills and strengths you have within the group.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Appreciate successful teamworking</p> <p><b>B</b> Contribute to a team task</p>	<ul style="list-style-type: none"> <li>• An audio, visual or verbal response outlining the importance of teamworking</li> <li>• An observation record confirming performance in a teamworking activity</li> </ul>

### Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Purpose and benefits of teamworking in the workplace</li> <li>• Understand skills and behaviours needed for effective teamwork</li> <li>• Understand key roles within a team</li> <li>• Challenges in teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Interpersonal skills and communication</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Work effectively with others to achieve tasks and goals and complete a team activity
- Communicate and interact effectively with others to share ideas and suggestions
- Recognise the need to demonstrate empathy and show respect for other team members
- Fulfil own role and responsibilities towards achieving the group task
- Take personal responsibility for own skills and behaviours
- Be able to reflect on their learning experience for future teamworking situations

#### **Knowledge**

##### **Teamworking in the workplace**

- Purpose of teamworking, e.g. generate new ideas, solve problems, builds morale, complete tasks more efficiently, resolve challenges
- Benefits of teamworking on employees, e.g. better working relationships, shared responsibility, provides support to people, helps people learn to develop skills and behaviours
- How teamworking can be used to achieve success in work-related situations
- What factors contribute to the success of work-related activities and team tasks

##### **Understand skills and behaviours needed for effective teamwork**

- Key skills needed for effective teamworking, e.g. listening, communicating, problem solving, compromising, decision-making
- Key behaviours needed for effective teamworking, e.g. trust, accountability, commitment, positivity, creativity, innovation
- Why teamworking skills and behaviours are important, e.g. help people collaborate, make people feel valued, improve engagement, support more creative outcomes, lead to success
- Own skills and preferred roles within a team, e.g., matching skills to team roles

##### **Understand key roles within a team**

- Different roles and responsibilities within the team, e.g. leader, timekeeper, someone responsible for resources, note taker

## **Challenges in teamwork**

- Challenges to teamworking and how they can be managed, e.g. dealing with difficult team members, working to deadlines, solving conflict and disagreements

## **Skills**

### **Teamwork**

- Take part in a teamworking activity
- Undertaking different roles within a team
- Use skills and behaviours to support teamworking

### **Interpersonal skills and communication**

- Use appropriate communication to interact with other team members, share ideas and give feedback
- Use appropriate behaviours that demonstrate positivity, commitment, and accountability



## Assessment Criteria

<b>Learning aim A: Appreciate successful teamworking</b>
Evidence must include: An outline of the importance of effective teamworking and a list of key skills and behaviours that are necessary for successful teamwork in a work-based situation.
<b>A.P1</b> Outline why teamworking is important in a work-based scenario
<b>A.P2</b> Identify key skills and behaviours that are necessary for successful teamworking
<b>Guidance for assessors</b>
<b>For P1</b> Learners will outline the importance of being able to work successfully as part of a team in a work-based scenario or environment.
<b>For P2</b> Learners will list key skills and behaviours that they feel are necessary for successful teamworking in a work-based scenario or environment.
<b>Learning aim B: Contribute to a team task</b>
Evidence must include: Demonstration of some skills and behaviours necessary for successful teamworking, when taking part in a work-related team task.
<b>B.P3</b> Take part in a team task in order to achieve an end goal
<b>Guidance for assessors</b>
<b>For P3</b> Learners will take part in a teamwork-related task, showing that they can display and/or use some of the skills and behaviours that were previously identified as being necessary for effective teamworking.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners to work in small groups to identify as many different teams that they can think of using their own experiences as a starting point. Learners to feedback to the group to create a class list of different teams.

Learners are asked what types of teams they are members of and why being part of that team is important to them and why they enjoy being part of that team. Answers could be sport related, hobbies, groups they belong to.

**Suggested time:** about 2 hours

### **Activities: What is teamworking?**

Tutor to introduce the topic of teamworking and discuss what this means and how it can be useful when completing different tasks and activities both inside and outside of work.

Learners to work collectively to create a word-cloud of different words and terms that they would link to teamworking. This could then be displayed on the classroom wall as a reference point throughout the unit.

Learners to then discuss why teamwork might be important in different situations. Learners to write on post-it notes when they think they might need to work in a team and display these. Tutor to use questioning to ask learners why they feel teamwork is important in each of the situations they have shared.

In small groups, learners could then create a questionnaire to find out whether people prefer to work alone or in teams. Learners could carry out the questionnaire with a range of different people and then combine their results and discuss the findings. Tutor to use questioning to ask why more people prefer to work in a particular way.

Learners could then be split up into two groups, one to focus on teamworking and one to focus on working alone. Learners could rotate around a series of flipcharts demonstrating work-related tasks. Learners to discuss and note down positives of working either in a team or alone. Learners will then compare the outcomes across tasks in discussion.

Learners could then select 'team worker' or 'lone worker' from a pack of tutor created cards. Learners to then undertake the same task either in a team or alone. Learners can then share their experiences and discuss the challenges of working alone/in teams and the benefits.

Learners could finally summarise their learning by creating a poster or leaflet to highlight the importance of teamworking and the advantages of working with other people.

**Suggested time:** about 6 hours

### **Activities: Skills and behaviours for teamwork**

The tutor explains part of working in a team is to use the different strengths of each person giving examples.

Learners are asked what skills are important when working in a Team, discussions should include communication skills, understanding, interpersonal skills, planning. Learners to create a word-wall of the different skills needed for teamwork and put stars next to those which they think are vital.

Learners are asked what behaviours are important when working in a team, discussions should include listening and respecting others point of view, consulting with others. Learners to create a word-wall of the different behaviours needed for teamwork and put stars next to those which they think are vital.

Two short videos are shown one where a task has been completed well by a team and one where a task has not been completed well. The learners discuss the differences in each and why one team achieved and the other did not.

Learners should be encouraged to identify the strengths and experiences they have that will help them in a team thinking about team situations they have been in and how they have helped in team achievements. They should then be asked to identify each other's strengths. Learners display these strengths for later activities.

Learners could complete online questionnaires and assessments to identify their relevant skills and behaviours and use these to create a personal skills and behaviours profile. Learners could also gather feedback from their peers, family, and tutor to help them create a detailed profile which should be displayed in the classroom.

Learners to then be provided with a range of different work-related tasks and activities. Learners to consider each task and then identify which members of the group they feel would be best to form a team and why. Learners should be encouraged to link this to the skills and behaviours that they possess.

**Suggested time:** about 5 hours

**Activities: Team roles**

Learners to be asked to identify some of the key roles within a team based on their experiences and understanding. Learners could identify roles that they have undertaken within a team and consider different teams and different titles of roles within teams.

Learners could then split into small groups and each take one of the roles identified to research. Learners should explore the skills and behaviours that they think are important for each role and present their ideas a team role profile worksheet that the tutor will provide them with. The profiles should be displayed in the classroom for later activities.

Learners should then work in pairs and identify which of their peers' link to each of the roles and where they think they are best suited. Learners to consider each other's thoughts and discuss their decisions as a whole group.

Tutor to introduce the concept of having a leader and the impact that this can have on a group. Learners to work in small groups to identify the advantages and disadvantages of having a leader and present these on flipcharts.

Learners could then take part in tutor-devised practical team activities to demonstrate the need for different roles. The first activity could be completed without a leader, the second without a scribe etc. Learners should then discuss their experiences and what they found challenging in each activity.

**Suggested time:** about 4 hours

**Activities: Setting team ground rules**

The tutor explains to the group that one of the ways of overcoming barriers and reducing problems in teams is to agree on ground rules. Tutor to explain that ground rules are also sometimes called a code of conduct and provide learners with some examples of these.

Learners discuss the advantages of having ground rules and the types of areas that should be included; listening to and valuing others' views and opinions, gaining agreement and consensus, following agreed pathways.

Learners should research, with support, different codes of conduct for teamworking using online platforms, face-to-face research with employers, workplaces and other professionals and other students. Learners should identify similar and consistent rules as well as those that are specific to a given workplace.

Tutor to ask learners to consider what the consequences are of not having team ground rules. Learners to talk about their own experiences where rules have not been in place or where people have not followed the rules.

Learners should then work in teams to negotiate and agree ways of working and draft a code of conduct and ground rules to follow when completing team tasks. Learners should display their agreed team ground rules in the classroom.

Learners asked to produce a team ground rules sheet that they use for the final assessment.

**Suggested time:** about 4 hours

### **Activities: Challenges in teamworking**

Tutor to ask the learners to think about some of the challenges they have experienced in different sessions and activities where teamworking has been difficult. Learners to share their experiences and discuss the impact of these on the success of the team.

Video clips from YouTube could be used to showcase challenges and breakdowns in teamworking. Learners could reflect on the videoclips and discuss how the teams could have performed more successfully.

Tutor to lead a discussion on the importance of communication in helping to overcome challenges in teamworking. Learners to create a list of positive communication that is needed in teamworking and discuss how these could help to solve challenges and help the team be more successful in working together. Learners could take part in tutor-devised activities to demonstrate the dangers of poor communication in teamwork.

Learners could then be provided with a range of different issues that could arise within teamworking situations and work in small groups to highlight how these could be avoided or resolved. Learners could then share their ideas and suggestions in group discussion.

Tutor to ask learners to revisit their teamworking rules and consider whether there needs to be any other points added based on the discussions in the session.

**Suggested time:** about 3 hours

### **Activities: Teamwork preparation**

The learners should be asked what they should do to prepare for conducting a task that requires teamwork including looking at the requirements, thinking about strengths and weakness of the team allocating roles. The tutor to provide learners with a tutor-devised task planning worksheet for them to complete throughout the activity.

Learners to be given a sample team task and asked to review it individually, making notes on the key information and the requirements of the activity.

Learners will then work in small groups to share their points and create a flipchart of the skills and behaviours that are needed to complete the activity before sharing these with the wider group and explaining their thoughts.

Learners should then identify in their small groups what type of roles may be needed (an example task could be given), discussions include leader, note taker, someone to check on timing, someone to find resources/materials.

