

Pearson
BTEC Entry Level 1 in
Pre-vocational
Study

 **Pearson**
BTEC

Specification

First teaching from September 2019

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study
Pearson BTEC Entry Level 1 Award in Pre-vocational Study
Pearson BTEC Entry Level 1 Certificate in Pre-vocational Study
Pearson BTEC Entry Level 1 Extended Certificate in Pre-vocational Study

Pearson BTEC Entry Level 1 in Pre-vocational Study

**Subsidiary Award
Award
Certificate
Extended Certificate**

Specification

First teaching September 2019

Issue 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third-party material made in this specification are made in good faith. We do 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.)

ISBN 978 1 446 96093 6

All the material in this publication is copyright
© Pearson Education Limited 2019

Welcome

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

Why are BTECs so successful?

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

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

We have addressed this through:

- offering a range of sizes, each with a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned to what centres need in supporting their learners to become part of a skilled workforce.

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

A word to learners

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

Contents

Overview of the BTEC Entry Pre-vocational Study qualifications	1
Qualification features	2
1 Qualification objectives and purpose	5
2 Structure	7
3 Units	11
Understanding your units	11
Index of units	13
4 Planning your programme	175
5 Assessment	176
Introduction	176
Principles of internal assessment	176
Setting effective assignments	178
Making valid assessment decisions	180
Planning and record keeping	182
6 Administrative arrangements	183
Introduction	183
Learner registration and entry	183
Access to assessment	183
Administrative arrangements for internal assessment	184
Dealing with malpractice in assessment	185
Additional documents to support centre administration	187
7 Quality assurance and centre approval	188
8 Resources and support	190
Support for setting up your course and preparing to teach	190
Support for teaching and learning	190
Support for assessment	190
Training and support from Pearson	190
Appendix 1 Glossary of terms used for internally-assessed units	193

Overview of the BTEC Entry Pre-vocational Study qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Entry Level 1 in Pre-vocational Study qualifications. It includes all the units for these qualifications and also signposts additional handbooks and policies you need to use to plan your programmes.

These qualifications have been designed primarily for all learners who wish to achieve an Entry Level 1 qualification in preparation for future study. The qualifications have been designed to meet explicitly the needs of this group of learners in terms of content, assessment and progression. The purpose of BTEC Entry Pre-vocational Study qualifications is to support learners' skill development in preparation for higher-level learning, therefore increasing opportunities for learners to progress. These qualifications are ideal for learners progressing to Pearson BTEC Entry Level 2 to Vocational Study qualifications – links to units in the suite are signposted throughout. The qualifications are not designed to lead directly to employment but will provide for the development of transferable skills, which are valued by employers. Learners may take other relevant qualifications alongside; in particular, they are likely to be studying English and mathematics, to which links are given in the units.

The qualifications are:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study (30 GLH)
(Qualification Number 603/4868/9)

Pearson BTEC Entry Level 1 Award in Pre-vocational Study (60 GLH)
(Qualification Number 603/4869/0)

Pearson BTEC Entry Level 1 Certificate in Pre-vocational Study (120 GLH)
(Qualification Number 603/4870/7)

Pearson BTEC Entry Level 1 Extended Certificate in Pre-vocational Study (300 GLH)
(Qualification Number 603/4871/9)

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

Title	Size and structure	Summary purpose
Subsidiary Award	30 GLH (30 TQT) One optional unit	Designed for learners who may be ready to progress quickly to further study or need a short course to support transition from Entry level 1 to Entry level 2
Award	60 GLH (61 TQT) Two optional units	Designed to give learners the opportunity to develop a relevant range of skills and to support progression to further study. The Award may complement other study, including study of English and mathematics.
Certificate	120 GLH (121 TQT) Four optional units	Designed to be taken over one year, giving learners the opportunity to develop a wide range of skills in one or more contexts and supporting selection of and progression to further study. Learners may study for English and mathematics at the same time.
Extended Certificate	300 GLH (303 TQT) Ten optional units	Designed to be taken over one year or more, giving learners the opportunity to develop a broad range of skills in one or several contexts and supporting progression to further study. Learners may study for English and/or mathematics at the same time.

Total Qualification Time (TQT)

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

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

Qualification features

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

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

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

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

Communication

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

Working with others

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

Problem solving

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

Managing and presenting information

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

Self-management and development

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

Structures

The qualifications consist of a choice of 20 optional units that cover a broad range of generic skills for progression to further study and future employment. There are strong connections between units so centres may want to plan activities to develop evidence for more than one unit at the same time or sequentially.

Links to vocational study

The units may be delivered using generic life contexts or they can be related to specific sector contexts. Each unit gives a range of examples of contexts to show suitable activities.

This gives tutors the opportunity to focus learners on their individual progression plans and to link to higher level BTEC qualifications.

We recognise that for many centres it is important that they are able to teach different cohorts alongside each other and to help learners to move on to the next level on completion of a programme. We have given examples of linked BTEC Entry 2 Vocational Study units in each unit to support centres in achieving these aims. These are illustrative, not exclusive, as there are many opportunities to make connections between units at these levels.

Functional Skills

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

Qualification assessment

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

The qualifications are graded Pass/Fail.

Starting a programme

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

Language of assessment

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

1 Qualification objectives and purpose

Pearson BTEC Entry Level 1 in Pre-vocational Study

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

What is the purpose of these BTEC Entry Pre-vocational Study qualifications?

The Pearson BTEC Entry Level 1 in Pre-vocational Study qualifications are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic and transferable skills in order to complete tasks and demonstrate a level of achievement at Entry Level 1, which enables them to work towards independent living skills, progress to supported employment or progress to further learning at Entry Level 2.

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

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

These BTEC Pre-vocational qualifications are available to all learners at this level who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

- The Subsidiary Award and Award are designed for learners who may be ready to progress quickly to further study from Entry Level 1 to Entry Level 2.
- The Certificate and Extended Certificate are designed to be taken over one year or more, as a substantial qualification within a study programme that supports an appropriate pace and broad content.

What do these BTEC Pre-vocational Study qualifications cover?

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

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

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

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

How do these BTEC Pre-vocational Study qualifications enable learners to progress?

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

How do the Awards and Certificate sizes differ in purpose?

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

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

2 Structure

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study (30 GLH)

Learners must complete and achieve one optional unit.

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

Pearson BTEC Entry Level 1 Award in Pre-vocational Study (60 GLH)

Learners must complete and achieve two optional units.

Pearson BTEC Entry Level 1 Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

Pearson BTEC Entry Level 1 Certificate in Pre-vocational Study (120 GLH)

Learners must complete and achieve four optional units.

Pearson BTEC Entry Level 1 Certificate in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

Pearson BTEC Entry Level 1 Extended Certificate in Pre-vocational Study (300 GLH)

Learners must complete and achieve ten optional units.

Pearson BTEC Entry Level 1 Extended Certificate in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

3 Units

Understanding your units

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

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

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

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

Index of units

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

Unit 1:	Engaging in New Situations	15
Unit 2:	Following Given Instructions	23
Unit 3:	Handling Own Money	31
Unit 4:	Preparing a Meal for Yourself	39
Unit 5:	Going on a Prepared Visit	47
Unit 6:	Engaging in Personal Health and Wellbeing	55
Unit 7:	Helping with an Event	63
Unit 8:	Contributing to a Customer Service	71
Unit 9:	Developing Digital Communication Skills	79
Unit 10:	Participating in a Performance	87
Unit 11:	Communicating with Others	95
Unit 12:	Participating in a Sports Activity	103
Unit 13:	Producing a Product	111
Unit 14:	Taking Part in a Creative Activity	119
Unit 15:	Exploring an Enterprise Activity	127
Unit 16:	Exploring Future Options in the Local Community	135
Unit 17:	Engaging in a Team Activity	143
Unit 18:	Working Towards a Given Target	151
Unit 19:	Producing a Basic Document	159
Unit 20:	Navigating from One Place to Another	167

Unit 1: Engaging in New Situations

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will find out, with support and guidance, about new situations and how they can engage in them successfully.

Unit introduction

Experiencing new situations can be frightening, exciting and challenging. It may be that you are going to an event or place that you have never been to before or perhaps you are meeting new people for the first time. You may be learning how to use a new piece of equipment or be faced with an object or material that you have not seen before.

In this unit you will find out how to engage in new situations, with support. You will learn how to participate with others in new situations and communicate your feelings to others.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Participate in new situations, with support	A1 Skills for helping to prepare for new situations A2 Skills for becoming involved in new situations	Audio, video or photographic evidence
B Communicate with others about experiencing new situations	B1 Skills in communicating with others	Observation records

Teaching and learning contexts

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

Skills for Personal Development

- Working with a tutor to find out about a new situation they are going to encounter in the near future
- Working in a familiar and safe environment when faced with something new.

Skills for Current and Future Study

- Using different ways to communicate feelings when they engage in new situations
- Participating in activities they have not taken part in before, with the support of others
- Participating in a shared activity they have not taken part in before, with the support of others.

Skills for Current and Future Employment

- Working with others in a shared task in a new situation
- Using visual aids and/or IT resources to understand how they might feel when faced with new situations.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 5: Participating in a Visit

Unit 7: Contribute to Running an Event

Unit 11: Communicating with Others for a Purpose

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English

Speaking, listening and communicating

E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary
E1.4	Make requests and ask straightforward questions using appropriate terms and registers
E1.5	Respond to questions about specific information
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic

Unit content

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

Learning aim A: Participate in new situations, with support

A1: Skills for helping to prepare for new situations

Preparation skills, such as:

- Following simple instructions and responding to information
- Communicating with others to learn more about the situation
- Requesting information about different types of situations they may experience.

A2: Skills for becoming involved in new situations

Being involved in new situations, such as:

- Participating in shared activities, with support
- Exploring unfamiliar objects, equipment and materials
- Cooperating and engaging with others in different situations
- Observing others when in new situations
- Responding to new experiences.

Learning aim B: Communicate with others about experiencing new situations

B1: Skills in communicating with others Communication skills

Communication skills, such as:

- Using non-verbal communication skills to share experiences, e.g. eye contact, gesture or action
- Responding to questions about their experiences
- Taking part in basic discussions
- Recording experiences
- Communicating using different media, e.g. art, music, signs, symbols.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Participate in new situations, with support Evidence might include observation records, video recordings, photographic evidence. Evidence must include at least one example of the learner engaging in a new situation.</p>
<p>A.P1 Contribute to preparing to participate in new situations</p>
<p>A.P2 Participate in new situations with the support of others</p>
<p>Guidance for assessors</p>
<p>For P1, learners will cooperate with others when preparing for new situations. For P2, learners will explore their new surroundings, objects or shared activities, with support. They will observe others and show an awareness of what is happening.</p>
<p>Learning aim B: Communicate with others about experiencing new situations Evidence might include video recordings, observation records.</p>
<p>B.P3 Communicate with others about own experiences in new situations</p>
<p>Guidance for assessors</p>
<p>For P3, learners will ask and answer basic questions to express their feelings to others. They may also use gestures, signs or symbols to communicate about the new situation that they are engaged in.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- exploring new objects or equipment
- putting basic illustrations into the correct order to help understand the new situation, with support
- using video clips of situations that are new to the learner
- experiencing something for the first time e.g. going to a new part of the learning centre, tasting food or drink that has not been tried before, meeting new people.

Developing the skills

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

Possible activities include:

- engaging in preparations e.g. collecting their coat
- remembering and using skills already learned e.g. getting dressed after a fitness session
- taking part in communication activities
- having opportunities to share their feelings in different ways e.g. through art, music, signs, symbols.

Contextualising the skills

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

Possible activities include:

- having different opportunities to experience something new for the first time e.g. visiting a community garden, going swimming, preparing for a residential visit
- coping with a change in personal circumstances e.g. different transport arrangements to the learning centre, friend moving to a new area, health issues
- preparing for and visiting a local event e.g. bring and buy sale, coffee morning.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to prepare and engage in a situation that is new to the learner such as going shopping or swimming in a new place. The learner will then share their experiences with others (this could be other learners or the teaching staff). Evidence may include tutor observation records, question and answer feedback or video recordings.

Suggested context (Study and vocational progression focus)

The task is to prepare and visit a new part of the learning resource centre to find out what they do and how the learner could use their services as part of their course. Having completed the visit, the learner will share their experiences with others (this could be other learners or the teaching staff). Evidence may include observation records, recordings of communication between the learner and tutor, supervisors or learning centre employee.

Suggested context (Supported employment focus)

The task is to prepare and visit a shop, leisure centre or other potential place of employment. With the support of others, the learner will observe what is happening. The learner could communicate with the employees, other learners or the teaching staff to share their experience. Evidence may include tutor observation records, written feedback from employees, video recordings.

Unit 2: Following Given Instructions

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will develop, with support and guidance, the skills needed to follow instructions. This will help in day-to-day life and in learning new skills.

Unit introduction

Following instructions is part of everyday life. We need to be able to act on requests made by others. It may be to give us direction in what we should be doing such as knowing that it is time to get up. The instructions could help us follow a routine such as laying a table for a meal. Some instructions will ensure that you are safe such as crossing the road or using a piece of equipment. Instructions are given to us in many different ways. A person may sign or tell us what we need to do. When we use road crossings, we hear and see symbols we need to follow. Some instructions are written or shown as illustrations.

In this unit you will have the opportunity to follow step-by-step instructions given to you. You will then review how well you followed the instructions.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Follow given step-by-step instructions	A1 Skills for following given instructions	Audio, video or photographic evidence
B Identify what went well when following step-by-step instructions	B1 Skills for reviewing own performance	Observation record Individual checklists or records of communication between the learner and tutor

Teaching and learning contexts

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

Skills for Personal Development

- Following step-by-step instructions that are used in daily routines
- Asking questions to clarify understanding
- Knowing how to follow instructions across different environments such as home, college, workplace
- Using different ways to follow instructions such as diagrams, video clips.