Learners could then review all the individual class profiles to identify which people they would select to be part of the team that completes the task and why. Tutor to use this opportunity to ask learners about the benefits of selecting a team rather than being given a team.

Learners should then be asked to record what things need to be thought about with allocating roles is the person suitable, do they want to do it (gaining agreement).

**Suggested time:** about 4 hours

#### **Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

#### **Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to explore the importance of teamworking in work-based situations and demonstrate key skills and behaviours by taking part in a team task.

You will be provided with a work-based scenario linked to a sector of your choice. You will review the scenario and outline why teamworking is important to support a positive outcome.

You will then highlight all the key skills and behaviours that are needed for successful teamworking, using your scenario as a prompt.

Finally, you will need to take part in a team task. You will need to demonstrate your own skills and behaviours in teamworking and encourage other members of the team appropriately so that you can successfully complete the activity.

### **Retake**

The learner could be provided with an alternative work-based scenario and undertake an alternative team task.

# **Unit 14: Responding to Customer Needs**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 37

---

## **Unit in brief**

The aim of this unit is for learners to gain an understanding of some of the core customer service skills needed in the workplace.

## **Unit introduction**

Many job roles involve dealing with customers either face to face or remotely, so it is important to understand how to deal with customers in the right way. This unit will introduce you to different types of customers. You will consider customer's differing needs and expectations and explore why it is important to understand those in order to help customers. You will develop some of the key skills and behaviours needed to give good customer service.

In this unit you will explore types of customers, identify customer needs and expectations and consider suitable responses to address those needs and expectations.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Recognise customer needs</p> <p><b>B</b> Respond to customer needs</p>	<ul style="list-style-type: none"> <li>• A table or summary of customer needs in an appropriate format</li> <li>• Filmed or voice recorded exchange, written transcript of a role play scenario or written notes of evidence that was seen and heard</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Customer needs</li> <li>• Meeting customer needs</li> <li>• Dealing with customer service issues</li> </ul>	<ul style="list-style-type: none"> <li>• Customer service</li> <li>• Appropriate interpersonal skills when working with customers</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Work and communicate effectively with others
- Recognise the importance of positive and effective non-verbal communication, e.g. smiling etc.
- Be considerate of other feelings and viewpoints to demonstrate patience and understanding
- Demonstrate skills in dealing with challenges and queries
- Recognise the importance of decision making in customer service

#### **Knowledge**

##### **Customer needs**

- Definition of a customer, e.g. someone who requires goods or a service
- Different types of customers, e.g. internal, external
- Dealing with customers, e.g. face to face. online, telephone
- Common customer needs, e.g. information about products/services, support in selecting products, advice and guidance

##### **Meeting customer needs**

- Core customer service skills and behaviours, e.g. making eye contact, asking relevant questions, active listening, showing empathy etc.
- How a business could meet customer needs, e.g. organisational policy, appropriate staffing
- How an employee can meet customer needs, e.g. being friendly, approachable, helpful, seeking solutions, being knowledgeable etc.

##### **Dealing with customer service issues**

- How to deal with customer service issues, e.g. apologies, offering help, escalation to senior
- Importance of following organisational processes where relevant, e.g. complaints policy, lines of reporting etc.

## **Skills**

### **Customer service**

- Demonstrating product knowledge and awareness
- Use techniques to read and identify customer needs and expectations
- Use patience and persuasion to support customers and provide excellent service

### **Appropriate interpersonal skills when working with customers**

- Use appropriate communication to interact with other individuals, share ideas and give support
- Use appropriate behaviours that demonstrate positivity, commitment and accountability

## Assessment Criteria

<b>Learning aim A: Recognise customer needs</b>
Evidence must include: A list of potential customer needs in a given work-based environment and suggested ways in which each of these needs could be met.
<b>A.P1</b> Identify needs that a customer may have
<b>A.P2</b> Suggest ways in which identified customer needs could be met
<b>Guidance for assessors</b>
<b>For P1</b> Learners will list potential customer needs in a given work-related scenario or job sector
<b>For P2</b> Learners will suggest ways in which identified customer needs could be met by a business, organisation and/or employee
<b>Learning aim B: Respond to customer needs</b>
Evidence must include: A demonstration that the learner can meet some of the needs of a specific customer
<b>B.P3</b> Respond appropriately in order to meet customer needs
<b>Guidance for assessors</b>
<b>For P3</b> In a role play, work-based scenario or real-life work situation, learners must demonstrate that they can meet some identified customer needs. These may be basic expectations, e.g. a friendly demeanour and willingness to help, or a specific stated need, e.g. an answer to a question or advice on a specific product or topic, or where appropriate, a combination of both elements.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor-led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Learners should be asked about the definition of customer service and asked to give examples of what they consider to be good and bad customer service and their experiences.

Learners to create a word-wall of terms, words, themes, and images that link to 'customer service'. Learners could add their own experiences of customers service, add pictures of themselves delivering customer service or add singular words.

Learners could then work in small groups to think about all the different places that they experience customer service and share these with the wider group.

Tutor to display a 'good vs bad' board and to explain to learners that every time throughout the unit that they experience good or bad customer service that they should add a post-it notes to identify where it was and say why it was good/bad. Learners should all add one post-it note to the board to start.

**Suggested time:** about 4 hours

### **Activities: Types of customers**

The tutor discusses with the learners the definition of a customer and asks learners to share their ideas and suggestions using post-it notes. Tutor to provide learners with an accurate definition.

Learners to work in small groups to identify the different ways that you might interact with different customers such as face to face, telephone or online.

Learners look at different customers such as online, telephone and face-to face and discuss the advantages of dealing with each and some of the barriers. They briefly discuss how they to overcome some of the barriers

Tutor to use a series of cards with familiar organisations to identify with learners the 'typical' customer Learners work in pairs to discuss the 'typical' customer of the business and produce a poster profile of the customer and their needs

Tutor to provide learners with an overview of the five different customer characteristics. Learners to then work in small groups to create an information sheet which can be displayed in the classroom based on one of the five characteristics. Learners should think about what that customer may want or expect and create a prompt-sheet for future reference

Learners should then share their experiences of being a customer and consider when they have met each of the five customer characteristics by giving examples. For example, loyal because I shop at the same supermarket, needs based when I am shopping for health products or clothes, wandering when I am out with friends browsing.

**Suggested time:** about 4 hours

### **Activities: What does a customer want?**

Learners are asked about the areas that are important to them when receiving customer service and what do they expect from different types of services. Learners to discuss their thoughts in pairs and share them using post-it notes on flipcharts. Examples of services include;

- a restaurant (drive through/takeaway/sit down),
- a clothes store (online/ face-to face)
- public transport (different points of contact may be face to face or online for instance ticket purchasing)
- the centre itself (remote and face-to face contact)

Learners could then discuss in small groups how their expectations were created – tutor to ask learners if their expectations are based on previous experiences, other people's opinions or promotion and advertising.

Learners reflect on the different expectations/needs that customers may have on the telephone, face to face and online and how these could be met.

Learners create an 'expectation wall' of post-it notes with customer expectations and needs. Learners could then review the wall and identify those that are most and least common and discuss these.

Learners to be shown a series of well-known businesses and asked to share their expectations and needs of each. Businesses could include McDonalds, Under Armour, Nike, Apple, Ford etc but should include a variety of qualities and levels of luxury/pricing.

Tutor to provide learners with an overview of how people form expectations through experience, listening to others, watching media etc. Learners to reflect on the 'good vs. bad' board that they have been adding to, and discuss their expectations of some of the businesses based on what others have said; Tutor to ask learners to consider 'is the expectation accurate and fair when it is based on someone else's opinion not your own?'

Learners should be asked to select an organisation and look at some online reviews for that organisation, looking at positive and negative feedback, they could discuss the different feedback with the tutor emphasising that customers may be given the same experience but how they perceive it may be different as they will have different needs and expectations.

**Suggested time:** about 5 hours

**Activities: First impressions, language and words**

Learners to start the session by watching a couple of customer service scenarios one positive and one negative without sound and ask to comment on the body language and to determine if the customer was happy, being helped and if the customer service operative was helpful, engaging with the customer. They discuss this and then watch again with the sound on.

Learners to discuss what makes a good first impression when they are customers, and what makes a bad first impression. Learners could work together to create a group poster.

Learners to be split into three groups and given flipchart with either face-to-face, telephone or online. Learners should work in a group to identify the ways that first impressions can be positive when interacting with customers using their chosen method. Learners should then rotate around the methods to add their thoughts to all three before discussing as a group.

The tutor to introduce learners to the key points of interactions with customers; Greeting, conversation, questioning and closure. Learners will work in groups to make a checklist of key points that customers may expect at each stage of the process. Examples include:

- Greetings: positive, enthusiastic, and welcoming language, body language and facial expressions that are warm
- Conversation: appropriate language, which is free from swearing, slang or abbreviations, positive body language, enthusiasm, attentive listening
- Questioning: using open and closed questions, being attentive, open body language, demonstrating that you are interested, focus and attention to detail
- Closure: the use of thank you and appreciative statements, positive body language, retained focus on the customer, use of questioning to conclude

Learners could roleplay different behaviours, interactions, and presentations to highlight good and bad first impressions based on their own experiences.

The tutor discusses how words used are also important in interactions to maintain a professional image; learners should be asked the types of phrases customers want to hear including greetings, during interactions and completing the interactions.

The tutor explains that body language can be as important as words in customer service interactions. The learners work in small groups to discuss facial expressions and ask learners to identify positive facial expressions. Learners can then be asked about positive and open body language.

Learners add key words to use when providing customer service to their 'expectation wall' for future reference and justify their points.

**Suggested time:** about 6 hours

### **Activities: Dealing with queries and problems**

The tutor introduces the learners to the problem-solving process in customer service, e.g. identifying the problem by liaising with the customer, establishing the customers' needs, looking at possible solutions within the limits of own authority and organisational procedures, and determining suitable solutions.

Learners are asked what type of queries they might deal with when dealing with customers. It should be explained to them that in any role it is important to develop knowledge about their organisation so they can answer queries but that there will also be support in terms of procedures and other members of staff that they can escalate queries and problems to.

YouTube videos can be used to showcase challenging customers in different workplaces. Learners could reflect on the videos and discuss their thoughts on how the situation could be deescalated or resolved by the staff member.

Learners should then reflect on when they feel they would need to pass on challenging customers, complaints, or queries to other members of staff and justify their reasons in small group discussion.

Guest speakers could be invited to discuss their own experiences of dealing with challenging customers, complaints, and queries and to share their top tips on resolving issues within customer service.

Learners are given some scenarios detailing customer problems and queries which could be face-to-face, online or on the telephone, and asked to identify suitable responses and discuss the reasons why the responses are appropriate in each situation. The points discussed should include limits of authority, escalation, following organisation policies and procedures but also being flexible in approaches.

**Suggested time:** about 5 hours



**Activities: Practicing skills**

Learners will first devise a checklist of the positives of customer service and the behaviours, skills, interactions and language that customer service operatives should be displaying. Learners to complete checklists for peers throughout the activities.

Learners are given scenarios and participate in role plays taking it in turns acting as customers and as customer service providers. Scenarios should be simple and involve positive customer service situations to help them gain confidence; they can be telephone and or face-to face contact. They are asked how they felt about each role and what was important to them.

Other learners to watch role plays and provide constructive feedback on each situation in peer-to-peer review.

Learners could then finally discuss who they feel is the stand out individual for customer service and why.

**Suggested time:** about 4 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to review the different needs of customers and demonstrate your ability to respond to such needs appropriately.

You will need to create a document which could be used to prompt customer service staff on how to manage customer needs. You will need to identify different needs that a customer may have and provide a series of actions that could be taken to meet customer demands.

You will then be provided with a work-based scenario that involves customer service. You will need to review the scenarios and respond appropriately to meet customer needs and expectations.

### **Retake**

The learner could be issued with a different scenario and asked to present their work in an alternative format.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Recognise a work-related problem</p> <p><b>B</b> Contribute to resolving a work-related problem</p>	<ul style="list-style-type: none"> <li>• A written document, digital voice recording, filmed presentation or other evidence that shows the learner has considered the problem and impact</li> <li>• Tutor and/or supervisor observations. Audio, video or photographic evidence</li> <li>• Written or otherwise recorded plan of action.</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Types of workplace challenges</li> <li>• Factors that result in problems</li> <li>• Problem solving skills</li> <li>• Ways to solve problems</li> <li>• Problem-solving process</li> <li>• Importance of solving problems</li> <li>• Own skills and behaviours for problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Reviewing own performance</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Work and communicate effectively with others, listening and appreciating others points of view and opinions
- Recognise the importance of considering a range of options and information when suggesting ideas to solving problems
- Recognise the importance of using teamworking skills to help solve problems and challenges
- Be able to anticipate or predict what might happen in different scenarios

#### **Knowledge**

##### **Types of Work-related challenges**

- Relationships with colleagues, e.g. colleague does not give clear instructions, colleague assumes previous experience or knowledge
- Relationships with customers, e.g. receive incorrect information, customer returns goods that they have damaged, an elderly client has a hearing difficulty
- Using a piece of equipment for the first time, e.g. electrical equipment such as a Hoover, power drill; hand tools, office telephone
- Something goes wrong when using equipment, e.g. paper gets stuck in the photocopier, flour comes out of the bowl when using a food mixer
- Using verbal and written instructions, e.g. putting up climbing apparatus for nursery children, flat-pack furniture, laying out equipment for a leisure class

##### **Factors that result in problems**

- External factors that cause work-related problems, e.g. relationships with colleagues and customers, e.g. lack of instructions, inappropriate or faulty equipment
- Personal factors that cause work-related problems, e.g. own feelings, attitudes, approaches and experiences

##### **Ways to solve problems**

- Problem solving skills, e.g. effective communication, prepared to accept advice from others, working together, be creative
- Problem solving process, e.g. identify main factors, decide course of action, resources needed, ways to check success

- Different options to help solve problems, e.g. do not do anything, get advice from others, access user guides and/or work-place documents; use own experiences from similar problems
- Planning, e.g. what needs to be done, what order should it be done, checks to make sure the problem is solved

### **Importance of solving problems**

- Importance of solving problems; impact on others if problems are left unresolved, e.g. stress, staff morale, motivation; health and safety; loss of equipment; slow process down
- Advantages of solving problems on employees, employers and customers

### **Own skills and behaviours for problem solving**

- Personal skills needed to solve problems, e.g. planning, time management, prioritising tasks, analytical skills, creative thinking, resilience, influencing skills, empathy, digital skills, organisation, self-management
- Personal behaviours needed when problem solving, e.g. being flexible, adapt to change, co-operate with others, negotiate, respectful, appreciative, honesty, reliability, assertive, level-headed

## **Skills**

### **Communication**

- Communication, e.g. listening to information, asking questions to gather information

### **Decision making**

- Decision making skills, e.g. considering advantages and disadvantages, talking ideas through with others, using own experiences and knowledge to make decisions, backing up decisions

### **Problem solving**

- Problem solving skills, e.g. identifying issues, making decisions with the support of others, following through plans, checking results

### **Reviewing own performance**

- Working with others, e.g. listening to suggestions, being prepared to amend ideas, recognising strengths and weaknesses

## Assessment Criteria

<b>Learning aim A: Recognising a work-related problem</b>
Evidence must include: A list or brief outlining of the circumstances in which work-related problems might occur, why they might happen and what the impact of them could be for employees.
<b>A.P1</b> Recognise when and why a work-related problem might occur
<b>A.P2</b> Outline the potential impact of work-related problems
<b>Guidance for assessors</b>
<b>For P1</b> Learners should recognise when and why work-related problems might occur in a given work environment or scenario. This might include (for 'when') times when someone does not do as they have been asked to do, does a poor job, does the wrong thing etc and (for 'why') because some people end up doing more work than others, have to undo a colleague's mistake etc.
<b>For P2</b> Learners should outline the potential impact of work-related problems on employees. This might include annoyance that they might have to do extra work, poor working relationships, not wanting to go to work etc.
<b>Learning aim B: Contribute to resolving a work-related problem</b>
Evidence must include: Suggestions for ways to resolve identified work-related problems and strategies to reduce the likelihood of them happening in the first place/again. Evidence must also include an action plan that could be followed to resolve an identified work-related problem.
<b>B.P3</b> Suggest ways in which the work-related problem could be resolved
<b>B.P4</b> Contribute to an action plan to resolve the work-related problem

### Guidance for assessors

**For P3** Learners will suggest at least 3 different ways in which work-related problems could be avoided and/or resolved. These might include strategies such as: ensuring instructions are clear, fostering an atmosphere which is supportive and encourages people to ask questions, having clear lines of accountability, having appropriate management systems etc.

**For P4** Learners must contribute to the creation of an action plan which could be followed in order to resolve a work-related problem, including steps to take to avoid the problem occurring again in the future. The work-related problem should be devised by the teacher/tutor and be appropriate for the learners. The action plan should be clear, realistic and achievable and can be recorded in any appropriate format.



## Delivery guidance

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

### **Activities: Introduction to unit**

The tutor begins the session by explaining the unit title and the aims of the unit. Learners participate in a small group discuss to explore different types of situations and issues that they have experienced. Examples to come from part-time or voluntary work or situations and issues that have arisen in the class. The group then present their findings to the larger group.

Learners could participate in a range of decision-making activities to help them understand the need for flexibility, co-operation, and adaptability. An example could be for learners to work in small groups to build a structure from different materials that can hold a heavy or delicate object. Following the activity, learners can talk about the skills they needed to succeed with the task and the challenges they faced working with others.

**Suggested time:** about 2 hours

### **Activities: Skills and behaviours**

Learners to be split into two groups, one will explore behaviours needed for problem solving and the other will explore skills needed for problem solving. Learners will rotate half-way through the task to share their thoughts. Learners should then discuss their thoughts and opinions.

Learners could then complete online assessments to highlight their own skills and behaviours for problem solving and compare their outcomes to peer-assessment feedback.

Tutors lead a discussion on the type of skills needed to complete familiar tasks, e.g. going shopping with friends, preparing a snack lunch, finding information for a potential holiday. For each task, learners note the skills that they need to use in order to achieve the results they want, e.g. negotiating, managing information, being creative, suggesting ideas

Learners take part in a number of different simple work-related tasks that require them to work on their own and as part of a small group. For each task, learners use a tutor-devised checklist or a checklist that they have created identifying different skills needed to solve the problem. As they work their way through each task, they identify the skills they use most. At the end of each task, learners discuss what they found easy and what was difficult.

Learners participate in different activities that help them develop skills needed to solve problems. Tutors provide work-related scenarios that learners work through either on their own or in small groups.

**Suggested time:** about 5 hours

### **Activities: Factors that result in problems**

Learners to open the session by sharing some problems that they have experienced and identify the factors that led to the problem by writing them on post-it notes. Learners should be encouraged to think about all aspects of the problem but may require additional prompts from the tutor.

Learners to review all of the post-it notes that have been displayed and separate these into external factors (those which you have no control over) and personal factors (those which relate to your emotions and feelings). Learners to discuss with tutor support the outcomes of the activity and what it shows in terms of factors that cause problems.

Learners watch short video clips of different situations that have resulted in a problem. Examples could be from television soap programmes to highlight relationship and/or communication issues. Learners to complete tutor-devised worksheets to identify the type of problem and how it came about before sharing in group discussion.

Learners could then work in small groups to thought shower all the different factors that could lead to a problem or an issue. Learners could be split into three groups and rotate around the topics of workplace issues, personal issues and friendship/family issues.

A guest speaker could provide learners with an overview of the challenges and issues faced within the workplace that they should be aware of and how they managed to overcome these. Learners can again consider whether the factors that cause the problems were external or personal.