Skills for Current and Future Study

- Responding to an instruction and carrying it out
- Reading simple sentences that provide instructions to follow
- Using an instruction to put information into order.

Skills for Current and Future Employment

- Following step-by-step instructions to solve basic mathematical problems
- Using technology to help follow instructions
- Observing demonstrations and following a step-by-step instruction
- Identifying ways to improve own performance when following instructions.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 2: Following Instructions to Carry Out a Task

Unit 5: Participating in a Visit

Unit 9: Using Digital Skills

Unit 11: Communicating with Others for a Purpose

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.1	Say the names of the letters of the alphabet	E1.1	Read, write, order and compare numbers up to 20
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.4	Recognise and interpret the symbols +, – and = appropriately

English		Mathematics	
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.6	Read 12-hour digital and analogue clocks in hours
Reading		E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Read correctly words designated for Entry Level 1	E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
E1.9	Read simple sentences containing one clause	E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.10	Understand a short piece of text on a simple subject	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
Writing		Handling information and data	
E1.14	Write the letters of the alphabet in sequence and in both upper and lower case	E1.13	Read and draw simple charts and diagrams, including a tally chart or block diagram/graph
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Follow given step-by-step instructions

A1: Skills for following given instructions

Skills required, such as:

- Responding to words that give instructions
- Recognising basic concepts and the importance of following instructions e.g. spatial relationships and positions such as front, behind, quantities, textures, sequencing, time
- Developing concentration without distraction
- Putting the information in the appropriate order
- Observing actions before carrying out the instruction
- Using visual cues and visual aids
- Following instructions based on conditions such as 'If then ...'
- Following verbal and visual directions
- Asking for help to remember information or seek clarification.

Learning aim B: Identify what went well when following step-by-step instructions

B1: Skills for reviewing own performance

Skills required, such as:

- Receiving feedback on own performance, e.g. understanding that feedback is a chance to improve, listen to what is being said, stay calm, take in good and bad points
- Responding to feedback from others, picking out what went well and opportunities to improve
- Sharing feelings about the task
- Recognising what went well
- Making suggestions of what could be done differently next time, with support.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Follow given step-by-step instructions</p> <p>Evidence might include tutor observation, video recordings or photographic evidence of the learner following an instruction. There must be at least two examples of the learner following different types of given step-by-step instruction.</p>
<p>A.P1 Follow step-by-step instructions, with support and guidance</p>
<p>Guidance for assessors</p>
<p>For P1, learners will be given an instruction in a way that meets the needs of the learner e.g. visual, verbal, auditory. Learners show that they have some understanding of the instruction and what the intended outcome is and that they can follow instructions to complete a task, with support.</p>
<p>Learning aim B: Identify what went well when following step-by-step instructions</p> <p>Evidence must include individual contributions to the task. Feedback will be shared and discussed with the individual. Evidence may include observations, recording of discussions. Support and guidance are likely to be required.</p>
<p>B.P2 Receive feedback on own performance in following instructions</p>
<p>B.P3 Respond to feedback given on own performance in following instructions</p>
<p>Guidance for assessors</p>
<p>For P2, learners will respond to feedback given by others. For P3, learners will communicate their response to identify what went well when following instructions from the feedback through signs, symbols or words. Support and guidance are likely to be required.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- identifying key words in instructions e.g. active verbs
- participating in activities to help understanding of words associated with spatial relationships and positions e.g. following an instruction to place one object in front of another or the tallest one goes last
- encouraging the learner to observe the action before carrying out the instruction
- communicating feelings during and after the instruction has been carried out using different formats
- putting basic instructions into the correct order.

Developing the skills

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

Possible activities include:

- tasks to encourage increasing levels of concentration – listening games, memory tasks etc.
- following instructions for different purposes
- highlighting key words in instructions
- giving feedback using visual cues and visual aids to allow the learner to identify what went well in their own performance
- reviewing completed tasks and checking if the instructions were carried out correctly.

Contextualising the skills

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

Possible activities include:

- following instructions when playing simple musical instructions or taking part in a performance
- using visual cues and visual aids to follow given instructions e.g. health and safety notices
- completing forms that ask for personal information
- asking and answering simple questions about following instructions
- responding to feedback and identifying improvements.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to follow given step-by-step instructions that are part of day-to-day routines.

The learner will receive feedback on their performance and identify where they did well.

Learner performance will be captured through observation, video recordings showing the learner communicating their feelings about the task, simple feedback forms, short text using simple sentences.

Suggested context (Study and vocational progression focus)

The task is to play an educational game on the computer by following the **step-by-step** instructions. The purpose of the game will be to enhance an area of development for the individual learner. Evidence may include printouts from the completed game, if available. The learner will receive feedback on their performance and identify where they did well. Additional evidence may be captured through observation, video recordings showing the learner communicating their feelings about the game and simple feedback forms.

Suggested context (Supported employment focus)

The task is to take part in an activity at a community garden where the learner must follow given instructions. The learner will receive feedback on their performance and identify where they did well. Learner performance will be captured through observation, video recordings showing the learner communicating their feelings about the task, simple checklists, short text using simple sentences.

Unit 3: Handling Own Money

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will develop, with support and guidance, skills in recognising the value of coins and notes and carrying out simple transactions to help them buy items.

Unit introduction

We use different ways to pay for items. You may use coins or notes to pay for small items. You might have a pre-paid pass that you use each time you travel on public transport. You can use bank cards to pay using the contactless system. No matter what method you choose, you need to make sure that you have enough money to do so otherwise you may go into debt.

In this unit you will learn how to recognise coins and notes and what they are worth. This is an important skill as you could be going shopping to buy food for a meal you are planning. You need to make sure you have enough money to pay for the items and check that you receive the right amount of change. You will find out about how to keep your money safe.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out how to keep own money safe	A1 Skills in keeping money safe	Observation record of participation in practical workshops Questions and answers recorded by the tutor
B Carry out basic money transactions	B1 Skills for paying for items B2 Skills for checking change received	

Teaching and learning contexts

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

Skills for Personal Development

- In groups discussing how to keep own money safe
- Finding correct coins and notes for given sums of money
- Using different coins and notes to pay for items.

Skills for Current and Future Study

- Carrying out simple calculations of the costs of items and change required
- Role play of financial transactions
- Using correct money symbols when recording money
- Using given sources to find out about keeping money safe.

Skills for Current and Future Employment

- Using coins and notes in real situations to pay for items
- Paying for public transport, with the support and guidance of others
- Experiencing handling money in different environments e.g. shopping, paying for a session at a leisure centre.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 2: Following Instructions to Carry Out a Task

Unit 5: Participating in a Visit

Unit 9: Using Digital Skills

Unit 11: Communicating with Others for a Purpose

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations	E1.1	Read, write, order and compare numbers up to 20
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.2	Use whole numbers to count up to 20 items, including zero
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.5	Respond to questions about specific information	E1.4	Recognise and interpret the symbols +, – and = appropriately
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	Using common measures, shape and space	
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
Reading		E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.8	Read correctly words designated for Entry Level 1	Handling information and data	
E1.9	Read simple sentences containing one clause	E1.11	Read numerical information from lists
E1.10	Understand a short piece of text on a simple subject	E1.12	Sort and classify objects using a single criterion
Writing			
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Find out how to keep own money safe

A1: Skills in keeping money safe

Skills required, such as:

- Knowing how much money you have at the beginning of a transaction
- Using suitable containers to carry money and keep it secure
- Identifying occasions when carrying own money is more vulnerable e.g. busy high street, coming out of a bank
- Carrying sufficient money for the items and not too much
- Keeping money hidden in busy environments so it is not obvious to others
- Avoiding showing too much money when paying for items
- Asking for help to check transactions
- Keeping money in a bank
- Advantages of using a bank and debit cards
- Using debit cards

Learning aim B: Carry out basic money transactions

B1: Skills for paying for items

Skills required, such as:

- Identifying and naming different coins and banknotes and how much they are worth
- Finding out the cost of different items
- Finding out the cost of two or three items
- Using different combinations of coins and notes to represent the same amount of money
- Using debit cards to pay for items
- Identifying transactions on statements
- Writing amounts of money in numbers with correct symbols
- Dealing with situations if there is insufficient money to pay for items

B2: Skills for checking change received

Skills required, such as:

- Checking if change is expected
- Checking the amount of change given on the till
- Checking coins in change
- Asking for a receipt to check if the change given is accurate
- Checking a receipt when using a debit card

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Find out how to keep own money safe</p> <p>Evidence might include questions and answers, records of ability to identify good practice from illustrations, tutor observations.</p> <p>Evidence might include completed checklists and tutor observations.</p>
<p>A.P1 Identify ways to keep own money safe</p>
<p>Guidance for assessors</p>
<p>For P1, learners will make some relevant contributions to discussion, showing that they understand how to keep their own money safe</p>
<p>Learning aim B: Carry out basic money transactions</p>
<p>B.P2 Participate in a money transaction to buy an item, with support and guidance</p>
<p>B.P3 Check a receipt to see if the transaction is correct, with support and guidance</p>
<p>Guidance for assessors</p>
<p>For P2, learners will carry out basic money transactions with the support and guidance of others. Learners are not expected to calculate money above the requirements of Functional Skills at Entry Level 1.</p> <p>For P3, learners will check the receipt to see if the correct amount of money has been taken and show awareness of the need for change and if change should be expected. This will be with the support and guidance of others.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- using video clips to show how easy it is to lose money in different environments
- identifying good practice from a series of illustrations showing good and poor practice in the safe keeping of money
- using games to identify different coins by shape, name and value
- using technology to help calculate sums of money.

Developing the skills

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

Possible activities include:

- practising skills in different scenarios e.g. using receipts to check against items, finding the total cost of two or three items and making sure the change is accurate
- becoming more independent when handling money in real situations
- calculating if there is sufficient money to pay for given items, in a workshop setting
- discussing what to do if there is insufficient money
- using different ways to record transactions
- using a bank and debit card
- using a bank statement
- checking receipts against statements.

Contextualising the skills

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

Possible activities include:

- visiting different places where the learner needs to pay for small items
- using different ways to pay for items e.g. pre-paid public transport card
- participating in case studies that focus on the use of money in work and life situations
- taking some responsibility for their own money.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to take part in a role-play activity where the learner 'buys' an item, checks their receipt or change and shows evidence of keeping their money safe. Evidence could include tutor observations, video recordings of the transaction and questions and answers to show an understanding of how to keep money safe.

Suggested context (Study and vocational progression focus)

The task is for the learner to buy an item for themselves at a local shop, with support and guidance from the tutor. The learner will need to make sure they have sufficient money for the item, keep the money safe and check the receipt to make sure the transaction was correct. Evidence could include tutor observations, a note of the amount of money the learner has at the beginning of the task, receipts for the shopping and a note of the change at the end of the task, discussion of how the learner kept their money safe.

Suggested context (Supported employment focus)

The task is for the learner to pay for public transport using a debit card or pre-paid system, with support and guidance. They will take precautions to keep their card safe and check the receipt to make sure it is correct. Evidence could include tutor observations, a note of the amount of money the learner has at the beginning of the task, the ticket and a note of the change at the end of the task, discussion of how the learner kept their money safe.

Unit 4: Preparing a Meal for Yourself

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will find out, with support and guidance, how to plan and prepare a dish for themselves safely and hygienically.

Unit introduction

Cooking for yourself is fun. It gives you the chance to choose what you want to eat but it also lets you experiment with new foods, different flavours and textures. You have the opportunity to practise skills that you will use in other areas such as measuring, time-keeping and handling money. More importantly, it allows you to make healthy choices and gives you a greater degree of independence. It also gives a sense of achievement, satisfaction and self-confidence.

In this unit you learn how to make a dish for yourself using different pieces of equipment. You might make snacks, smoothies, and a dish for your main meal of the day or a pudding. You will find out how to work safely in the kitchen with the support and guidance of others.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan to prepare a dish for yourself	A1 Skills for planning a dish	Audio, video or photographic evidence Observation record
B Preparation of a dish for yourself	B1 Skills for using utensils and equipment safely B2 Skills for helping to prepare a dish safely	

Teaching and learning contexts

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

Skills for Personal Development

- Deciding what to make from different options
- Using different sources of information to find out about possible dishes, e.g. the internet, recipe books, TV programmes
- Working with others to prepare for the dish.

Skills for Current and Future Study

- Weighing and measuring small quantities of ingredients
- Using equipment and utensils to make the chosen dish
- Following instructions to help prepare the dish
- Choosing healthy options.