Learners participate in simple work-related problems where they need to identify what factors created the problem. For example, learners identify as many factors as possible that may have caused the fire alarm to sound in the workplace. Possible answers include someone hit the button deliberately, the system is being tested, the system is faulty, someone was smoking under the sensor, there is a fire, and everyone needs to evacuate the building.

**Suggested time:** about 5 hours

### **Activities: Ways to solve problems**

Tutors provide an outline of a problem-solving process. Learners then participate in a range of work-related problems using the process. When they finish the tasks, they share their experiences focusing on what was successful and what they would do differently if faced with a similar problem.

Tutor to open session by asking learners to think about different problems they may face and making suggestions to be explored in the session. The tutor will then talk learners through different methods of problem solving, and different steps that can be taken to resolve issues. Learners to present their own ideas and suggestions.

Learners to split up into pairs and consider key options available to them which will be printed on prompt cards, e.g. do not do anything, seek advice, share ideas with others. Working in pairs, learners then consider a range of potential problems and suggest what they would do. A wider class discussion follows to highlight that often there is more than one way to solve problems. Examples of problems include operational, e.g. equipment not working; relationships with colleagues or customers; following instructions.

Learners could then work together in small groups to solve simple and complex problems. Learners should think about all the different ways that they could solve the problem and try these out to monitor success and effectiveness. Learners should discuss the best methods that they have used in the activity and create prompt notes for future reference.

**Suggested time:** about 6 hours

### **Activities: Benefits of solving problems**

Tutor to discuss the importance and benefits of solving problems in a variety of different situations. Learners to engage in discussion as to the benefits.

Learners to be split into three groups, one will identify employee benefits, one employer benefits and another customer benefits. Learners will work with others to develop a list of potential benefits of solving problems for their chosen group. Learners will then swap and add further comments to create two collective lists.

Youtube videos could be used to highlight problematic situations within different locations. Learners could reflect on the feelings and challenges that the customer and employee are experiencing and suggest how resolving the problem might help and what the outcome could be.

A guest speaker from a work environment could be invited to talk about the value of being able to solve problems effectively in the workplace and to share experiences of the positive and negative outcomes of problem solving in the workplace.

Learners could create a Q&A form and use it to ask different people about problems they have experienced and how they felt once it had been solved. Learners could also ask different people what benefits they feel there has been in solving problems and note these down in preparation for group discussion.

**Suggested time:** about 4 hours

**Activities: What might get in the way of success?**

Learners to work in three groups to rotate around a range of different work-related problems. For each, learners should think about what other issues or problems might crop up that could make things more difficult. Learners to write these on flipchart and share their ideas at the end of the activity.

Tutor to discuss the importance of planning ahead and considering all the problems and challenges that might arise when making decisions. Tutor to ask learners to think about times when they have made decisions and what has made them more challenging, or what has arisen that they didn't plan for, e.g. learning to drive but no instructors having availability, planning to go out for a meal with friends but then one of them cancelling or others wanting to come etc.

Learners to work in small groups to identify examples of easy, medium, and challenging decisions that they have to make in their day to day lives, or decisions that they may make in the future. Learners to share their suggestions in group discussion.

Learners could take part in online decision-making games to experience the potential outcomes from decisions. Learners could then discuss their thoughts and learning post activity.

Learners could finally complete a tutor-devised worksheet that asks them to look at different things that could get in the way of success based on the lesson. Learners could share their ideas and discuss their worksheets in small groups to encourage peer-to-peer sharing and learning.

**Suggested time:** about 3 hours

**Activities: Practical problem solving**

Learners should work in small groups to rotate around a series of different, practical activities that challenge problem solving, communication and team working skills. Activities could include break-out rooms, combination lock activities, blindfold activities.

Learners should consider their strengths and weaknesses in each activity and rate their performance on a tutor-devised worksheet to identify areas of development.

A treasure hunt or scavenger hunt type activity would be beneficial as it would encourage learners to interact with others outside of the learning group.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to recognise and contribute to the resolution of work-related problems in given scenarios.

You will be provided with a work-related situation to discuss with your peers. You will then need to identify when and why work-related problems might occur within the situation considering both current and future reasons and outlining what potential impact they may cause.

You will then need to work in a small group to create an action plan to solve the work-related problem by suggesting different options for resolution and different actions that you could carry out.

You will need to decide how to present your information in an appropriate format for your target audience.

### **Retake**

The learner could be provided with alternative work-related scenarios to review and will suggest different ways to resolve work-related problems.

# **Unit 16: Participate in Work-related Experiences**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 35

---

## **Unit in brief**

The aim of this unit is for learners to experience the work environment to develop work-place skills and behaviours.

## **Unit introduction**

Work experience gives you the chance to find out what work is really like, the preparations you need to make before you begin and ways to review your own performance.

In this unit you will have the opportunity to take part in work-related experiences either in the workplace or in the learning centre. You will have the opportunity to develop the skills and behaviours you need for work. You will need to prepare for work experience to make sure you make the most of your time working with others. This may include knowing who you will be working with, what hours you will be working and what is expected of you. Being able to review what you learned is also an important part of this unit.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Prepare for work experience</p> <p><b>B</b> Reflect on work experience</p>	<ul style="list-style-type: none"> <li>• A summary of actions and considerations needed to prepare for work presented in an appropriate format</li> <li>• Written or otherwise recorded personal reflection on work experience</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Personal preparation for work experience</li> <li>• Expectations</li> <li>• Sources of help and support</li> <li>• Gathering feedback from others</li> <li>• Using learning to set goals</li> </ul>	<ul style="list-style-type: none"> <li>• Use information given to work appropriately in work placement</li> <li>• Interpersonal skills and communication</li> <li>• Work effectively as a member of a team</li> <li>• Listening to and following instructions</li> </ul>



## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Work and communicate effectively with others as a part of a team
- Understand own responsibilities and limitations in the work environment
- Understand the value and potential of learning from more experienced people
- Be able to follow workplace procedures and policies effectively whilst demonstrating appropriate behaviours and skills
- Demonstrate appropriate behaviours and attitudes for the workplace

#### **Knowledge**

##### **Personal preparation for work experience**

- Personal preparation, e.g. planning to ensure on-time arrival, transport, appropriate dress, personal hygiene
- Short term targets to achieve during work experience, e.g. personal targets such as arrive on time, attend every day; workplace targets, e.g. carry out tasks according to instructions
- Key information about work experience, e.g. where they may be placed, tasks they may be asked to do, who they may be working with

##### **Expectations**

- Own expectations about work experiences, e.g. learn new skills, find out about job-related tasks, experience work routines
- Employer expectations, e.g. punctual, reliable, follow health and safety guidelines, respect and interact effectively with colleagues, respect customers and/or clients

##### **Sources of help and support**

- Sources of information, e.g. supervisor, mentor, other colleagues, training guide, instruction manuals, work placement notes
- How and why guidance to follow to complete tasks, e.g. ways to give guidance, who gives guidance
- Importance of listening to and following instructions
- Importance of positive work attitude and behaviours, e.g. positive, motivated, willing to learn, listen to more experienced workers, flexible, cheerful, ask questions to clarify understanding

## **Gathering feedback from others**

- Importance of reflecting on own experience and others' contributions
- How to reflect on work experience, e.g. feedback from others, what did they enjoy/not enjoy, how did work experience influence their future work plans, skills and knowledge gained, what surprised them about the experience, personal learning, e.g. time keeping, interests, talents

## **Using learning to set goals**

- How to use reflection to inform future goals, plans, development etc.
- Short term goals, e.g. practice skills learned, learn a new skill, develop interests as a result of work experience, consider long term plans such as career development

## **Skills**

### **Use information given to work appropriately in a work placement**

- Complete a work induction, e.g. tour, introductions to colleagues, review documentation and agreements, overview of health and safety
- Follow policies, procedures and workplace rules, e.g. health and safety, code of conduct

### **Interpersonal skills and communication**

- Use appropriate communication to interact with other team members, share ideas and give feedback
- Use appropriate behaviours that demonstrate positivity, commitment, and accountability

### **Work effectively as a member of a team**

- Work as a member of a team, e.g. respect other's experience, follow code of conduct, communicating effectively
- Engage with opportunities to learn from more experienced people within teams

### **Listening to and following instructions**

- Listen to and follow instructions, advice, and guidance from more senior employees
- Using appropriate language to ask questions or seek clarification

## Assessment Criteria

<b>Learning aim A: Prepare for work experience</b>
Evidence must include: A list of actions they will need to take in order to arrive at and participate in work experience as required, along with evidence of them undertaking practical tasks from this list.
<b>A.P1</b> List actions needed to prepare self for work experience
<b>A.P2</b> Take steps to prepare for work experience
<b>Guidance for assessors</b>
<b>For P1</b> Learners should list the things they will need to do in order to prepare themselves for undertaking a work experience, these may include logistical things such as finding out where to go, what time to arrive, what to wear etc. As well as research elements such as finding out about the employer, activities etc.
<b>For P2</b> Learners should take practical steps to prepare themselves for work experience, these might include planning their route and deciding what time to leave home in order to arrive on time for example.
<b>Learning aim B: Reflect on work experience</b>
Evidence must include: A simple review of their work experience, outlining positive and negative elements, along with a suggestion of how lessons learnt may be used in the future.
<b>B.P3</b> Outline what went well and what did not go so well on your work experience
<b>B.P4</b> Suggest how you could use your work-based experience in the future
<b>Guidance for assessors</b>
<b>For P3</b> Learners should complete a simple reflection of their work experience, highlighting what they enjoyed most and least, as well as identifying what they think they did well and what they did not do so well.
<b>For P4</b> Learners should suggest ways in which they will use their work experience – what they learnt about the job role and themselves, what they did well and what did not go so well etc. – in the future. This may include discounting or carrying out further research into a particular job role or sector, taking steps to develop weaker areas etc.

## Delivery guidance

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

### **Activities: Introduction to unit**

Tutor will introduce the title of the unit and its aim. Learners are encouraged to consider what they think the unit is about.

Working in small groups, learners discuss what they are looking forward to about work experience and what makes them nervous about it. They then share their outcomes with the wider group.

Where possible, learners who have participated in work experience already could share their experiences with the rest of the group.

**Suggested time:** about 2 hours

### **Activities: Personal expectations**

Following a class discussion on placement expectations, learners make a list of their own expectations of a work placement. They could then keep this list to refer to when they complete their placement. Tutors provide a list of suggested topics that learners could refer to.

**Suggested time:** about 1 hour

### **Activities: Linking own skills and interests to placements**

Learners could complete online skills analysis tools and gather information from different sources including tutors, friends, and family to help identify their skills and interests. Learners could alternatively access the National Careers Service skills health check to identify potential sector recommendations.

Learners should then discuss their interests and aspirations and identify how these may link to specific work experience placements and sectors of work. Learners could work together to map each other's interests to different sectors in a mind-map or flipchart document.

Guest speaking employers from different sectors would be beneficial in allowing learners to ask questions and ascertain the skills and behaviours needed to work in different sectors.

Learners could finally identify the types of work experience they would like to undertake.

**Suggested time:** about 2 hours

**Activities: Gathering information about the work experience**

Working in small groups, learners identify what they will need to know about the placement before they start. They present the information to the wider group and compile a single list of information to use as a preparation checklist.

Work experience supervisors may be invited to talk with the group highlighting preparations they feel the learners should make before starting their work experience. Learners could also talk with peers who have already spent time in a work placement.

Learners will research different businesses in their local area, e.g. hospitality, retail, leisure, health and care, construction and create a group display of the different options in different sectors. Learners will then highlight their own chosen work experience placement with support from work experience supervisors.

Learners should then research their work experience placement to gather information about the business which could help them whilst on placement. Learners could complete a given table to identify key information on the location, working hours, type of business, tasks they might complete etc. Learners could then share their findings with others.

**Suggested time:** about 3 hours

**Activities: Personal preparation**

Learners work on their own or as part of a small group to create a checklist that identifies key information that they will need to know before their first day on work experience. Topics include how to get there, working hours, dress code etc.

Tutors provide a list of tasks that learners would carry out to prepare for their work experience. Learners put them into order of priority. The class then discuss their suggestions and reasons for placing them in that order.

Tutor to provide learners with a series of images showing inappropriately dressed workers, e.g. a person wearing dangling earrings, high heels, sleeves with long fringes and standing in a professional kitchen. Learners discuss why the dress is inappropriate and they consider the impression it gives to the supervisor or employer. Learners should then identify in a checklist what clothing they would wear for their work placement.

Working in small groups, learners discuss what is meant by 'first impressions' and then go on to consider how they make positive impressions on the first day at their placement.

YouTube clips of people on their first day of work may be used to start discussions about first impressions. Learners will identify how they plan on making a good impression and what they could prepare and complete in advance to help with first impressions.

Learners should then consider their worries and anxieties linked to attending work experience and discuss these as a group to find common themes and collectively find solutions and answers.

Learners could then be provided with a case study about someone preparing for their first day in a new job. Learners to work in pairs or small groups to discuss the case study and identify steps that the individual should take in organising and preparing for work and actions that they could take to manage their anxieties and worries. Learners to share their thoughts.

Where possible, it would be beneficial for learners to be able to walk through their journey or practice their journey to and from work experience with others in order to identify potential issues or problems and discuss these as a group prior to placement.

**Suggested time:** about 4 hours

### **Activities: Employer expectations**

Workplace supervisors and/or employers may be invited to share their expectations with the group. This include arriving on time, letting them know if they cannot attend etc. Before the speaker arrives, learners discuss possible questions to ask and how they are going to record the employer's responses.

Learners take part in a 'consequences' activity. Working in small groups, learners consider a number of different statements devised by the tutor identifying the potential consequences, e.g. A learner does not let the work placement know that they cannot attend that day. The learner has arranged a dental appointment in the middle of the working day. The learner takes a forty-minute break when they are only allocated ten minutes.

Working in small groups, learners identify the type of tasks and/or activities they may be asked to do. This is carried out according to work sectors. Responses may be shared, and a discussion could centre around realistic tasks and working within their own limitations.

**Suggested time:** about 2 hours

### **Activities: Responsibilities on work experience**

Time should be spent raising learners' awareness to their responsibilities and that of their employers and/or supervisors during their work placement. Work experience coaches should be invited to meet learners and offer advice and guidance on the work experience process, what to expect and that they should expect from the employer.

Learners could work in small groups to discuss their own responsibilities and what they think the employer will expect of them. Learners could then share these ideas and suggestions to the wider group.

Tutor to provide a list of appropriate attitudes and behaviours for learners to refer to when watching short YouTube clips of employees participating in a task. They identify both appropriate and inappropriate attitudes and behaviours and discuss their findings.

Tutor to lead a discussion on the possible consequences of inappropriate attitudes and behaviours.

Learners to think about different places and sources of information, help, support or advice when they are on placement. Learners will work in small groups to thought shower different sources and present these to the group as part of a wider group discussion.

Tutors provide information to learners on who they should go to for help and advice when they are on placement. Learners complete a tutor-devised worksheet asking them to map sources of help and advice with potential problems.

Learners could then participate in a practical workshop that gives them experience of different generic tasks they may be asked to carry out in the workplace. Examples include taking orders for refreshments, receiving payment, and then fulfilling the order accurately. Other tasks may include checking stock against a list, identify where there are gaps and place an order to fill those gaps; using different functions of a photocopier, with confidence; placing out equipment safely in a gym according to the needs of the class etc.

Learners to engage in an interactive quiz providing short scenarios as well as true/false questions to assess learning and understanding. Questions should relate to 'what should they do if they are late for work?' or 'who could you go to for help and support in this situation?'

It would be beneficial for employers or work coaches to deliver a short presentation on the responsibilities of learners on work experience to affirm understanding.

**Suggested time:** about 4 hours

### **Activities: Dealing with problems at work**

Tutor to provide learners with an overview on different problems that might arise on work experience using examples. Learners should share their own worries about potential problems and issues as part of the discussion.

Learners to identify and rank problems based on their confidence in dealing with them. Learners will then display these around the room on post-it notes and will review other problems to offer solutions and discuss possible ways of getting help and support to resolve the issue.

Learners given a range of situations that may arise in the workplace. Working in small groups, they consider the consequences for their boss, for other colleagues and for themselves. They also provide suggestions of how they have resolved the issue. Scenarios may include forgetting to pass on an important message to their boss as they worker was keen to catch the early bus; a worker pretends to be ill, does not go to work but is seen by his supervisor in the local coffee shop.

Finally, learners could be provided with tutor devised scenarios with given workplace problems. Learners to work in small groups to discuss how the problem could be solved and agree whether the problem is at the placement or something external. Learners should also suggest where to find support and help. Learners to peer review each other's' suggestions.

**Suggested time:** about 2 hours

**Activities: Recording skills and knowledge gained**

Learners to work in pairs and thought-shower different ways to record their learning, e.g. taking photographs, audio recording, taking part in quizzes or tests, completing a task on their own.

Tutors could share previous work experience logbooks and evidence generated by other learners as a way of encouraging learners to identify the most effective methods and make decisions on the best way forward.

Learners to work together to discuss which methods of recording their skills and achievements is best and why. Learners to share their views in group discussion.

Learners should then use this information to help them identify ways to record the skills and knowledge they have gained from work experience and set short-term goals with support from work coaches.

Learners could then complete a skills audit of the necessary skills for their chosen job role and placement and score themselves based on their ability prior to placement and review this after they have completed their work placement.

**Suggested time:** about 2 hours

**Activities: Gathering feedback from others to help set short term goals**

Tutor to provide learners with an overview of the importance of gathering feedback and responding to feedback from others. Learners should identify different reasons why they would want to get feedback from others and share examples of when they have received feedback from others.

Learners could then work in pairs to identify different places that they could gather feedback about specific topics. Learners should then create a list of different sources of feedback based on the topic and share with the rest of the group in discussion. Topics should include feedback on products/services and feedback on performance as a minimum.



Learners will then create a reference card of places and people to seek feedback from whilst on work experience.

The tutor will introduce types of feedback learners may receive from other people. Suggestions may include supervisor discussions, recommendations from colleagues, aural or written evidence etc.

YouTube videos could be used to show people receiving feedback. Learners should reflect on the videos and discuss positive and negative ways of giving and responding to feedback based on the clips shown.

Finally, learners should work in small groups to discuss how they would manage and deal with negative feedback and who they could approach if they have issues or challenges at work.

**Suggested time:** about 3 hours

### **Activities: Ways to review own performance and setting goals**

Tutor to provide learners with an overview of the importance of setting goals for the future and remind learners about the need to set realistic and achievable goals. Learners could share some examples of goals that they have set for themselves previously.

Learners should then work in pairs to create two examples of SMART goals for their personal development. Learners should display their goals and peer-review each other's to identify whether or not they are achievable and realistic.

Learners could then display three individual objectives for personal development or work experience around the classroom. Learners could rotate around the objectives and make suggestions using post-it notes as to how the individual could achieve their objective and what evidence they could gather to prove they have improved.

Working in small groups, learners complete a range of different work-related tasks. When they finish, learners will complete a tutor devised checklist with defined headings; feedback from others, what did they enjoy/not enjoy, how did work experience skills and knowledge gained, what surprised them about the experience. The group could then share their answers with each other to find out if they all felt the same way about the task or where there were differences.

Using their experience in the previous activity, learners will consider the objectives that they would set themselves in order to improve their weaknesses and discuss these with peers.

Learners will then engage in small group discussions about how they can use their work experience placement to review their own performance, gather feedback and set goals for themselves. Learners could then create a reference sheet to help them in the future.

**Suggested time:** about 3 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to gather and present information about your preparations for work experience and reflect on your performance when you finish your work experience.

You will need to explore your work experience placement information with support and set actions you need to complete to prepare for it

You will then need to record tasks and activities that you participate in during your work experience placement and gather photographs to support your work

You will finally review your own performance and highlight what went well and what did not go so well on work experience to suggest how the experience could be used in the future

You will need to decide how to present your information in an appropriate format for your target audience.