Skills for Current and Future Employment

- Working in collaboration with others
- Following health and safety procedures
- Asking questions to help clarify understanding.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 2: Following Instructions to Carry Out a Task

Unit 3: Handling Money Transactions

Unit 4: Cooking for Others

Unit 5: Participating in a Visit

Unit 11: Communicating with Others for a Purpose

Unit 20: Using Public Transport

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.4	Recognise and interpret the symbols +, – and = appropriately
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.6	Read 12-hour digital and analogue clocks in hours
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
Reading		E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.8	Read correctly words designated for Entry Level 1	Handling information and data	
E1.9	Read simple sentences containing one clause	E1.11	Read numerical information from lists
E1.10	Understand a short piece of text on a simple subject	E1.12	Sort and classify objects using a single criterion
Writing		E1.13	Read and draw simple charts and diagrams, including a tally chart or block diagram/graph
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Plan to prepare a dish for yourself

A1: Skills for planning a dish

Skills required, such as:

- Identifying healthy foods from given options to include fresh food and healthy processed foods
- Choosing dishes from a given list to make at different times of the day e.g. breakfast, lunch, snacks, dinner
- Selecting dishes from a range of given options that are hot and cold e.g. pudding, smoothies
- Finding out what could happen if eating food that is unhealthy
- Preparing a list of ingredients needed for the meal
- Checking if all the ingredients are available e.g. will some ingredients have to be bought from the shop

Learning aim B: Preparation of a dish for yourself

B1: Skills for using utensils and equipment safely

Skills required, such as:

- Identifying appropriate utensils from given options
- Observing others using utensils safely before using them, with support and guidance
- Using different types of equipment safely e.g. microwave, cooker, oven, toaster
- Taking appropriate safety precautions when using different types of equipment e.g. use of oven gloves, microwave safe dishes, tongs
- Following guidelines when using equipment e.g. opening microwave bags after cooking, allowing food to cool down, checking food to make sure it has reached the right temperature.

B2: Skills for helping to prepare a dish safely

Skills required, such as:

- Wearing protective clothing when handling food
- Following personal hygiene routines before handling food e.g. washing hands and nails, tying back hair
- Identifying ingredients from a selection given by the tutor
- Weighing and measuring ingredients
- Food preparation, cutting chopping to the size needed
- Handling food in different ways e.g. mixing, pouring
- Helping to cook ingredients using different methods e.g. setting cooker, microwave, toaster
- Serving up, presentation of food
- Following given instructions to prepare a dish safely.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Plan to prepare a dish for yourself Evidence might include tutor observations, video recordings or photographic examples.</p>
<p>A.P1 Choose a healthy dish to cook for themselves, with support and guidance</p>
<p>A.P2 Select cooking ingredients needed to prepare a meal</p>
<p>Guidance for assessors</p>
<p>For P1, learners will select a healthy dish from a range of options provided by the tutor. For P2, learners will select most of the ingredients needed to prepare the meal from a range of options provided by the tutor.</p>
<p>Learning aim B: Preparation of a dish for yourself Evidence might include tutor observations, video recordings or photographic examples.</p>
<p>B.P3 Use utensils and equipment safely, with support and guidance, when preparing a dish for themselves</p>
<p>B.P4 Prepare a dish safely, with support and guidance</p>
<p>Guidance for assessors</p>
<p>For P3, learners will show that they have some understanding of how to use utensils and equipment safely, with support and guidance. For P4, learners will follow some simple instructions to show that they can carry out some basic cooking skills, with support and guidance.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- identifying 'healthy' and 'not so healthy' foods from given examples using games on the internet or illustrations
- using real foods to select healthy foods and foods that are not so healthy
- taking part in simple discussions on how some foods are not good for you and the potential consequences
- naming utensils and using them safely, with support and guidance
- identifying appropriate ingredients for a chosen dish
- helping to prepare and make simple dishes such scrambled egg, making toast and heating baked beans.

Developing the skills

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

Possible activities include:

- following step-by-step instructions given by the tutor
- practising preparation skills such as peeling, cutting and mixing, with support and guidance
- using adaptive equipment and assistive technology to encourage greater levels of independence
- preparing cooked and non-cooked dishes
- repeating favourite dishes to reinforce skills and language
- sharing the end product with others.

Contextualising the skills

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

Possible activities include:

- following basic health and safety practices, with support and guidance
- helping to clear up when the task is finished
- following visual recipes in books, on iPads or computers
- sharing the end product with others
- observing the tutor making a dish.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to choose and make a healthy meal for themselves, with support and guidance. Evidence can include photographic evidence of the dish, video recordings and observation records.

Suggested context (Study and vocational progression focus)

The task is to follow instructions to make a dish for themselves. The learner will use utensils and equipment safely, with support and guidance. Evidence can include photographic evidence of the dish, video recordings and observation records.

Suggested context (Supported employment focus)

The task is to prepare a lunch that they would take to work, using suitable equipment, with support and guidance. They will follow basic health and safety procedures when preparing the food. Evidence can include photographic evidence of the dish, video recordings and observation records.

Unit 5: Going on a Prepared Visit

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will be encouraged, with appropriate support and guidance, to be involved in preparing for and attending a visit to a given location. Learners will cooperate with others when engaging in the visit.

Unit introduction

Engaging in a visit can be interesting and exciting. It is a chance to see somewhere new and learn about different people and places. Being able to go on a visit, keeping to time and following simple instructions are important skills for independent living.

In this unit you will practise and develop skills to enable you to go on a visit. You will work with others to prepare for the visit and will be expected to behave in an appropriate way while on the visit.

You will need to show that you understand what is expected of you and have the right information to hand to be able to engage in a visit.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Go on a visit	A1 Skills to go on a visit	Tutor observation
B Be safe on a visit	B1 Skills in safety on a visit	Responses to a given list of questions, question and answer session, tutor observation

Teaching and learning contexts

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

Skills for Personal Development

- Arranging to visit a friend's house
- Identifying somewhere to visit with others
- Working out a route to visit a shop.

Skills for Current and Future Study

- Making a visit to the college library
- Going on a visit to gather information for the course, e.g. local museum, art gallery, leisure centre, restaurant
- Reflecting on the visit – were the timings correct, did you gather information, what did you learn.

Skills for Current and Future Employment

- Identifying the route to visit a local business
- Visiting a local business
- Reflecting on the visit – did you gather information, did you respond to information that you were given.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 2: Following Instructions to Carry Out a Task

Unit 5: Participating in a Visit

Unit 11: Communicating with Others

Unit 16: Finding Out About Future Options

Unit 17: Contributing to a Team Activity

Unit 18: Working Towards a Given Target

Unit 19: Producing a Document

Unit 20: Using Public Transport

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using common measures, shape and space	
E1.2	Identify and extract the main information from short statements and explanations	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.6	Read 12-hour digital and analogue clocks in hours
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.5	Respond to questions about specific information		
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic		
Reading			
E1.8	Read correctly words designated for Entry Level 1		
E1.9	Read simple sentences containing one clause		

Unit content

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

Learning aim A: Go on a visit

A1: Skills to go on a visit

Skills required, such as:

- Communicating with others involved to make arrangements
- Behaving appropriately
- Checking the weather forecast
- Arriving at the agreed time to meet others
- Working with others on the visit as appropriate
- Having the right money/travel card/equipment
- Keeping to agreed schedules and timings on the visit
- Working to a brief or checklist to find out key information or facts linked to the visit
- Asking questions and responding to information on the visit to gather information.

Learning aim B: Be safe on a visit

B1: Skills in safety on a visit

Skills required, such as:

- Sharing emergency contacts
- Behaving safely, not messing about, acting on instructions in emergencies
- Wearing appropriate clothing for visit
- Knowing the time and place to meet others doing the visit
- Knowing the time and place that the visit will finish
- Sharing visit information with people that know you
- Being aware of safety procedures at venues such as where to go if you are lost, who to talk to if you are lost, how to evacuate if alarms sound, where to meet if evacuation is needed
- Keeping money safe
- Keeping in contact with others while on the visit
- Taking safety resources such as wallet, mobile phone, emergency details, emergency money.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Go on a visit</p> <p>Evidence might include recordings showing individual participation in the visit. This could also be through tutor observation and/or videos.</p>
<p>A.P1 Visit a given location with others, demonstrating appropriate behaviour</p>
<p>Guidance for assessors</p>
<p>For P1, learners will go on a visit with others (given by the tutor), during which they will demonstrate appropriate behaviour. Some support and supervision may be needed.</p>
<p>Learning aim B: Be safe on a visit</p> <p>Evidence might include learner responses to a given list of questions, question and answer sessions or tutor observation.</p>
<p>B.P2 Visit a given location with others, demonstrating a basic understanding of being safe</p>
<p>Guidance for assessors</p>
<p>For P2, learners will go on a visit with others (given by tutor); the learner will show a basic understanding of what they need to have done for safety before the visit and behaviours to be safe on the visit.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- in groups coming up with examples of visits learners have made and what they learned
- reflecting on reasons why visits are beneficial
- in pairs coming up with some visits that are relevant to the course
- discussing and presenting factors to consider on a visit such as dress, behaviour, safety.

Developing the skills

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

Possible activities include:

- identifying the skills required for different types of visit
- devising a basic checklist of questions to ask/information to gather on a visit
- considering different behaviour and safety for at least three visits
- going on a visit to the college or local library
- having discussions about going on a visit – did it go as planned.

Contextualising the skills

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

Possible activities include:

- creating a basic checklist of questions to ask/information to gather on a visit
- checking resources and safety
- going on a visit to a local business or careers office
- having a group chat on behaviour on the visit – did it go as planned, were all safety precautions taken.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to go on a prepared visit to a local facility such as a fire station or sports facility. Learners need to decide what is important to ask about the facility and how it can help them. Learners will need to behave safely and demonstrate an understanding of safety by being prepared on the visit.

Learner performance can be captured through videos, observation, learner checklist, question and answer sessions.

Suggested context (Study and vocational progression focus)

The task is to go on a prepared visit to the college library. Learners should be able to demonstrate some awareness of expected behaviour, relevant questions to ask and the intended outcome of the visit. Learners will need to behave safely and demonstrate an understanding of safety by being prepared on the visit.

Learner performance can be captured through feedback, observation, question and answer sessions.

Suggested context (Supported employment focus)

The task is for learners to consider where they would like to work and to find out more by going on a prepared visit to the careers office. While visiting, learners should behave appropriately and gather some relevant information. Learners will need to behave safely and demonstrate an understanding of safety by being prepared on the visit.

Learner performance can be captured through information gathered, observation, discussion and feedback.

Unit 6: Engaging in Personal Health and Wellbeing

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will find out, with support and guidance, how to keep healthy and maintain positive wellbeing.

Unit introduction

Following simple personal hygiene routines can prevent illness and make sure you stay healthy. Taking part in activities that allow you to spend time with others, express your feelings and emotions, challenge you and increase your level of fitness can be fun, help you make new friends and allow you to get rid of frustrations and possible anger.

In this unit, you will engage in different personal hygiene routines. You will also have the opportunity to take part in different creative, imaginative tasks and physical activities. You will work on your own and also with others.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Follow personal hygiene routines, with support and guidance	A1 Skills for following personal hygiene routines	Records showing participation in personal hygiene routines and healthy activities e.g. checklist, tutor observation
B Participate in activities that help to maintain personal health and wellbeing	B1 Skills for promoting physical, emotional, social and cognitive wellbeing	

Teaching and learning contexts

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

Skills for Personal Development

- Using personal hygiene routines on a regular basis
- Taking part in different forms of exercise e.g. swimming
- Participating in games to encourage concentration.

Skills for Current and Future Study

- Following step-by-step instructions when taking part in activities
- Following illustrations that show personal hygiene routines e.g. washing hands
- Using paints, clay and textiles to express feelings and emotions
- Taking part in activities or forms of exercise alongside others.

Skills for Current and Future Employment

- Finding out about related activities in the local community
- Finding out how to prepare for an interview or for going on a visit in terms of personal hygiene
- Communicating how they feel when taking part in activities that are challenging
- Working together with others on a basic activity
- Following health and hygiene routines used in work settings.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations
 Unit 2: Following Instructions to Carry Out a Task
 Unit 6: Understanding Personal Health and Wellbeing
 Unit 10: Contributing to a Performance
 Unit 12: Contribute to a Team Sport Activity
 Unit 14: Being Creative

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.4	Recognise and interpret the symbols +, – and = appropriately
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
Reading		E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.8	Read correctly words designated for Entry Level 1	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.9	Read simple sentences containing one clause	Handling information and data	
E1.10	Understand a short piece of text on a simple subject	E1.11	Read numerical information from lists
Writing			
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Follow personal hygiene routines, with support and guidance

A1: Skills for following personal hygiene routines

Personal hygiene routines, such as:

- Showering and bathing regularly
- Cleaning teeth
- Wearing clean clothes
- Trimming nails
- Washing and drying hands
- Protecting others when coughing and sneezing
- Washing and brushing hair
- Using personal hygiene products.

Following routines, such as:

- Responding to instructions
- Following visual instructions
- Watching others
- Practising skills on a regular basis.

Learning aim B: Participate in activities that help to maintain personal health and wellbeing

B1: Skills for promoting physical, emotional, social and cognitive wellbeing

Physical, emotional, social and cognitive wellbeing skills, such as:

- Participating in physical activities e.g. swimming, playing games, gym activities
- Using different resources to express feeling and emotions e.g. art, music, drama
- Working alongside or with others to develop social skills and wellbeing
- Participating in games and basic problem solving to develop cognitive skills and wellbeing.

Benefits of being healthy, such as:

- Positive self-image
- The chance to make friendships
- A sense of achievement
- Higher fitness levels.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Follow personal hygiene routines, with support and guidance Evidence might include checklists, tutor observations, video recordings.</p>
<p>A.P1 Use different personal hygiene routines to stay healthy</p>
<p>Guidance for assessors</p>
<p>For P1, learners will follow personal hygiene routines, with support and guidance. The tutor will record ways in which the learner has followed each personal hygiene routine.</p>
<p>Learning aim B: Participate in activities that help to maintain personal health and wellbeing Evidence might include tutor observations, samples of learner work, photographic evidence.</p>
<p>B.P2 Partake in activities that promote own health and wellbeing</p>
<p>Guidance for assessors</p>
<p>For P2, learners will take part in different activities that promote their physical, emotional, social and cognitive wellbeing. The tutor will record ways in which the learner has taken part in the activities.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- sharing why it is important to be clean, wash regularly and wear clean clothes
- inviting a dental hygienist to visit the centre and demonstrate good practice
- putting illustrations of the correct handwashing procedure into order
- visiting the leisure centre to take part in a class or do water activities
- participating in art, music or drama activities.