### **Retake**

The learner could demonstrate preparation and participation in a work placement using different examples and reflecting on different strengths and weaknesses.

# **Unit 17: Being Environmentally Aware in the Workplace**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 38

---

## **Unit in brief**

The aim of this unit is for learners to be introduced to the concept of sustainability, how it helps our environment and its importance in the workplace.

## **Unit introduction**

Our world is changing. Leading scientists report that the way we live is damaging the environment. We are using Earth's resources faster than they can be replenished and the world's population continues to grow. Some animals and plants are disappearing as their habitats are being destroyed. To protect the Earth's resources, and to reduce the effects of global warming, the concept of sustainability was created.

This unit will help you to understand what is meant by being environmentally friendly and consider how workplaces can work in more environmentally friendly ways.

In this unit you will develop knowledge and understanding of different practices that support a more sustainable workplace. You will identify ways in which you can improve your own sustainability, especially at work. Working with others, you will consider ways in which you could act in an environmentally friendly way in a work situation.

## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Consider factors surrounding environmental awareness in the workplace</p> <p><b>B</b> Support environmental awareness in the workplace</p>	<ul style="list-style-type: none"> <li>• A written document, digital voice recording, filmed presentation or other evidence that captures the learner’s awareness of the issues</li> <li>• Tutor and/or supervisor observations. Audio, video or photographic evidence that show the learner meeting the practical criteria</li> </ul>

## Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• The environment and challenges</li> <li>• Improving own sustainability</li> <li>• Sustainability at work</li> <li>• Raising own awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Planning for self-improvement</li> <li>• Communication skills</li> <li>• Encouraging others to be more environmentally friendly in the workplace</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Recognise and respect other people's opinions and skills when working as a group
- Share information with others in appropriate ways
- Work with given resources in identifying, managing, and presenting sources of information
- Consider ways in which they can change their lives to be more sustainable

### **Knowledge**

#### **The environment and challenges**

- What is meant by 'the environment'
- The importance of respecting and preserving our environment
- Local and national organisations committed to sustainability and preserving the environment
- Environmental challenges such as climate change, flooding, water scarcity, pollution, deforestation, global warming
- Global sustainability initiatives, agreements and protocols

#### **Improving own sustainability**

- Personal contributions to help tackle environmental issues at work, e.g. switching off lights, recycling, saving water, not littering, using sustainable transport – cycling, public transport
- Initiatives to improve our own sustainability such as 'the 4Rs': Reduce, Reuse, Recycle, Recover

#### **Sustainability at work**

- Reasons why workplaces may or may not support environmentally friendly working practices
- Strategies and initiatives that workplaces could use to be more environmentally friendly
- Strategies that might persuade workplaces to adopt more environmentally friendly working practices

#### **Raising own awareness**

- How to raise awareness of sustainability, e.g. speakers, campaigns and information

## **Skills**

### **Self-reflection**

- Self-reflection, e.g., Considering own lifestyle and its impact on the environment

### **Planning for self-improvement**

- Planning for self-improvement, e.g., identifying realistic goals, timescales, overcoming potential barriers, other restrictions

### **Communication skills**

- Communication, e.g., explaining own point of view, listening, asking and answering questions, presenting information

### **Encouraging others to be more environmentally friendly in the workplace**

- Persuade others of the need to be more environmentally friendly in the workplace
- Contribute to environmentally friendly working practices

## Assessment Criteria

<p><b>Learning aim A: Consider factors surrounding environmental awareness in the workplace</b></p> <p>Evidence must include:</p> <p>A list of environmental issues which are a concern at global, national and/or local level and an outline of the factors which might impact a workplace's efforts to be environmentally friendly.</p>
<p><b>A.P1</b> Identify current environmental concerns</p>
<p><b>A.P2</b> Outline issues that might impact being environmentally friendly in the workplace</p>
<p><b>Guidance for assessors</b></p>
<p><b>For P1</b> Learners must list environmental issues which are currently of concern at a global, national and/or local level. These might include pollution, single use plastics, global warming, deforestation, littering, energy use etc.</p>
<p><b>For P2</b> Learners must outline issues which might affect how environmentally friendly workplaces are. These might include awareness, cost, motivation/inclination, effectiveness, ease etc.</p>
<p><b>Learning aim B: Support environmental awareness in the workplace</b></p> <p>Evidence must include:</p> <p>A list of ways in which employees and employers could be more environmentally friendly in a given workplace and evidence of their practical contribution to sustainable practices in a real or simulated workplace.</p>
<p><b>B.P3</b> Identify ways in which employers and employees can be more environmentally friendly in a given work-based scenario</p>
<p><b>B.P4</b> Contribute to environmentally friendly practices in the workplace</p>



### Guidance for assessors

**For P3** Learners must list specific ways in which employers and employees could be more environmentally friendly in a given workplace or scenario. This might include individual actions, e.g. turning off lights, not printing documents etc and/or organisational actions, e.g. using recycled paper, installing recycling bins etc.

**For P4** Learners must demonstrate that they can contribute to environmentally friendly practices in a workplace. This might include creating a poster to raise awareness or share information with colleagues, writing an email or letter to managers suggesting ways in which the company could be more environmentally aware/friendly, ensuring they take action personally to behave in environmentally friendly ways in the workplace or similar.

## Delivery guidance

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

### **Activities: Introduction to the unit**

Tutor led activity to introduce the requirements of the unit including purpose, ways of working, expected personal learning outcomes and assessment methods.

Tutor led activity exploring some of the vocabulary and terminology of the unit. Tutors can prepare cards with the terminology on them and ask learners to match the definition. Or tutors ask learners to research the terms and feedback their own definitions.

For example: 'being greener', sustainable, renewable/non-renewable resources, fossil fuels, global, local, Fairtrade, landfill, climate, developing, environment, carbon footprint, ethical, production, ecological, consumers, etc.

**Suggested time:** about 1 hour

### **Activity: The environment**

Tutor led introduction. What do we mean by the environment? Learners should work in a group and create a list of everything that we would consider as 'the environment'.

YouTube clips could introduce the topic of the environment and the issues affecting it. This may be recent news bulletins, short clips from nature programmes or information videos from environmental groups.

In small groups learners word shower lists of problems that they have heard are affecting the environment and share these with others in the group as part of a group discussion.

In small groups learners should then create a mind-map of problems that they know are affecting the environment and talk about whether they are affecting the whole world or whether they are only affecting areas.

Tutors prepare resources and ask learners, in small groups, to choose an area to research. Suggested areas can be climate change, flooding, pollution, forest clearing, deforestation, global warming, plastic pollution, wildlife populations, water shortages and over-population.

Working in small groups learners can research, from given sources, ways that people and organisations in this country are trying to protect the environment from further damage. Learners present the information, in an appropriate format to the group, with support.

The tutor can then show learners different global initiatives and groups that are campaigning for a better environment and better use of the environment around the globe – learners could be shown logos to see which ones they are familiar with and recognise before discussion about each one and its impact and focus.

**Suggested time:** about 5 hours

### **Activities: What do we mean by sustainability?**

Tutor asks learners if they have heard of the term 'sustainability'. Learners to create a word-wall with terms and words that link to the key word. Learners could use post-it notes to display their added words, or alternatively online platforms could be used to collect responses.

Tutor gives a definition of sustainability. For example: "Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs." (The Brundtland Report 1987). The tutor also presents other definitions of sustainability.

Tutor to provide learners with a list of different 'needs' that we have as people. Learners to rank them in order of the need with the least impact on sustainability to the one with the most impact. Learners to talk about the outcome of the activity.

Learners take part in a group activity to create a visual representation entitled 'sustainability and me'. Learners should be supported to contribute their views on sustainability.

Learners could then take part in an interactive quiz showing whether companies that they are familiar with are committed to sustainability. Learners could then discuss their thoughts and feelings on the outcome of the quiz.

**Suggested time:** about 4 hours

### **Activities: Why is sustainability important?**

Learners to be provided with a variety of topics such as household waste, water consumption, waste food, food production, single use plastics etc. Learners to then be asked to individually guess the number associated with the topic. Learners to discuss their thoughts and opinions following the activity.

Tutor shows videos about the impact of global warming on the environment.

Tutor led activity presenting information about the impact of global warming, (melting ice, rising sea levels, local flooding, climate change, loss of biodiversity, loss of agriculture, famine).

In small groups learners chose one of these areas, from the information presented, and present 5 facts about it. Learners should then present their findings to each other.

Learners could research and watch videos from famous speakers who champion sustainability. Following the videos learners could discuss the key points raised and talk about any new issues or problems that have been identified because of issues with global warming or poor sustainability.

Tutor presents information about concepts that support sustainability in the world. For example, energy reduction in home and at work, sustainable transport, alternative energy sources (wave, wind, solar), recycling etc. In small groups learners, using the information provided, research one area of sustainability and produce a poster or leaflet about it.

Learners to work independently to complete checklists to show how they depend on the environment. This could include checklists showing air to breath, water to drink, food production, plant life, housing etc. Tutor to then ask learners to think about what would happen if one of those was taken away.

**Suggested time:** about 5 hours

Activities: The 4Rs of Sustainability

The tutor introduces the concept of the 4Rs (or 6Rs): (Rethink, Refuse,) Reduce, Reuse, Recycle, Repair. They are all useful terms to explore reducing the impact of technology on people and the environment. Learners could work in pairs and select one of the terms and create a short fact-sheet about ways that we could reduce, reuse, recycle or repair and give some examples.

The tutor asks learners to look at each of these areas and suggest ways in which homes and workplaces can implement them. Ask learners to word shower first and then provide with suggestions if they are struggling. Ask learners to devise a poster or short leaflet to inform others about one area of the 4Rs.