Developing the skills

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

Possible activities include:

- following instructions on how to prevent the spread of infection if they have a cold or hay fever
- sharing feelings when working alongside others
- finding different ways to express positive and negative emotions
- inviting students from the beauty treatments department to share their skills on keeping nails clean and healthy
- practising personal hygiene routines on a regular basis.

Contextualising the skills

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

Possible activities include:

- inviting learners from the Hair and Beauty course to demonstrate how to maintain healthy hair
- visiting the leisure centre to find out what facilities are available
- using art, drama or music activities to express feelings
- taking part in basic problem-solving games that encourage the learner to think about consequences e.g. what could happen if I don't wash my hands before preparing my meal?
- take part in chair-based exercises provided by students studying sport-related subjects.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to follow personal hygiene routines and take part in more than one activity that promotes their own wellbeing. Evidence may include a personal hygiene checklist that the tutor completes, products produced from the activity and tutor observations.

Suggested context (Study and vocational progression focus)

The task is to take part in more than one activity to promote their wellbeing and follow personal hygiene routines when they finish the activity. Evidence may include a video recording of the activity, tutor observations and witness statements.

Suggested context (Supported employment focus)

The task is to follow personal hygiene routines before preparing healthy food for a dish, with support and guidance. Learners will share their feelings when carrying out the activity and how it contributed to their wellbeing. Evidence can include photographic evidence, video recordings, completion of a personal hygiene checklist and observation records. This task relates closely to *Unit 4 Preparing a Meal for Yourself*.

Unit 7: Helping with an Event

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will be involved in helping to prepare for and participate in a given event. This experience will be helpful in building confidence for future involvement in similar activities.

Unit introduction

Have you ever been to an event? It might have been a school fair, a street party or perhaps a college open day? You might have been to a concert or a football match, which would be a much bigger event. However, whatever the size there are similar skills involved when participating in and helping to plan and run an event.

In this unit you will develop and practise skills that will help you to be involved in the organisation of an event. You will need to work with others, sharing tasks and activities as delegated and supervised by your tutor, who will support and guide you through the process. Time-keeping is important, as is being willing to help and communicate in a friendly way with the team you are working with.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare for a given event	A1 Skills for event preparation	Team notes Role descriptions
B Contribute to the running of a given event	B1 Skills for contributing to the running of an event	Observation records Audio, video or photographic evidence

Teaching and learning contexts

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

Skills for Personal Development

- Working with others at a family gathering to provide food and drink
- Working together with friends to plan a party
- Practising communication skills by sharing information about a family or friend's event.

Skills for Current and Future Study

- Working with others to prepare for holding a cake sale within the centre
- Communicating with visitors at an open event in the centre
- Collecting information on how different events are organised.

Skills for Current and Future Employment

- Discussing how to prepare for a work experience activity
- Helping at a careers event by greeting visitors, telling them where to find information
- Working in a team at a business event
- Communicating relevant information at an event.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations
 Unit 2: Following Instructions to Carry Out a Task
 Unit 3: Handling Money Transactions
 Unit 7: Contribute to Running an Event
 Unit 8: Providing a Customer Service
 Unit 9: Using Digital Skills
 Unit 11: Communicating with Others
 Unit 17: Contributing to a Team Activity
 Unit 18: Working Towards an Agreed Target

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations		
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.4	Recognise and interpret the symbols +, – and = appropriately
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.6	Read 12-hour digital and analogue clocks in hours
Reading		E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Read correctly words designated for Entry Level 1		
E1.9	Read simple sentences containing one clause		
Writing			
E1.11	Punctuate simple sentences with a capital letter and a full stop		
E1.15	Spell correctly words designated for Entry Level 1		
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Prepare for a given event

A1: Skills for event preparation

Skills required, such as:

- Knowing the purpose of the event
- Knowing own role and tasks in the event
- Working with others as a team on preparation tasks
- Communicating with others on preparation tasks
- Managing preparation time
- Identifying costs, budget, resources needs if relevant
- Checking the venue, including health and safety considerations before the event
- Keeping records and notes.

Learning aim B: Contribute to the running of a given event

B1: Skills for contributing to the running of an event

Skills required, such as:

- Being clear about own role/tasks and purpose of the event
- Showing willingness to carry out allocated tasks
- Offering to help
- Being friendly and polite
- Dressing appropriately
- Working with team members to achieve the event goals
- Keeping money secure
- Being on time
- Being reliable.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Prepare for a given event

Evidence might include examples of individual contributions to discussions and team preparation. This could be through question and answers, observation, notes from meetings. Support and guidance may be necessary to achieve tasks and the event objectives.

A.P1 Work with others to prepare for an event, identifying own role and purpose of the event

Guidance for assessors

For P1, learners will work as part of a team and make some relevant contributions to discussions. There should be evidence of cooperation with others. Some support and guidance may be necessary to achieve tasks and objectives.

Learning aim B: Contribute to the running of a given event

Evidence might include examples of how individuals contributed to the actual event. Activities should match allocated roles and tasks, with examples of working with others. This could include tutor observation or video or photographic evidence. Support and guidance may be necessary to achieve tasks and objectives.

B.P2 Contribute to running an event

Guidance for assessors

For P2, learners will carry out allocated role and tasks. Support and guidance may be needed to achieve the role and tasks.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- group discussion about events attended and differences between these events
- using examples of a small event, identifying skills required to run the event
- compiling a basic list of skills required
- introducing possible events and considering requirements for these events
- allocating teams and carrying out a team building activity
- discussing teamwork and why it is helpful at an event
- discussing factors to consider such as costs, venues, people needed.

Developing the skills

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

Possible activities include:

- if appropriate, visiting an event locally
- being on a stall at a college event
- practising preparing basic plans for possible events
- carrying out publicity in small groups for a possible event
- working out budgets
- identifying differences in a team and how to apply strengths to tasks
- sharing ideas for an event.

Contextualising the skills

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

Possible activities include:

- creating a basic plan for a given event
- creating publicity material for a given event
- preparing a venue (e.g. classroom)
- linking this unit to others within the suite such as Producing a Product or Taking Part in a Creative Activity.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to organise and contribute to a family celebration. Learners will be given a role and work in a small team to identify basic requirements and suggest how to let people know about the event. Learners will carry out allocated tasks in their role.

Learner performance can be evidenced through observation, feedback, individual work, question and answer sessions.

Suggested context (Study and vocational progression focus)

The task is to help prepare for and contribute to a centre-based event such as a careers fair. Individual roles and tasks would be given. Learners would be expected to communicate as part of a team and contribute to the event as directed.

Learner performance can be captured by observation, feedback, question and answer sessions or recording of participation.

Suggested context (Supported employment focus)

The task is to work with others to prepare and help run a centre-based enterprise activity such as holding an event where people can donate unwanted/unused goods to be distributed to local charities. Individual roles and tasks would be given. Learners would be expected to communicate as part of a team and contribute to the event as directed.

Learner performance can be recorded, written in response to questions, in a checklist, discussion or observation.

Unit 8: Contributing to a Customer Service

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will be able to identify, with appropriate support and guidance, different types of customer and how they can provide them with a service.

Unit introduction

There are many situations when polite and helpful customer service really makes a difference. You can probably think of situations yourself when you have been impressed by helpful service or disappointed when someone has not delivered to your expectations. To be able to contribute to customer service, you need to know who your customers are and understand their expectations. In this unit you will use skills to find out about what a customer might want. You will be able to practise skills in communication and customer service that will help you become more confident when working in a customer service situation. These skills are valuable and helpful to you in developing your independent living skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Identify the needs of a given customer	A1 Skills for finding out about customer needs	Notes/posters/lists Discussion records
B Provide agreed aspects of customer service	B1 Skills for communicating with customers B2 Skills for providing a customer service	Observation Recordings – video/ photographic evidence

Teaching and learning contexts

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

Skills for Personal Development

- Giving and receiving basic information
- Asking questions to clarify understanding
- Responding to instructions from others.

Skills for Current and Future Study

- Participating in basic role-play situations involving dealing with customers
- Asking questions and receiving responses
- Finding out ways to identify customer needs.

Skills for Current and Future Employment

- Wearing appropriate clothes
- Following processes and procedures in the workplace
- Working with others to provide a service to customers
- Reviewing own practice
- Identifying ways to improve own practice.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations
 Unit 2: Following Instructions to Carry Out a Task
 Unit 3: Handling Money Transactions
 Unit 4: Preparing a Meal for Others
 Unit 7: Contribute to Running an Event
 Unit 8: Providing a Customer Service
 Unit 11: Communicating with Others
 Unit 17: Contributing to a Team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
		E1.1	Read, write, order and compare numbers up to 20
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers		
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic		
Reading			
E1.8	Read correctly words designated for Entry Level 1		
E1.9	Read simple sentences containing one clause		

Unit content

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

Learning aim A: Identify the needs of a given customer

A1: Skills for finding out about customer needs

- Identifying types of customer, e.g. potential, new, repeat, discount
- Learning about different service industries e.g. retail, hospitality, travel, entertainment, sports, healthcare, sales, education, travel
- Categorising customers by age, income, gender, student, employed
- Exploring expectations of customers through question and answer sessions, market research, discussion groups, surveys, questionnaires
- Creating basic questions to ask customers
- Asking relevant questions
- Being polite
- Finding out about the benefits of knowing customer needs.

Learning aim B: Provide agreed aspects of customer service

B1: Skills for communicating with customers

- Responding to the customer in different situations such as face to face, telephone, written
- Recognising key information in relation to the product or service
- Asking customers questions
- Being attentive and paying heed to responses
- Being aware of body language
- Smiling and being friendly.

B2: Skills for providing a customer service

- Knowing about the product/service you are selling
- Being interested in the customer
- Being polite
- Wearing appropriate clothing
- Asking relevant questions
- Being positive and friendly
- Being aware of time – don't spend too long on one question or with any one customer
- Staying calm
- Finding solutions or speaking to a superior
- Observing colleagues.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Identify the needs of a given customer

Evidence might include lists of information about customer needs, basic graphs showing research findings about customers.

A.P1 Identify basic customer service needs for a customer

Guidance for assessors

For P1, learners will gather some basic information and present it in appropriate ways to show some understanding of customer service needs for a given customer. Support and guidance may be required to achieve this.

Learning aim B: Provide agreed aspects of customer service

Evidence might include

B.P2 Demonstrate relevant communication skills with customers

B.P3 Demonstrate aspects of customer service skills

Guidance for assessors

For P2, learners will show a basic understanding of relevant communication skills when dealing with customers, in simulated situations and role play, either face to face or remotely.

For P3, learners will demonstrate an understanding of aspects of basic customer service in a real or simulated environment.

Support and guidance may be required to achieve outcomes.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- discussing who a customer is
- sharing ideas about what customers might need
- identifying expectations in small groups about customers and their needs
- communication activities to see how easy it is to misunderstand a customer
- watching videos about customer service followed by discussion
- creating lists of customer types
- devising questions for basic customer market research.

Developing the skills

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

Possible activities include:

- participating in role play in different customer service situations
- practising using the telephone to provide customer service
- observing others and noting the tasks they carried out
- noting down appropriate skills for customer communication
- sharing ideas about effective customer service
- discussing what makes good customer service
- going out to local retail outlets to observe customer service.

Contextualising the skills

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

Possible activities include:

- participating in different role plays, e.g. telephone, face to face, remote 'chats'
- being given different scenarios to respond to
- devising different situations where customer expectations are different e.g. dentist, supermarket, department store, travel agent, bus driver
- listing different communication skills that are appropriate and relevant to customer service situations
- reviewing role play and commenting on what went well and where there needs to be improvement.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to respond to a given scenario where the learner is finding out the customer needs, then use appropriate communication and customer service skills to assist in serving the customer, such as at the dentist or doctors, trying to rearrange an appointment. Learners could then work in pairs to role play these skills.

Evidence can be in note form, video, question and answer sessions or observation.

Suggested context (Study and vocational progression focus)

The task is to apply basic research skills to a simple customer market research activity. This could be in the learning centre regarding opening times of the canteen, or about the food served there. Based on their findings, learners will practise using the communication and customer service skills that the customer identified as being important.

Evidence can be graphs, summary of findings, photographic, observation or discussion.

Suggested context (Supported employment focus)

The task is to carry out a role play in a work-related situation. Learners will carry out basic research into the needs of the customers in the situation. Learners will be expected to show their communication and customer service skills in a simulated work-related environment such as a shop, reception desk, call centre, online chat or in a medical centre.

Evidence can be recorded, observation, photographic, audio or video.

Unit 9: Developing Digital Communication Skills

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will use a range of equipment to develop their digital skills, with support and guidance.

Unit introduction

We all use a range of different devices each day for a wide variety of purposes. You may use a computer to store information or access the internet. You may communicate with friends using your mobile phone or access your emails. Fitness trackers can let you count the number of steps you walk in a day or show you if you have reached your personal fitness targets for the day. Games consoles can be fun but can also let you learn new skills.

To be able to use them successfully you need to have different skills such as being able to switch them on, access the file, programme or website you want to use and to use them appropriately.

It is also very important that you know how to keep your identify and information safe.

In this unit you will learn how to use different devices successfully and safely.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out about different types of digital communication	A1 Different types of digital communication and their purposes	Tutor discussion Examples of the questions asked and answers given for different devices
B Use digital communication skills safely	B1 Skills for using digital communication B2 Skills for safe use of digital devices	Photographic evidence, screenshots, printouts, areas

Teaching and learning contexts

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

Skills for Personal Development

- Calling a friend or carer on a mobile phone
- Helping to use a self-service checkout
- Completing online surveys to find out information about personal health e.g. using a BMI calculator.

Skills for Current and Future Study

- Using educational games to reinforce learning e.g. learning to read the time
- Finding information for other units such as 'Getting from A to B', 'Producing a Simple Document'
- Talking about the dangers of sharing passwords or PIN.

Skills for Current and Future Employment

- Following instructions to change passwords, with support and guidance
- Finding information from given websites about future options
- Matching illustrations of different digital devices with their purpose.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 2: Following Instructions to Carry Out a Task

Unit 9: Using Digital Skills

Unit 11: Communicating with Others

Unit 19: Producing a Document

Unit 20: Using Public Transport

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary		
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.6	Read 12-hour digital and analogue clocks in hours
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
Reading		Handling information and data	
E1.8	Read correctly words designated for Entry Level 1	E1.11	Read numerical information from lists
E1.9	Read simple sentences containing one clause	E1.12	Sort and classify objects using a single criterion
E1.10	Understand a short piece of text on a simple subject	E1.13	Read and draw simple charts and diagrams, including a tally chart, or block diagram/graph
Writing			
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Find out about different types of digital communication

A1: Different types of digital communication and their purposes

- Devices that use digital communication e.g. desktop PCs, laptops, tablets, smart phones and smart watches, interactive televisions, games, touchpads, interactive screens, fitness trackers, ATMs, self-service machines in shops
- Types of digital communication e.g. emails, mobile phones, texts and instant messaging, social networks, video chats, interactive web pages, forums
- Purpose of types of communication, communicating with others, finding and presenting information, learning and developing new skills, capturing images.

Learning aim B: Use digital communication skills safely

B1: Skills for using digital communication

Skills required, such as:

- Using hardware e.g. height of chair, distance from screen, length of time using equipment, adaptive equipment to prevent injury, potential hazards
- Using search engines to find information on communication programs
- Communicating from different sources e.g. emails, text messages, voicemails, onscreen information, virtual learning environments
- Entering and receiving information on different types of software
- Changing text or images to give messages e.g. adding colour, changing sizes, adding bullet points
- Using digital tools to communicate with others
- Adding photographs or graphics to messages.

B2: Skills for safe use of digital devices

Skills required, such as:

- Using and changing passwords or personal identification numbers (PIN) to ensure protection of information and identity
- Storing passwords and PIN safely
- Knowing basic social media protocol to avoid vulnerability
- Keeping safe online in learning centres, at home and in public places
- Following health and safety procedures
- Using a chosen password e.g. passcode, finger pattern.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Find out about different types of digital communication Evidence might include examples of the questions asked and answers given.</p>
<p>A.P1 Identify the purpose of different types of digital communication</p>
<p>Guidance for assessors</p>
<p>For P1, learners will be able to state the purpose of at least two different types of digital communication.</p>
<p>Learning aim B: Use digital communication skills safely Evidence might include printouts, screenshots, tutor observation records.</p>
<p>B.P2 Use a digital device to communicate with others</p>
<p>B.P3 Follow basic procedures to keep safe when using digital devices</p>
<p>Guidance for assessors</p>
<p>For P2, learners will show that they can use basic digital skills to communicate with others. For P3, learners will follow step-by-step instructions to ensure the safe use of devices.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- using email to answer a question, with support and guidance from others
- watching videos on the dangers of sharing passwords and PIN
- using different devices for different communication purposes
- participating in simple games that require the learner to communicate with others on a digital device
- finding opportunities to practise using digital skills on the computer e.g. social media, reading texts.

Developing the skills

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

Possible activities include:

- using digital skills to find images to share information
- following step-by-step instructions to find information for a given task
- finding opportunities to practise following safety procedures when accessing information on digital devices e.g. using passwords or finger patterns, saving information in a secure file etc.
- solving simple problems to work out the most appropriate type of communication to use for a situation.

Contextualising the skills

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

Possible activities include:

- filling out an application form for a job
- using different websites to find information and passing the links to other people to use
- taking and using images on a mobile phone, to share information with friends.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to find an appropriate way to send a message to a family member inviting them to a party. The learner will then send the message using a suitable digital device to share the information safely. On receiving a reply the learner will also reply. With support and guidance, the learner will choose an appropriate device for the task and share the information following safety guidelines. Evidence can include a screenshot of the message received along with tutor observations.

Suggested context (Study and vocational progression focus)

The task is to find an appropriate way to send a message to the tutor to let them know that they cannot attend the class tomorrow as they are not well. The learner will then send the message using a suitable digital device to share the information safely. On receiving a reply the learner will also reply. With support and guidance, the learner will choose an appropriate device for the task and share the information following safety guidelines. Evidence can include a screenshot of the message received along with tutor observations.

Suggested context (Supported employment focus)

The task is to choose a type of social media to chat with friends about possible job roles with support and guidance. The learner will join a group and exchange ideas with friends. Evidence can include a printout along with tutor observations.

Unit 10: Participating in a Performance

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will have the opportunity to develop skills, with support and guidance, in how to prepare for and participate in a performance. These skills will help build confidence and help learners to be more effective when asked to present information or take part in any kind of performance.

Unit introduction

Think of any performance you have seen. It might be watching a talent show, soap opera, concert or a play. Whether on TV or live, any performance involves lots of people doing many different jobs. The final production will depend very much on how well everyone works together to get the 'show on the road'.

In this unit you will be expected to take on a specific role that will help towards participating in a performance. You will be given a role that might be performing on stage or helping behind the scenes. Whatever role you are given they are all very important and you will develop skills in working with others and communicating, carrying out instructions and time-keeping. All of these skills are important life skills and will help build your confidence and contribute to independent living.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Contribute to preparations for a performance	A1 Skills involved in performance preparation	Individual logbooks/diaries Visual or photographic evidence
B Contribute to a performance	B1 Skills for contributing to a performance B2 Skills for receiving advice	Observation records Feedback records

Teaching and learning contexts

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

Skills for Personal Development

- Using basic research skills to find out about different performance roles
- Reviewing own strengths and weaknesses in relation to these roles
- Rehearsing a part or role.

Skills for Current and Future Study

- Working with others on a performance
- Communicating about a performance or production role
- Responding to others when receiving feedback

Skills for Current and Future Employment

- Carrying out instructions related to the performance
- Arriving on time for rehearsals and the performance
- Receiving feedback in an appropriate way.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 2: Following Instructions to Carry Out a Task

Unit 7: Contribute to Running an Event

Unit 8: Providing a Customer Service

Unit 10: Contributing to a Performance

Unit 11: Communicating with Others

Unit 17: Contributing to a Team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using common measures, shape and space	
E1.2	Identify and extract the main information from short statements and explanations	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.6	Read 12-hour digital and analogue clocks in hours
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.5	Respond to questions about specific information		
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic		
Reading			
E1.8	Read correctly words designated for Entry Level 1		
E1.9	Read simple sentences containing one clause		
E1.10	Understand a short piece of text on a simple subject		

Unit content

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

Learning aim A: Contribute to preparations for a performance

A1: Skills involved in performance preparation

Skills required, such as:

- Knowing expectations of own role
- Attending rehearsals on time
- Being helpful and supporting others
- Taking responsibility for the role whether performance or production
- Responding to feedback
- Trying to improve own performance
- Working in a team
- Responding to instructions
- Communicating clearly
- Sharing ideas
- Working towards given tasks
- Following procedures for health and safety.

Learning aim B: Contribute to a performance

B1: Skills for contributing to a performance

Skills required, such as:

- Understanding own role
- Being on time
- Working with others in the team
- Being aware of the audience and other performers
- Following instructions
- Supporting others
- Being quiet during the performance
- Following procedures for health and safety

B2: Skills for receiving advice

Skills required, such as:

- Being polite
- Responding appropriately
- Asking questions for clarification
- Using advice to identify how to improve.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Contribute to preparations for a performance

Evidence might include a logbook with records of actions taken, including any feedback. This can be captured tutor observation and discussion as well as assessment of the logbook.

A.P1 Attend rehearsals, behaving in an appropriate way and showing understanding of own role

Guidance for assessors

For P1, learners will, with support and guidance, be given roles to participate in. Learners should work as part of a team, responding to others and being willing to carry out tasks allocated. Time-keeping is important and should be monitored/recorded in logbook.

Learning aim B: Contribute to a performance

Evidence might include examples of individual contributions to the performance as well as examples of working with others and receiving feedback. This can be shown through observation, recordings, feedback or question and answer sessions.

B.P2 Participate in a performance, demonstrating basic, relevant skills

B.P3 Receive basic advice on individual contributions to the performance

Guidance for assessors

For P2, learners will, with support and guidance, engage in a performance taking on a given role. Learners will show a basic understanding of their role, demonstrating appropriate behaviour, communicating with others and working towards the completion of tasks.
For P3, learners will be able to receive and respond to basic feedback on what went well.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- watching video coverage of different aspects of a performance
- watching short performances and breaking them down
- working out the steps involved in a performance
- identifying the different roles required – production, performance
- sharing ideas about different aspects of a performance
- working in groups to achieve an outcome
- receiving feedback – watching examples on video.

Developing the skills

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

Possible activities include:

- working out the process required to achieve a performance
- receiving feedback – practising in pairs
- visiting a performance and discussing what they thought
- considering health and safety in a performance
- communicating ideas for a performance in small groups
- compiling and keeping logbooks of rehearsals.

Contextualising the skills

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

Possible activities include:

- planning activities for own role
- deciding on the steps required to achieve own role in performance
- responding to feedback and deciding how to improve
- working with others on stage and backstage in the performance
- recording activities in a logbook.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is for individual learners to be given a role in a performance at the centre for friends and family: the learner will contribute to rehearsals and the performance in the role given.

The learner will be given basic advice on what they did well.

This can be evidenced through the suggested role itself, discussion and question and answer sessions.

Suggested context (Study and vocational progression focus)

The task is for individual learners to be given a role in a performance for centre staff: the learner will contribute to rehearsals and the performance in the role given.

The learner will be given basic advice on what they did well.

This can be evidenced through the suggested role itself, discussion and question and answer sessions.

Suggested context (Supported employment focus)

The task is to work as a small group in the preparation and performance of a promotional video and material for the new centre restaurant run by learners that highlights the food on offer, opening times etc. The learners will be given a role; the learners will contribute to rehearsals and the performance in the role.

The learner will be given basic advice on what they did well.

This can be evidenced through the suggested role itself, discussion and question and answer sessions.

Unit 11: Communicating with Others

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will practise using skills in communication, both giving and receiving information from others. Support and guidance will be given to help ensure learners have the opportunity to explore a range of situations in which to develop these communication skills.

Unit introduction

One very important and useful life skill is being able to communicate with other people. Being a communicator will help you in most situations and enable you to be more effective when dealing with other people. We communicate with others every day and this is an essential life skill for independent living.

In this unit you will have the opportunity to develop and practise your communication skills. You will be encouraged to communicate with others in different situations. It might be on a phone call, using text messaging, writing an email or face to face. Each method requires slightly different skills and practise will help you to improve. Body language is another factor we need to consider, and you will become more aware of this the more you rehearse and practise communicating with others.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare communication for given scenarios	A1 Basic communication methods A2 Skills in selecting relevant communication methods	Notes, question and answer sessions Simple handouts
B Use relevant communication skills in given scenarios	B1 Skills in communicating with others	Observation

Teaching and learning contexts

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

Skills for Personal Development

- Using written communication to text a friend about arrangements
- Using spoken communication to ring the doctor to make an appointment
- Using body language to help convey comfort to a sad friend.

Skills for Current and Future Study

- Using spoken communication to contact college
- Using written communication to compose and send an email to make a course enquiry
- Using visual communication create a simple handout.

Skills for Current and Future Employment

- Using verbal communication make a work-related phone call
- Using written communication send a work-related email
- Using body language and spoken communication make a short presentation.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 8: Providing a Customer Service

Unit 9: Using Digital Skills

Unit 11: Communicating with Others

Unit 19: Producing a Document

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics
Speaking, listening and communicating		
E1.2	Identify and extract the main information from short statements and explanations	
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	
Reading		
E1.8	Read correctly words designated for Entry Level 1	
E1.9	Read simple sentences containing one clause	
E1.10	Understand a short piece of text on a simple subject	
Writing		
E1.11	Punctuate simple sentences with a capital letter and a full stop	
E1.13	Use lower case letters when there is no reason to use capital letters	
E1.15	Spell correctly words designated for Entry Level 1	
E1.16	Communicate information in words, phrases and simple sentences	

Unit content

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

Learning aim A: Prepare communication for given scenarios

A1: Basic communication methods

- Written – letters, email, text
- Verbal – spoken, video, phone
- Non-verbal – body language, sign language
- Visual – pictures, words, graphics
- Being aware of others – audience, face to face
- Timing – when, how long
- Braille.

A2: Skills in selecting relevant communication methods

- What is the situation?
- Which method is appropriate?
- Who is the communication for?
- What is the purpose?
- Confirm choice with appropriate person – friend, tutor, supervisor
- Rehearse, practise, draft communication
- Time involved – which method is most suitable, how quickly it needs to be done, face to face, when.