Reduce: avoid use of single use plastics, cuts and cutlery, avoid wasting paper, do not print off documents if they can be read on a computer, avoid letters, documents etc when emails could suffice

Reuse: Refillable ink cartridges, reuse office furniture or donate to charities, reusable packing materials, reuse folders etc

Recycle: Toner cartridges, cans, bottles, plastics, paper etc

Repair: Various community groups, charities, individuals specialise in repairing items.

After the activities tutor composes a group word shower to check understanding and learning. Ask learners to mention as many small ways that homes or workplaces can be more sustainable. If learners are struggling tutors can suggest some of the following: filtered water, using paper towels, reduce/eliminate plastic waste and use, upgrade/repair equipment, utilise free resources, reduce use of products with chemicals, reduce paper use/paperless office, recycle ink cartridges, add plants, compost food waste, bulk buying, water efficiency, carpooling/car free days.

Learners could create a short survey to carry out with a selection of different people to identify the different ways that they recycle, reduce, reuse and repair. Learners should gather their findings and share their results with the group.

Learners could be provided with a range of cards with different items/products. Learners to work in pairs to sort the cards and identify what can be recycled, what could be reused, what could be repaired. Learners to talk about the number of products/items that would be sent to waste – is this more or less than they thought?

Tutor to ask learners to think about the question 'can we live with no waste at all'. Learners to be supported to create their own points for discuss and share these within a wider whole class debate.

Where possible, learners would also benefit from accessing other workplaces to identify steps taken towards sustainability or engage with guest speakers.

Learners could then walk around their local area, learning space or access local council websites to explore the different ways that the 4Rs are promoted. Learners could then think about and discuss ways that it could be improved so that their local area was more sustainable and environmentally friendly.

Learners should finally collate their learning to work in small groups to create some 4Rs in the workplace cards as reference points, each card showing one way that the 4Rs could be used in the workplace.

**Suggested time:** about 6 hours

### **Activities: Looking at our own sustainability**

Learners to be provided with cards that have different activities, e.g. flying on a plane for holiday, using refillable water bottles, driving to work, recycling plastics, growing own vegetables, shopping locally, leaving the TV on standby, using electricity from coal power stations, using bags for life, using electricity form wind farms etc. Learners should then order their cards depending on how sustainable the activity is.

In pairs or small groups learners list the ways in which their lives are, and are not, sustainable. Tutors give the learners specific headings and ask them to think about: what they eat, how they travel, where they shop, electronics they use, their energy use, where their clothes come from, their recycling habits, littering etc. Present the lists to others in a group and compare and share ideas.

Learners could then complete an online sustainability quiz to see how they score based on their own activities and opinions/feelings. Learners could share their findings with others and the group could be ranked in a line from most sustainable to least.

Finally, learners could create a simple document for display that shows different ways that people can be more sustainable, e.g. walking rather than driving, recycling clothes or reusing them to reduce waste, having a compost heap for food waste.

**Suggested time:** about 4 hours

### **Activities: Guest Speakers and Visits**

The use of a guest speakers from local environmental organisations would position the relevance of sustainability, help identify the issues that are of concern and establish the reasons why we need sustainability in our lives today. Learners should prepare questions about sustainability.

Some local authorities have Waste Education Teams, or similar, who are willing to visit centres to give presentations regarding sustainability issues and may provide other resources.

Visits. Teacher led activities to explore a range of different local sustainability learning opportunities. This includes: a recycling centre, a local park, local woodland area, local gardens. These can be short visits to explore how these environments promote sustainability. Learners record the visits to use for discussion and thinking about their assessments.

**Suggested time:** about 3 hours

### **Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

### **Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Tasks**

Your task is to explore a range of different problems and issues that are affecting the environment and demonstrate your ability to work with others to be more environmentally friendly in the workplace.

You will need to research different environmental problems and concerns to produce information for a display that identifies current issues in the workplace.

You will then need to think about what might stop people being environmentally friendly in the workplace and take part in a group discussion to debate your thoughts.

You will finally be given a short work-based scenario to read. You will need to create an information sheet for employers and employees to identify ways that they can be more environmentally friendly within the given scenario.

### **Retake**

The learner could explore different problems affecting the environment, create alternative documents and be provided with a different work-based scenario.

# **Unit 18: Taking Part in an Enterprise Activity**

**Level:** Entry 3

**Guided learning hours:** 35

**Total unit time:** 40

---

## **Unit in brief**

This unit introduces learners to enterprise and being an entrepreneur by taking part in a relevant activity.

## **Unit introduction**

Enterprise is another word for a for-profit business or company. The definition of an enterprise is a project, a willingness to take on a new project, an undertaking or business venture.

In this unit you will take part in an enterprise activity, with others. With your tutor you will suggest activities and decide on a product or service to sell in order to raise money for a specific purpose. You will consider potential customers of your enterprise activity and ways of promoting what you have to offer. You will also investigate the costs involved in producing the product or service, to maximise profits.

You will be required to put your enterprise activity ideas into action as you demonstrate selling a product or service. You will gain an understanding of the importance of keeping an accurate account of the enterprise activity.



## Unit summary

Learning aim	Summary of suggested assessment evidence
<p><b>A</b> Know what it means to be enterprising</p> <p><b>B</b> Take part in an enterprise activity</p>	<ul style="list-style-type: none"> <li>• A profile of an entrepreneur presented in an appropriate format</li> <li>• Tutor and/or supervisor observations. Audio, video or photographic evidence</li> <li>• Written or otherwise recorded outline of the skills and behaviours used during the planning and delivery of the enterprise activity</li> </ul>

### Key teaching and learning areas

Key teaching areas include:	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• Understanding 'enterprise' and people who have succeeded in that arena</li> <li>• Key skills and behaviours needed for enterprise activities</li> <li>• Planning and being part of an enterprise activity</li> <li>• How to reflect on the enterprise activity</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Interpersonal skills and communication</li> <li>• Enterprise skills</li> </ul>

## **Unit content**

### **Approach (how the learner should approach this unit)**

#### **Learners will need to:**

- Work and communicate effectively with others
- Take responsibility for own actions and set tasks
- Be able to demonstrate confidence in sharing own ideas and opinions and in making mistakes and admitting defeat
- Recognise the importance of working as a team to achieve a common goal successfully

#### **Knowledge**

##### **Understanding 'enterprise' and people who have succeeded in that arena**

- What is meant by 'enterprise' and being an entrepreneur
- Famous entrepreneurs and the journey they have taken to achieve success

##### **Key skills and behaviours needed for enterprise activities**

- Key skills needed for enterprise activities, e.g. communication, organisation, motivation, inter-personal skills, negotiating etc.
- Key behaviours needed for enterprise activities, e.g. vision, drive, determination, risk tolerance etc.
- How and why identified skills and behaviours support successful enterprise

##### **Planning and being part of an enterprise activity**

- Steps required to plan an enterprise activity
- Roles and associated responsibilities when planning and undertaking an enterprise activity
- Teamworking skills needed for successful enterprise activities, e.g. cooperation, compromise, active listening etc.
- Ways to manage finances and record profit and loss when running an enterprise activity
- How to advertise an enterprise activity
- Strategies to involve others (users, customers, other stakeholders etc.) in the enterprise activity

### **How to reflect on the enterprise activity**

- How to reflect on the enterprise activity, e.g. self-review, peer review, participant feedback, data and statistics etc.
- Why reflection is important, e.g. to highlight success and failure, for future learning and development etc.

### **Skills**

#### **Research**

- Researching successful entrepreneurs and their stories
- Researching potential enterprise activities

#### **Interpersonal skills and communication**

- Use appropriate communication to interact with other individuals, share ideas and give support
- Communication skills explaining own point of view, listening, asking and answering questions, presenting information
- Use appropriate behaviours that demonstrate cooperation, understanding, compromise, dedication, commitment, and honesty

#### **Enterprise skills**

- Use innovation and creativity to generate ideas and suggestions
- Prioritise tasks and activities to aid in the delivery of a successful enterprise activity
- Use appropriate team working skills to support other individuals

## Assessment Criteria

<b>Learning aim A: Know what it means to be enterprising</b>
Evidence must include: Identification of a successful entrepreneur and their main achievements, along with a list of the key skills and behaviours needed to be successful in enterprise activities.
<b>A.P1</b> Identify a successful entrepreneur and their achievements
<b>A.P2</b> List skills and behaviours that support enterprise activities
<b>Guidance for assessors</b>
<b>For P1</b> Learners must select a person they consider to be a successful entrepreneur, identifying them and their key achievements in business
<b>For P2</b> Learners must list the skills and behaviours that they feel are important for enterprise activities, using their identified entrepreneur to help illustrate their answer
<b>Learning aim B: Take part in an enterprise activity</b>
Evidence must include: Demonstration of the learner's contribution to the planning and delivery of an enterprise activity, and an outlining of their skills and behaviours, including how these impacted the activity.
<b>B.P3</b> Contribute to the planning and delivery of an enterprise activity
<b>B.P4</b> Outline own skills and behaviours that benefited the enterprise activity
<b>Guidance for assessors</b>
<b>For P3</b> Learners must work as part of a group to contribute to the planning and delivery of an enterprise activity. This may be an enterprise activity pre-determined by the teacher/tutor or devised by the learners. The learner must undertake at least 1 role, along with its associated responsibilities, to support the planning and delivery of the activity.
<b>For P4</b> Learners must outline the skills and behaviours they feel they used and displayed during the planning and delivery of the enterprise activity, including the way/s in which these personal skills and behaviours benefitted the group, the process and the outcome of the activity.

## Delivery guidance

### **Activities: Introduction to unit**

The tutor explains the title and aim of the unit and provide the learners with a brief but general overview of the unit. Tutor explains what is meant by 'enterprise' with examples of local enterprises.

Tutors prepare an activity that asks learners to match words or phrases relevant to enterprise, to the correct definitions. This should include words such as: enterprise, self-employed, entrepreneur, start-up, economy, profit etc.

The tutor then checks for accuracy and explain what each of the words or phrases mean and how they are relevant to the unit.

In small groups learners to create a word-wall of words that they relate to enterprise which can include examples of entrepreneurs, businesses, television programmes, definitions etc.