Learning aim B: Use relevant communication skills in given scenarios

B1: Skills in communication with others

- Being direct and to the point
- Knowing the audience
- Being aware of audience
- Listening when needed
- Using and understanding body language
- Rehearsing before presenting/speaking
- Being friendly and polite
- Speaking clearly and with an even tone
- Using the correct text
- Checking spelling if written
- Being aware of time.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1 and Entry 2
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Prepare communication for given scenarios

Evidence might include suggestion, using a method of communication for the given scenario. Learners will be able to select some relevant techniques to use, with some guidance, and clearly outlined scenarios, e.g. email exchange, telephone conversation, texting, sign language.

A.P1 Demonstrate an understanding of basic communication techniques

A.P2 Identify relevant communication techniques in response to given scenarios

Guidance for assessors

For P1, learners will show a basic understanding of communication techniques.

For P2, learners will be able to identify some relevant communication techniques to use when given a work or college-related scenario. Support and guidance may be required.

Learning aim B: Use relevant communication skills in given scenarios

Evidence might include an example of basic individual communication with others in response to a given scenario. This might be an email, text exchange, phone call, video recording, hand-out or observed meeting for a work or study related purpose.

B.P3 Demonstrate basic communication skills with others

Guidance for assessors

For P3, learners will participate in communication with others using different scenarios, showing basic understanding of the purpose and limited understanding of the audience and scenario. Guidance and supervision may be needed.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- exploring general understanding of communication
- discussing the most effective types of communication and why they are effective
- listing communication methods that could be used in different scenarios
- in small groups exploring one type of communication and listing its features, comparing results and discussing its uses in different scenarios
- playing communication games
- practising sand grammar, using simple sentence structures and punctuation
- practising non-verbal communication skills such as sign language or playing charades.

Developing the skills

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

Possible activities include:

- practising different communication techniques – making phone calls, talking face to face in given scenarios
- experimenting with giving the same information to each other in different ways and discussing which is the most effective and why
- watching videos about communication in the workplace such as interviews, meetings, phone calls
- creating visual communication using colour and black and white and discussing different impacts.

Contextualising the skills

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

Possible activities include:

- pairs are given work-related scenarios to enact and practise communication techniques
- individuals are given work-related emails to respond to
- individuals are given scenarios requiring a letter, which could be job related or applying for a place at college
- using verbal communication techniques in a meeting in small and large groups in class
- small teams making a short presentation to the class to promote a product
- pairs creating a poster to promote the course
- pairs role playing work-related telephone scenarios, e.g. a travel enquiry, a complaint about faulty goods, a restaurant booking.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to prepare a short email telling friends or family members firstly about the course you are on and secondly what you will do after it finishes. They should be sent to at least three friends or family and blind copied to the tutor. The emails should include information about the end of year graduation giving details and times of the event.

Learner performance can be captured by printing off the emails and discussing why certain information was included and choices regarding content, layout, grammar, length.

Suggested context (Study and vocational progression focus)

The task is to create a poster: one to advertise library opening times and another for an event at the library. These should be visually appealing and be suitable to display around the college. They should contain pictures, written information and use of colour to convey meaning.

Learner performance can be captured by a presentation of the poster followed by a question and answer session regarding choices made for layout, language, visuals, colour and content.

Suggested context (Supported employment focus)

The task is to write to a company to request a work experience position. Learners need to request a two-week placement and explain their interests and relevant experience. The company and position may be allocated.

Learner performance can be captured through assessment of the letters, followed by a discussion about the content and choices made regarding layout and length.

Unit 12: Participating in a Sports Activity

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will, with support and guidance, have the opportunity to participate in a sports activity, developing skills to enable them to contribute. These skills will be helpful when participating in any kind of sports activity.

Unit introduction

There are many different sports available that we can very easily become involved in. For example, a very large number of the population love to both play and watch football. It is very easy to get hold of a ball and go to the park to have a kick about. Apart from being fun, this kind of activity helps to keep you fit and healthy. Most sport involves activity, which helps in establishing a healthy lifestyle.

In this unit you will be encouraged to participate in at least one sports activity. With support and guidance you will be allocated a sport for which you will need to understand the rules, processes, equipment required and necessary clothing. You will practise the skills needed to play a sport that will vary, but will always involve working with others, following rules and communicating. These are all skills that are essential for independent living and will hopefully encourage you to develop an interest in playing sport.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to take part in a given sports activity	A1 Skills for finding out about sports A2 Skills for sports preparation	List of sports with reasons given for personal choices, followed up with appropriate preparation for participation
B Take part in a given sports activity	B1 Skills for taking part in a sport	Observation, recordings, discussion or feedback from other players

Teaching and learning contexts

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

Skills for Personal Development

- Finding out about different sports
- Developing self-awareness in terms of appropriate sports to participate in
- Sharing ideas about sporting activities and experiences.

Skills for Current and Future Study

- Identifying a sport to participate in
- Finding out what equipment and clothing are required for a specific sport
- Working with others to identify rules for a specific sport.

Skills for Current and Future Employment

- Following instructions on how to play a sport
- Wearing appropriate clothing for a sports activity
- Behaving appropriately in the sporting activity
- Arriving on time to take part.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 2: Following Instructions to Carry Out a Task

Unit 11: Communicating with Others

Unit 12: Contribute to a Team Sport Activity

Unit 17: Contributing to a Team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary		
E1.4	Make requests and ask straightforward questions using appropriate terms and registers		
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.6	Read 12-hour digital and analogue clocks in hours
		E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
Reading			
E1.8	Read correctly words designated for Entry Level 1		
E1.10	Understand a short piece of text on a simple subject		

Unit content

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

Learning aim A: Prepare to take part in a given sports activity

A1: Skills for finding out about sports

Skills required, such as:

- Finding out the sports that are on offer at a local leisure centre
- Carrying out internet research to gather information about rules
- Watching games on television or live
- Visiting libraries to gather information about sports
- Finding out about the clothing and equipment required
- Identifying team and individual sports
- Identifying a sport to take part in based on relevant and appropriate fitness and ability (with appropriate support and guidance).

A2: Skills for sports preparation

Skills required, such as:

- Planning the steps need to prepare for the sport
- Assessing fitness, and improving fitness level if necessary
- Learning rules for a game
- Gathering the correct equipment and clothing
- Working with others to identify when and with whom the sport will be played
- Keeping to time
- Learning techniques appropriate to the sport such as throwing, catching, kicking, hitting, running.

Learning aim B: Take part in a given sports activity

B1: Skills for taking part in a sport

Skills required, such as:

- Showing up on time to the venue
- Behaving appropriately, not minding if you lose
- Wearing the correct clothing
- Responding to instructions
- Using the correct equipment
- Following the rules
- Working with others as appropriate
- Playing to the best of your ability.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Prepare to take part in a given sports activity

Evidence might include a list of sports with reasons given for personal choices, followed up with appropriate preparation for participation in terms of fitness, clothes, equipment, attitude. These roles may be allocated or self-selected, with support and guidance. Observation, notes, lists and discussion would also be examples of evidence.

A.P1 Find out about a given sport

A.P2 Demonstrate appropriate preparation to take part in a sports activity

Guidance for assessors

For P1, learners will carry out basic research into a given sports activity.

For P2, learners will be able to show that they have done some preparation to enable them to participate in a sports activity. This might be by improving fitness levels, learning the rules, getting equipment and clothing and understanding their own role.

Support and guidance will be needed to help identify suitable sports and learner participation.

Learning aim B: Take part in a given sports activity

Evidence might include examples of learners participating in a sports activity either individually or in a team. This could be through observation, recordings, discussion or feedback from other players.

B.P3 Demonstrate basic skills and understanding of the rules when taking part in a given sports activity

Guidance for assessors

For P3, learners will participate in a sports activity. They will wear appropriate clothing and use the correct equipment. Some basic knowledge of the skills and rules will be demonstrated. Support and guidance may have be necessary to achieve this.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- group discussions about sports and sharing favourites
- identifying any sport participants in the learner group who could share their experiences
- listing sports and placing lists around the room
- small group discussions about sport and why it matters
- sharing ideas about the role of sport in a healthy lifestyle
- identifying possible sports to participate in with support and guidance.

Developing the skills

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

Possible activities include:

- visiting a leisure centre to carry out basic research about sports
- participating in a training session
- trialling different sports
- visiting a game/watching one on television
- identifying individual preferences
- being allocated sports activities to take part in
- devising training plans.

Contextualising the skills

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

Possible activities include:

- attending sports sessions
- wearing the correct clothing when taking part in a sport
- selecting the correct equipment when taking part in a sport
- taking part in practise sessions to learn the rules
- participating in a sports activity.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

Individually learners will need to be allocated or select a sport to participate in. The allocation or selection will be based on the learner research into suitability and appropriate levels of fitness, experience, behaviour and availability of the sport. It might be that support and guidance are required for appropriate allocation. Learners will need to follow up on the allocation by gathering relevant information to help them prepare to participate.

Learner performance can be captured through question and answer sessions, discussions around the sport identified, recorded information, displays.

Suggested context (Study and vocational progression focus)

The task is to prepare and participate in a team sport activity that matches the learner's preferences and abilities and future study within the sport sector (the sport is allocated to the learner). Learners will need to demonstrate a basic understanding of the chosen or given sport, its rules and the equipment involved by producing notes outlining the key aspects. They will then need to take part in the activity and showing that they can follow the rules.

Learner performance may be evidenced through observation, photographs, videos and tutor/assessor observation records.

Unit 13: Producing a Product

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will be encouraged to follow instructions and make a product, with appropriate support and guidance. Learners will develop skills and become more able to carry out basic manual tasks and follow instructions.

Unit introduction

Making a product is all about following logical steps carefully and methodically. The product might be a 'flat pack', a manufacturer's design that you put together, or your own idea such as a box or small table.

In this unit you will be encouraged to carry out tasks that will contribute to making a product. There are certain steps you will be expected to plan or follow, as well as selecting the right equipment and materials for the job. It is important to also be aware of health and safety and to check that you are following the correct procedures.

The skills you learn in this unit will be helpful in day-to-day life and are essential in building confidence for independent living.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare to make a basic given product	A1 Skills for preparing to make a product	List of steps required to make a product such as a written list, question and answer sessions, notes
B Make a basic given product	B1 Skills for making a product	Observation, video evidence, photographic records of product, discussions Notes on the process

Teaching and learning contexts

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

Skills for Personal Development

- Following a recipe and producing a simple Victoria sponge
- Constructing a toy following instructions, e.g. Lego, Meccano
- Designing and printing a get well card using technology.

Skills for Current and Future Study

- Using design skills to produce a laminated copy of a course timetable
- Following instructions to construct a bookcase for the classroom
- Using design skills to create and produce a holder for pens and pencils.

Skills for Current and Future Employment

- Following given steps to make a cover for a phone directory
- Using design skills to produce a contact list for a work department
- Working in a team to produce a menu for a work party.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 2: Following Instructions to Carry Out a Task

Unit 4: Preparing a Meal for Others

Unit 8: Providing a Customer Service

Unit 9: Using Digital Skills

Unit 13: Create a Product

Unit 14: Being Creative

Unit 17: Contributing to a Team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using common measures, shape and space	
E1.5	Respond to questions about specific information		
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
Reading		E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.9	Read simple sentences containing one clause		
E1.10	Understand a short piece of text on a simple subject		
Writing			
E1.14	Write the letters of the alphabet in sequence and in both upper and lower case		
E1.15	Spell correctly words designated for Entry Level 1		
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Prepare to make a basic given product

A1: Skills for preparing to make a product

Skills required, such as:

- Knowing what the product is for
- Gathering the materials needed
- Identifying steps for production and listing them
- Selecting the relevant equipment necessary for production
- Being aware of appropriate health and safety considerations
- Working out a timeline with steps identified
- Sharing ideas with others and agreeing on a plan
- Testing ideas and checking with the tutor/supervisor.

Learning aim B: Make a basic given product

B1: Skills for making a product

Skills required, such as:

- Showing an awareness of the techniques required
- Being able to use equipment and tools in appropriate ways
- Following steps outlined to make the product
- Following basic health and safety requirements
- Responding to basic instructions
- Co-ordinating hand and eye movements to construct an item
- Checking that the product is appropriate, finished, neat.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Prepare to make a basic given product

Evidence might include a list of the steps required to make a product, including references to health and safety, equipment required, timing and others involved. These steps can be produced in any form, such as a written list, question and answer sessions, notes. Support and guidance may be given, however a final outcome should be identified and a process indicated.

A.P1 Carry out preparation to make a basic product, showing awareness of relevant product preparation

Guidance for assessors

For P1, learners will be able to show an awareness of the steps required to make a product, and show an understanding of the final intended outcome. Support and guidance will be given to help learners identify steps, equipment, health and safety and purpose.

Learning aim B: Make a basic given product

Evidence might include a finished item that the learner has worked on. The process is also important and learners must demonstrate examples of this through notes, discussions, question and answer sessions, observations or recordings.

B.P2 Demonstrate appropriate skills when making a basic product

Guidance for assessors

For P2, learners will attempt to construct a product using relevant equipment and showing a basic understanding of the outcome. Health and safety awareness should be demonstrated with a final product being shown for discussion. Some supervision will be required to enable completion of the activity.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- group discussions about why it is important to follow instructions
- in small groups, identifying some steps required to achieve a given outcome
- sharing ideas to construct a product and different approaches
- watching videos on how to make something, e.g. a cookery programme or DIY programme
- building awareness of sector-specific health and safety requirements
- identifying the equipment required for production.

Developing the skills

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

Possible activities include:

- attending a demonstration on how to make a product
- practising the relevant skills for construction
- applying health and safety requirements and sharing these with others
- practising selecting relevant equipment to construct a product
- working with others to identify the steps for production.