**Suggested time:** about 2 hours

### **Activities: Exploring enterprise?**

Learners to work in small groups to discuss the reasons that they would consider going into self-employment and enterprise. Learners could then write these onto a flipchart to share with the rest of the group.

Learners could then create a table with two sections: advantages and disadvantages. Learners to work in small groups to write all the advantages of being self-employed in one column and then consider/discuss the potential disadvantages.

An entrepreneur could be invited in to talk to the group about their journey into being self-employed and running an enterprise. They could share their experiences and provide learners with an overview of the benefits and challenges.

**Suggested time:** about 2 hours

### **Activities: What makes an entrepreneur**

Guest speakers would be beneficial in allowing learners to ask direct questions as to what they feel makes them unique and what skills/behaviours that they have which have made them an entrepreneur.

Learners to then work in pairs to select an entrepreneur from a given list and research them to create a list of key facts about the individual and their successes. Learners should then consider what skills and behaviours the entrepreneur has and use these to start to create a simple person specification for an entrepreneur.

Learners could then compare themselves to their selected entrepreneur to identify areas of similarity and areas where they need further development and improvement.

**Suggested time:** about 3 hours

### **Activities: Matching skills and interests**

Learners to take part in a group discussion to identify the difference between skills, and behaviours. Learners could begin by working in pairs and then sharing their answers with the larger group. Learners could then collate the information on a chart to refer to during the delivery of the unit. If needed the tutor could prompt learners with examples.

In small group discussions learners match what skills and behaviours in personal life are transferable to enterprise and self-employment: good listener would be useful for researching customer needs and wants, motivational skills would help motivate and encourage staff or encourage customers to buy, positive behaviours would be helpful during challenges etc.

Learners discuss, in small groups their interests and what they enjoy doing. They could make a list of those interests and put them into order of priority, e.g., what they enjoy doing most and what they are not so keen on. Learners should share their ideas with others.

Using a selection of the interests in the group, the tutor could display flipchart pages with each interest around the classroom. Learners could then rotate around the flipcharts to identify how these interests could be used in entrepreneurial activities, as potential business ideas, or how they could help them develop skills and behaviours for enterprise.

Speakers from different self-employed or small businesses can be invited to talk about their jobs and the skills that they need to be able to do it successfully and also how they turned their interests into enterprise.

They then do the same with their skills. Tutors prepare a list of skills for different jobs on cards. In small groups learners could pick ones they believe are true of them: effective communication skills, IT skills, creative, gaming/programming skills etc.

Using a selection of the skills in the group, the tutor could display flipchart pages with each skill around the classroom. Learners could then rotate around the flipcharts to identify how these skills could be used in entrepreneurial activities.

**Suggested time:** 4 hours

### **Activities: Researching enterprise activities**

In small groups learners make a list of enterprise activities that they have taken part in the past. Either as part of scouts/guides/primary or secondary school/college for education or with friends or families. It would probably have been small activities such as selling sweets/car washes or cake sales for charity or for school activities.

Tutor asks what the process was for these activities and prompt learners if needed: where did the idea come from? What roles did people take? How much was raised and who was responsible for looking after the money? etc

Tutor produces a checklist for the process, or steps needed in an enterprise activity from the start to the finish.

Learners are asked to think about the role they or others had and to identify any skills they may have used on any of these activities. For example, negotiation skills, communication skills, research skills etc.

Learners to then work in small groups to identify a range of different enterprise activities based on their preferences, interests, hobbies and experiences. Learners should then review the ideas and decide which ones are useful to carry forward.

Tutor to introduce the concept of market research. Learners could then work in groups to create market research surveys to establish the needs, wants and requirements of potential customers to help develop their product or service.

Learners could then review their finding and discuss next steps.

Video clips could be used to highlight the different steps and different activities/roles that need to be considered when setting up an enterprise. Learners could review the videos and then develop their own checklist to include where will it happen, market research, matching skills and interest and market need, keeping financial records, paying taxes on any money earned health and safety considerations, etc

Learners could then work in small groups to identify a range of different potential enterprise activities that they could take part in for practical experience.

**Suggested time:** about 4 hours

### **Activities: What makes an enterprise successful?**

Tutors stimulate group discussion as to what is required for an enterprise activity or small business to be successful. Through the discussion, ideas also be generated regarding different types of products and services and how they could be provided.

Learners could work together to generate a list of potential success factors that would help to identify whether something had been successful. Tutor prompts include reaching a set number of sales, being profitable, getting good feedback etc.

From the previous activity, learners could then create success factors for their own enterprise activities and agree these within small teams. The tutor should explain that such factors allow the group to monitor the success and outcome of the enterprise and encourage learners to reflect on the importance of this.

Speakers who have experience of setting up and running a successful small, or large scale, enterprise could be invited in to speak to learners.

**Suggested time:** about 3 hours

**Activities: Developing ideas for an enterprise activity.**

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example, making greeting cards, baking biscuits, making sweets, jewellery or providing a service, for example selling ice cream or car washing.

Learners to then work in small groups to identify a range of different enterprise activities based on their preferences, interests, hobbies, and experiences. Learners should then review the ideas and decide which ones are useful to carry forward.

Tutor-led lessons on project planning and how to organise and run an enterprise activity would benefit learners and lead to learners creating their own project plans. Group discussions to be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks to also be produced as an individual piece of written work or as a slide presentation.

Once learners are confident that they have a solid idea and have thought through all the issues they need to present their ideas to a 'Dragon's Den' type of panel. The panel could be made up of tutors from the learning centre and external professionals. The aim of the panel is to question the viability of the product and get learners to think through anything they have not so far thought of. Not to destroy their ideas and confidence.

Tutor to provide learners with simple enterprise plans. Learners could then select a template and work in groups to develop draft plans for their enterprise activity. Learners could peer review their plans and make suggestions for improvement. Learners should identify individual roles and responsibilities as part of their enterprise plan for each person in the group.

**Suggested time:** 4 hours



### **Activities: Taking part in an enterprise activity**

Learners should revisit their planning checklist and identify a series of key actions during the running of the enterprise activity. Examples include personal safety, keeping records, advertising and recording.

Tutor led – the importance of following instructions. Why is it important to follow instructions and do exactly what you are instructed to do by tutors or by others when taking part in the enterprise activity? What are the potential consequences of not listening and not following instructions?

Learners could then set group and team rules for communication, instructions, and interactions in order to ensure success of the enterprise.

The tutor or an external visitor talk to the learners about the importance of keeping accurate financial records including how to record profit and loss.

Learners are shown simple apps/spreadsheets that help to organise their financial accounts and should be supported to engage and access these within the session and to try using them through applying sample and simple data and numerical information. Additional support could be offered to link finance to the team's enterprise activity.

In small groups learners will look at goods, products or services and create a visual way of showing how these are advertised or could be advertised/sold to customers. Does the product/service need to be promoted in a certain way or several ways. For example: poster, internet, flyer. Learners could be provided with examples of promotional materials for similar and different products/services to review and discuss.

Learners decide, in small groups, the best way to promote their enterprise activity. The group produce a list and with the support of the tutor, decide who will develop the ideas. Either a poster, online advert, etc.

Learners should collect evidence for each step of the process and their discussions. This could be a video, print outs, diary, etc.

Learners to verbally review and evaluate their enterprise activities to successfully develop future activities and improve own skills and behaviours.

Learners could produce a checklist or evaluation form to evaluate the success of enterprise activity: what went well; what went less well; number of sales and profit made/not made; reasons for success or failure, e.g. quality of the product, venue, cost, weather, advertising, footfall; what could be done differently if enterprise activity is run again.

**Suggested time:** 6 hours

**Activity: Preparation for assessment**

The tutor reminds learners of the requirements of the assignment brief and answers any further questions that learners may have.

Group recap on key unit concepts and topics with the tutor using direct questioning to challenge learners and check understanding.

**Suggested time:** about 1 hour

**Activity: Post assessment**

Learners will take part in a group discussion to highlight the key points from the unit and how these can be used for their future progression.

Learners reflect on the notes they have produced reference documents. They summarise what they have gained from the unit and how this will help them with their progression.

**Suggested time:** about 1 hour

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set duration and number of hours in which to complete the activity. The activity below is a suggested example. Centres are encouraged to design their own assessment activities based on the learner interests and the resources available locally.

### **Task**

Your task is to explore what it means to be enterprising and to demonstrate your entrepreneurial skills and behaviours by taking part in a group enterprise activity.

You will need to research a successful entrepreneur to identify their achievements and 5 key facts about them. You should then present this as a personal profile with a picture of the entrepreneur along with the information you have identified.

You will then need to review your own skills and behaviours to produce a list of the different skills and behaviours that are needed for enterprise. You can then use this list to help you prepare for a team enterprise activity.

Working in a team, you will then select an enterprise activity and play an active role in its planning and delivery. You should gather evidence of your performance and contributions to demonstrate the skills and behaviours you have used.

Following your enterprise activity, you will outline the skills and behaviours that helped the activity and aided in its success. You should think about how these could be improved in future.

You will need to decide how to present your information in an appropriate format for your target audience.

### **Retake**

The learner could consider a different enterprise activity and research different entrepreneurs.

## 10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

# 11 Malpractice

## Dealing with malpractice in assessment

---

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

Pearson does not tolerate actual 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 malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice* available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

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* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and 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.

### Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete Joint Council for Qualifications (JCQ) *Form M1* ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance 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, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment 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 centres to create an improvement action plan
- requiring staff members to receive further training
- temporarily withholding certification of learners
- 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 the head of centre (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 the JCQ appeals booklet: A guide to the awarding bodies' appeals process.

## 12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).
- Books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk).
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson)

### **Publisher information**

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.



## 13 Glossary

### Part A – General terminology used in specification

---

Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.
Summative assessment	Assessment that takes place after the programme of learning has taken place.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent, and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.

## Part B – Terms used in knowledge and understanding criteria

---

Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument.  OR  Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Publication code VQ000173

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

Cover image © SolStock/Getty Images



Publication code:  
VQ000173