Contextualising the skills

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

Possible activities include:

- making a product, individually or with others
- following basic steps to make a product
- sharing experience and the product, using appropriate communication skills
- identifying appropriate ways to improve.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to prepare for and then construct a basic container as a gift for a family member. For example, this could be a box, a purse or a flowerpot. Learners will be given the plans and a set of instructions to follow to complete the task. Learners will identify the equipment required and any specific health and safety concerns.

Learner performance can be captured through evidence of the steps identified and the process followed, as well as the final product. This can be assessed through tutor observation, recordings, discussions and question and answer sessions.

Suggested context (Study and vocational progression focus)

The task is to design and create a personalised study planner to aid planning and track progress on a current or future course. Dates, times and tasks should be included with relevant text and images to help structure the document.

Learner performance can be captured through tutor observation of the process as well as discussion of the final product. Question and answer sessions and recording of the construction can be helpful for assessment purposes.

Suggested context (Supported employment focus)

The task is to produce a simple stand for a mobile phone that can be used in a place of work. Learners will be given the plans and a set of instructions to follow to complete the task.

Learner performance will be demonstrated by the final product as well as identification of the steps taken to reach completion. This can be by tutor observation, recordings, lists, question and answer sessions, discussions.

Unit 14: Taking Part in a Creative Activity

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will be given support and guidance to participate in creative activities. These skills will help learners both in supported work and recreation.

Unit introduction

Having the chance to be creative gives you the opportunity to think a bit differently and often look at problems in a new way to find a solution. Engaging in a creative activity, such as drawing, painting, sculpture or textiles, challenges us to think differently and helps us to relax and express our feelings.

In this unit you will be expected to engage in a creative activity. You will be able to use different materials to help you to produce something creative that helps you to express ideas and feelings. You will be observed and will have the opportunity to discuss your approach to the given task.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Identify techniques and materials for a given creative task	A1 Skills for using creative techniques A2 Skills for using different materials	Tutor observation Scrapbooks
B Participate in a given creative activity	B1 Skills for participating in a creative activity	Tutor observation, recordings, photographic evidence

Teaching and learning contexts

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

Skills for Personal Development

- Showing feelings through creative expression
- Designing an album cover of favourite music tracks to share with a friend
- Creating a portrait to share with others.

Skills for Current and Future Study

- Researching different artists and identifying the creative techniques they use
- Working with others to design and print a course t-shirt
- Producing artwork for a centre exhibition.

Skills for Current and Future Employment

- Producing an individual portfolio of creative work to present to others
- Responding to a simple commissioned brief to provide a piece of art for a business.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 11: Communicating with Others

Unit 14: Being Creative

Unit 17: Contributing to a team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Use common measures, shape and space	
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.5	Respond to questions about specific information		
Writing			
E1.15	Spell correctly words designated for Entry Level 1		
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Identify techniques and materials for a given creative task

A1: Skills for using creative techniques

Skills required, such as:

- Experimenting with different materials
- Showing vision
- Being original

Creative techniques in various areas, such as:

- Painting
- Drawing
- Photography
- Video and audio.

A2: Skills for using different materials

Skills required, such as:

- Materials such as pencil, charcoal, water colour, acrylic for painting and drawing
- Clay for pottery, potter's wheel, firing
- Textiles for clothes, using sewing machines, dyes
- Technology.

Learning aim B: Participate in a given creative activity

B1: Skills for participating in a creative activity

Skills required, such as:

- Having a plan and a timeline
- Working hard to reach goals
- Practising tasks
- Drafting work and reworking a piece/product
- Recognising potential problems
- Checking for accuracy, neatness, completion
- Awareness of health and safety considerations
- Responding to instructions
- Responding to feedback to improve in the future.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Identify techniques and materials for a given creative task

Evidence might include lists of techniques and materials used, products, and captured through observation, recordings or photographs.

A.P1 Explore the use of appropriate creative techniques and materials

Guidance for assessors

For P1, learners will show a basic understanding of the relevant techniques and materials needed to carry out a given creative task. Guidance and support will be given to enable the use of materials, tools and techniques to complete the task.

Learning aim B: Participate in a given creative activity

Evidence might include a recording of a final piece of work, the creative outcome or discussion about the process, question and answer sessions about the scrapbook/logbook and choices the learner made, tutor observation.

B.P2 Participate in a given creative activity

Guidance for assessors

For P2, learners will demonstrate that they can respond to a given brief to produce a creative outcome. The final outcome may not be fully realised, however there is evidence of a basic understanding of the creative process. Support and guidance may be required to realise the outcome.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- exploring the concept of creativity as a group
- comparing different artistic work and styles
- watching demonstrations
- visits to museums and galleries
- exploring short tasks that require different techniques and use different materials
- reviewing and comparing products produced.

Developing the skills

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

Possible activities include:

- following simple guided steps to produce a piece of art
- comparing images of different artistic media such as paint, sculpture and photography
- finding out about a given artist
- preparing a personal scrapbook or collage about 'self'
- practising, reviewing and revisiting work to make improvements.

Contextualising the skills

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

Possible activities include:

- producing artwork for an exhibition
- linking this unit with other units such as participating in an event
- giving a presentation on a visit to a show or gallery
- inviting guests to carry out a creative workshop
- producing individual portfolios of work to show to others.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to produce a creative personal account in the form of a collage or photographic montage about the learner, their interests, family etc. The learner will practise techniques before producing a final piece of work.

Learner performance can be captured through observation records, lists of equipment used, photographs, question and answer sessions.

Suggested context (Study and vocational progression focus)

The task is to create a mural for the centre's foyer area. The learner will practise techniques before producing a final piece of work.

Learner performance can be captured through observation records, lists of equipment used, photographs, question and answer sessions.

Suggested context (Supported employment focus)

The task is to design a poster advertising an event, product or service. The learner will practise techniques before producing a final piece of work.

Learner performance can be captured through observation records, lists of equipment used, photographs, question and answer sessions.

Unit 15: Exploring an Enterprise Activity

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will have the opportunity to find out about enterprises, exploring examples before contributing to a basic enterprise activity themselves. These skills will help learners to develop confidence and will be useful for future employment opportunities. Appropriate support and guidance will be given.

Unit introduction

Enterprise activity is often associated with people who come up with new ideas and take risks, trying out new business ventures and seeing opportunities in the marketplace. There are lots of successful people around who have done just this. However, it is just as possible to be enterprising on a much smaller scale.

In this unit you will be supported in coming up with ideas for a simple enterprise, such as selling greetings cards or cakes to raise money for a charity. You will be encouraged to come up with ideas to try out, and you will be expected to carry out tasks that show you have been involved in contributing to an enterprise activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Identify enterprise ideas from given information	A1 Skills to identify enterprise ideas	Lists, leaflets, posters Question and answer sessions
B Contribute to an enterprise activity	B1 Skills for participating in an enterprise	Observation Outcomes of enterprise activity, e.g. money raised, products sold

Teaching and learning contexts

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

Skills for Personal Development

- Sharing possible ideas as a small group
- Finding out about enterprise activities and sharing examples
- Working with others to look at factors that need to be considered when setting up an enterprise activity.

Skills for Current and Future Study

- Using skills to set goals and targets for the enterprise activity
- Using technology to devise promotional information for an enterprise activity
- Developing skills in communication when arranging the activity.

Skills for Current and Future Employment

- Communicating with customers or visitors
- Managing time and meeting deadlines
- Finding out what information will be needed for the enterprise.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 3: Handling Money Transactions
 Unit 4: Preparing a Meal for Others
 Unit 7: Contributing to Running an Event
 Unit 8: Providing a Customer Service
 Unit 11: Communicating with Others
 Unit 15: Participating in an Enterprise Activity
 Unit 17: Contributing to a Team Activity
 Unit 18: Working Towards an Agreed Target

This unit provides the following opportunities to develop Functional Skills at Entry Level 1			
English		Mathematics	
Speaking, listening and communicating			
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary		
E1.4	Make requests and ask straightforward questions using appropriate terms and registers		
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.6	Read 12-hour digital and analogue clocks in hours
Reading		E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Read correctly words designated for Entry Level 1	E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
Writing		Handling information and data	
E1.13	Use lower case letters when there is no reason to use capital letters	E1.11	Read numerical information from lists
E1.14	Write the letters of the alphabet in sequence and in both upper and lower case	E1.12	Sort and classify objects using a single criterion
E1.15	Spell correctly words designated for Entry Level 1		
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Identify enterprise ideas from given information

A1: Skills to identify enterprise ideas

Skills required, such as:

- Sharing ideas with others through discussion groups
- Researching examples of enterprises
- Checking for feasibility and gaining approval
- Being clear about the purpose of the enterprise
- Responding to given ideas, following instructions
- Working together to agree ideas and goals
- Being original, seeing opportunities
- Carrying out basic market research to identify a market
- Considering resources and constraints – materials, budgets and equipment needed
- Time management – when, where, for how long
- Checking health and safety requirements.

Learning aim B: Contribute to an enterprise activity

B1: Skills for participating in an enterprise

Skills required, such as:

- Working with others to achieve an agreed goal
- Being reliable and helpful
- Taking on allocated roles and tasks
- Following steps to achieve the activity's agreed goals/outcomes
- Communicating with the team and others to share information and request help
- Promoting the enterprise
- Giving information about time, date, day, venue, prices
- Ensuring health and safety requirements are met
- Asking questions for clarification
- Looking after money, giving correct change
- Collecting up materials and equipment.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Identify enterprise ideas from given information

Evidence might include a list of identified enterprise ideas, possibly in the form of a poster, leaflet or handout. Learners should be able to make clear statements about basic information and communicate their own intended idea based on the given information.

Evidence could be in the form of question and answer sessions and discussions.

A.P1 Identify appropriate enterprise ideas, showing a basic understanding of enterprise skills

Guidance for assessors

For P1, learners will be able present their own basic ideas using information provided by the tutor. This needs tutor approval and agreement to ensure feasibility, and ultimately activities may be given. Information and ideas suggested should be appropriate and learners will need to show that they can respond to questions by giving relevant answers. Support and guidance may be given.

Learning aim B: Contribute to an enterprise activity

Evidence might include steps for the activity indicated, with some basic understanding of the role and purpose. Activities must be feasible and have been agreed with the tutor. The activity can be recorded, observed or discussed through question and answer sessions.

B.P2 Participate in an enterprise activity, showing some understanding of the role and purpose

Guidance for assessors

For P2, learners will be able to show how they have contributed to an enterprise activity. They will show awareness of their role and respond to questions about specific information using appropriate terms. Learners will show a basic understanding of the purpose of the activity. Some supervision and guidance may be required to achieve the tasks.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- having a group discussion about enterprise
- finding out about and listing famous people who have set up enterprises
- working in small groups to come up with ideas for enterprises
- watching a video on setting up a business/enterprise
- identifying questions to ask someone running an enterprise
- talking with the owner of a local small business and asking questions.

Developing the skills

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

Possible activities include:

- presenting enterprise ideas to the group and discussing feasibility
- working out required budgets, materials, equipment
- gaining approval from the tutor for ideas
- creating ideas to promote the enterprise
- communicating details of date, time, day, venue for the enterprise
- demonstrating time management skills
- rehearsing skills for enterprise, e.g. making sandwiches, washing cars, arranging flowers
- meeting health and safety requirements.

Contextualising the skills

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

Possible activities include:

- linking this unit with other units in the qualification
- working with others to set up and run an enterprise activity
- considering the enterprise skills used and how these relate to other areas of study or work
- reflecting on the enterprise activity and what could be done differently in future.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to investigate ways of raising money for a sports club, then take part through a given role in a money raising activity. This may be through selling something or providing a service. Learners will need to demonstrate an understanding of their role within the activity and work towards the completion of the task showing that they have contributed.

Learner performance can be captured through tutor observation, reviewing and discussing findings.

Suggested context (Study and vocational progression focus)

The task is to investigate ways of raising money for a study visit, then take part through a given role in a money raising activity for the visit. This may be through selling something or providing a service. Learners will need to demonstrate an understanding of their role within the activity and work towards the completion of the task showing that they have contributed.

Learner performance will be assessed on submission of the poster, tutor observation and discussion about choices.

Suggested context (Supported employment focus)

The task is for learners to participate in an enterprise activity such as running a cake stall, selling plants or selling second-hand books. Learners can work together to identify a possible idea to achieve this from a range of given options. The activity may involve providing a service or the selling of a product. Learners will need to demonstrate an understanding of their role within the activity and work towards the completion of the task showing that they have contributed.

Learner performance can be captured through observation or recordings, with question and answer sessions in a discussion about the activity.

Unit 16: Exploring Future Options in the Local Community

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will find out, with support and guidance, what they like doing and are good at and how they can use these interests and skills to gain further learning in the local community.

Unit introduction

Your local community will have a wealth of opportunities that will help you develop personal interests and skills that are useful for future employment and independent living. Your community may have a number of projects such as a community garden or café. Your local library may offer training programmes or leisure classes that you can join. Clubs and organisations may give you the opportunity to try something new for the first time.

When you finish your present course, you will want to find out what you can do next. It is important that you spend time finding out what you are good at and what you are interested in. This information will help your tutor to give you appropriate options that you can choose from.

In this unit you will find out what opportunities are available to you in your local community. You will then go on to create a profile about yourself that you can use when you want to become more involved in learning opportunities in your community.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Contribute to a personal profile to use for future learning opportunities	A1 Skills for identifying preferences for future options A2 Skills for building a personal profile	Learner contributions highlighted in personal profile Examples of information given may be as annotated photographs, feedback from tutors and family members, tutor observations
B Find out about learning opportunities in the local community	B1 Skills for finding out about learning opportunities in the local community	Tutor observations Photographs Question and answer sessions

Teaching and learning contexts

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

Skills for Personal Development

- Completing checklists to show how learners prefer to learn
- Asking others to identify learner skills and interests
- Using different sources to gather information about future options for learning opportunities.

Skills for Current and Future Study

- Gathering information about learning opportunities for the future
- Sharing preferences on the units' learners would like to study
- Using IT to search for information on learning opportunities in the local community.

Skills for Current and Future Employment

- Finding out about possible opportunities for helping in the local community
- Asking others about training programmes in the learning centre
- Contributing to voluntary work in the local community.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 5: Participating in a Visit

Unit 9: Using Digital Skills

Unit 16: Planning for the Future

Unit 18: Working Towards an Agreed Target

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using common measures, shape and space	
E1.2	Identify and extract the main information from short statements and explanations	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.6	Read 12-hour digital and analogue clocks in hours
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.5	Respond to questions about specific information	Handling information and data	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.11	Read numerical information from lists
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.12	Sort and classify objects using a single criterion
Reading		E1.13	Read and draw simple charts and diagrams, including a tally chart or block diagram/graph
E1.10	Understand a short piece of text on a simple subject		
Writing			
E1.15	Spell correctly words designated for Entry Level 1		
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Contribute to a personal profile to use for future learning opportunities

A1: Skills for identifying preferences for future options

Skills required, such as:

- Identifying different ways of learning e.g. on their own, with others, being creative, using the computer, indoors or outdoors
- Asking and answering direct questions about personal strengths and weaknesses
- Using basic checklists to identify interests and skills
- Communicating with others to indicate personal interests from a list of options
- Responding to options given by others
- Knowing who to ask for help when learning new skills.

A2: Skills for building a personal profile

Skills required, such as:

- Using different media to present information e.g. own work, photographs, feedback from others
- Completing templates to gather specific information
- Choosing the size and format of the profile e.g. wall chart, file, folding leaflet, booklet, small or large
- Agreeing the content of the personal profile such as title page, key information about the learner and how they like to communicate and learn, interests, what they are good at, what they enjoy doing etc.
- Identifying preferences for future learning opportunities based on skills and interests.

Learning aim B: Find out about learning opportunities in the local community

B1: Skills for finding out about learning opportunities in the local community

Skills required, such as:

- Using different sources of information e.g. social media, websites, local newspapers, noticeboards in shops
- Visiting local facilities that provide information e.g. library, community centre
- Finding out about local events to get involved in
- Exploring organisations e.g. youth clubs, sport-related organisations, local societies and clubs
- Visiting different community projects e.g. a community garden, cafés, workshops, a city farm
- Gathering information about training programmes on offer in the local community.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Contribute to a personal profile to use for future learning opportunities Evidence must include a summary of information about the learner as a personal profile. Examples of information given may be as annotated photographs, feedback from tutors and family members, tutor observations.</p>
<p>A.P1 Identify preferences for future learning opportunities</p>
<p>A.P2 Contribute to developing a personal profile, with support and guidance</p>
<p>Guidance for assessors</p>
<p>For P1, learners will use different ways to communicate their personal preferences for future learning opportunities. For P2, learners will contribute to the development of a personal profile. The profile will contain information that they can use to help them make decisions about future learning opportunities.</p>
<p>Learning aim B: Find out about learning opportunities in the local community Evidence might include notes from questions asked and answers given, tutor observations.</p>
<p>B.P3 Identify learning opportunities in the local community</p>
<p>Guidance for assessors</p>
<p>For P3, learners will identify different learning opportunities in the local community from given sources of information.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- identifying, from a number of skills and activities, the ones that the learner finds difficult or easy
- answering basic questions, or identifying from images, what and where they prefer to work e.g. indoors, outdoors, using creative skills, with someone or on their own
- gathering information about the local community from different sources
- visiting community projects to find out what they do.

Developing the skills

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

Possible activities include:

- communicating about different community projects and what the learner needs to be able to do to contribute to the work
- using matching games to help identify job roles in different community projects e.g. a community garden – planting, watering
- collecting photographs of themselves showing their interests and what they enjoy doing to use in their personal profile
- inviting speakers to talk about their community project.

Contextualising the skills

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

Possible activities include:

- linking the unit with others such as Producing a Basic Document, Going on a Prepared Visit
- using different sources in the local community to find out what learning opportunities are available
- following step-by-step instructions when working on their personal profile
- helping to make posters about different learning opportunities in the local community to display at the learning centre.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to build a personal profile that explains who they are, what they enjoy doing and how they like to learn. With support and guidance, learners will identify what they would like to do in the local community from information they have gathered. Evidence will include their personal profile highlighting the learner's contribution.

Suggested context (Study and vocational progression focus)

The task is to build a personal profile that explains who they are, what they enjoy doing and how they like to learn. With support and guidance, they will identify in the local area what they would like to study next using the information they have gathered about training programmes in their local community. Evidence will include their personal profile highlighting the learner's contribution.

Suggested context (Supported employment focus)

The task is to build a personal profile that explains who they are, what they enjoy doing and how they like to learn. With support and guidance, they will identify in the local area where they would like to gain experience of work, using the information they have gathered about local community projects. Evidence will include their personal profile highlighting the learner's contribution.

Unit 17: Engaging in a Team Activity

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will develop skills to help them work with others as part of a team. Support and guidance will be given to help ensure that learners gain the most from being part of a team. Learners will develop confidence, awareness and skills for working with others in different situations.

Unit introduction

Teamwork makes the dream work! A commonly used expression that states very clearly how important and helpful working with other people in a team can be. Very often it is the only way to get something done, and it is very useful to be able to engage with others in a team to achieve an objective. This skill is essential for independent living, study and employment.

In this unit you will have the opportunity to work with different groups and practise skills to make this enjoyable and effective. Everyone needs to be respectful, friendly and polite in a team. Communicating in a calm manner, sharing ideas and joining in with others will help get the team to their goal. Having experience of working on team activities will help to build your confidence and aid independent living.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Prepare for a given team activity	A1 Skills for preparing for a given team activity	Tutor observation Discussion Question and answer sessions
B Work as part of a team on a given activity	B1 Skills for working in a team	Tutor observation Recordings – audio, video, photographic

Teaching and learning contexts

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

Skills for Personal Development

- Communicating with a friend to arrange a meeting
- Playing in a team sports activity
- Working with family members to organise a party.

Skills for Current and Future Study

- Sharing ideas with others for a team assignment
- Cooperating with others in class
- Working with others to prepare a presentation.

Skills for Current and Future Employment

- Participating in a team Google hangout
- Communicating ideas for a team task in a real or simulated work environment.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 2: Following Instructions to Carry Out a Task

Unit 11: Communicating with Others

Unit 16: Finding Out About Future Options

Unit 17: Contributing to a Team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating			
E1.2	Identify and extract the main information from short statements and explanations		
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary		
E1.4	Make requests and ask straightforward questions using appropriate terms and registers		
E1.5	Respond to questions about specific information		
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics		
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.6	Read 12-hour digital and analogue clocks in hours
Reading		E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Read correctly words designated for Entry Level 1		

Unit content

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

Learning aim A: Prepare for a given team activity

A1: Skills for preparing for a given team activity

Skills required, such as:

- Receiving instructions
- Checking own understanding of instructions and activity
- Breaking down tasks into steps
- Knowing own tasks and role
- Communicating within the team about the activity and what is needed
- Knowing the aims of the activity
- Responding to each other.

Learning aim B: Work as part of a team on a given activity

B1: Skills for working in a team

Skills required, such as:

- Being clear about the outcomes and objectives of the activity
- Understanding individual tasks
- Following steps to achieve the outcomes and objectives of the activity
- Communicating with others in the team
- Being polite and working with team members
- Being helpful to each other
- Being on time
- Being reliable.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

Learning aim A: Prepare for a given team activity

Evidence might include examples of how learners have individually understood their own role and contributed to the preparations. Support and guidance may be necessary to achieve outcomes.

Evidence could be in the form of discussion, question and answer sessions, tutor observation and group notes and recordings.

A.P1 Work with others to prepare for a team activity, showing a basic understanding of the tasks and own role.

Guidance for assessors

For P1, learners will most likely be allocated tasks for which they will identify steps in order to carry out the tasks. There should be evidence of learners communicating with other members of the team appropriately. Support and guidance will be required.

Learning aim B: Work as part of a team on a given activity

Evidence might include learner participation in the activity, with individual learner roles clearly explained or defined. Tutor observation and question and answer sessions would be effective ways to evidence achievement.

B.P2 Participate in a team activity, following guidance and agreed steps

Guidance for assessors

For P2, learners will follow basic instructions and use basic communication methods. Learners will carry out familiar tasks and follow steps identified. Support and guidance will be required.

Delivery activities

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

Introducing the skills

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

Possible activities include:

- discussing working as team as opposed to as an individual
- carrying out team building activities
- discussing in small groups the different types of teams that learners know about or have been a part of
- setting simple goals for a team activity.

Developing the skills

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

Possible activities include:

- thinking through how to set steps to carry out team tasks
- working out a checklist for reference
- working on team building activities with different team members
- watching video clips of others undertaking group tasks, followed by discussion
- watching the tutor demonstrating the steps or process required to complete a team task
- discussing how to reflect on and review the outcome of a team activity.

Contextualising the skills

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

Possible activities include:

- linking this unit with other similar units that have team working focuses
- discussing the purpose and outcome of given team tasks
- discussing the allocation of individual tasks
- identifying steps to complete tasks as a team
- discussing strengths and weaknesses in teams.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to organise a group outing to an amusement park. Each member of the group will be given a role and will be responsible for a different aspect of the outing – choosing a ride, working out the route, costs, lunch, timings. Learners will need to provide a response in relation to the basic tasks they will complete in order to achieve the overall aim.

Learner performance can be captured through discussion, recordings and observation.

Suggested context (Study and vocational progression focus)

The task is to work as a team to promote and publicise the course being studied. This could involve visual material such as posters or leaflets, or events to provide information about the course. Learners will be allocated different roles to carry out and will be expected to contribute to the overall activity. Learners will need to provide a response in relation to the basic tasks they will complete in order to achieve the overall aim.

Learner performance may be captured through observation, outcome and question and answer sessions.

Suggested context (Supported employment focus)

The task is to work as a team to produce and sell cakes to raise money for a local charity. This could involve deciding on what cakes to produce, how many, costs and the best places to sell the cakes within the college. Learners will have individual roles and will be expected to carry out their role as part of the team activity. Learners will need to provide a response in relation to the basic tasks they will complete in order to achieve the overall aim.

Learner performance may be captured through observation, discussion and review.

Unit 18: Working Towards a Given Target

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will learn, with support and guidance, how to make decisions and solve basic problems when working towards a given target.

Unit introduction

Setting and working towards targets is part of everyday life. You need to get to your class for 9am so the alarm is set on your watch to make sure you get up with time to have a shower, get dressed, have breakfast and travel to the centre. Some targets can be more challenging. You may have to practise different skills over a period of time in order to achieve them such as knowing the months of the year in the correct sequence. With this target, someone will test you to find out if you have been successful.

In this unit, you will be able to work with others to choose a target from a given list. You need to make sure you have the skills to achieve it, with the support and guidance of others. If you do not, you will need to take time to learn these new skills. When you do achieve the given target, you will be able to make decisions, solve basic problems and gain a sense of satisfaction and pride.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Make decisions to agree a target	A1 Skills for making decisions about targets to work towards A2 Basic problem-solving skills	Checklists or recording documents to monitor progress Tutor observations, notes of questions asked and answers given
B Follow a given plan towards an agreed target	B1 Skills for achieving a given target	Tutor observations Witness statements Evidence of the target being achieved, if applicable

Teaching and learning contexts

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

Skills for Personal Development

- Choosing a personal target that meets the needs of the individual learner
- Identifying skills and attitudes from a given list that the learner needs in order to achieve the target
- Given basic problems to solve e.g. if they get stuck with an aspect of their course who can help them?

Skills for Current and Future Study

- Being set a target to achieve one or more elements within the Entry 1 Functional Skills
- Linking to work being carried out on other units such as 'Engaging in Personal Health and Wellbeing'
- Role-play activities to develop effective communication skills.

Skills for Current and Future Employment

- Setting targets that are associated with the workplace e.g. being at work on time, wearing Personal Protective Equipment
- Talking about why it is important to work towards targets e.g. focussing on one task at a time helps with planning
- Recording progress, with support and guidance.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 2: Following Instructions to Carry Out a Task

Unit 11: Communicating with Others

Unit 16: Finding Out About Future Options

Unit 17: Contributing to a Team Activity

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.1	Say the names of the letters of the alphabet	E1.1	Read, write, order and compare numbers up to 20
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers	E1.4	Recognise and interpret the symbols +, – and = appropriately
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.6	Read 12-hour digital and analogue clocks in hours
Reading		E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Read correctly words designated for Entry Level 1	E1.8	Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity
E1.9	Read simple sentences containing one clause	E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.10	Understand a short piece of text on a simple subject	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above

English		Mathematics	
Writing			
E1.11	Punctuate simple sentences with a capital letter and a full stop	Handling information and data	
E1.12	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	E1.11	Read numerical information from lists
E1.13	Use lower case letters when there is no reason to use capital letters	E1.12	Sort and classify objects using a single criterion
E1.14	Write the letters of the alphabet in sequence and in both upper and lower case	E1.13	Read and draw simple charts and diagrams, including a tally chart or block diagram/graph
E1.15	Spell correctly words designated for Entry Level 1		
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Make decisions to agree a target

A1: Skills for making decisions about targets to work towards

Skills required, such as:

- Working to given targets – physical activities, life skills, work-related skills, personal development, cognitive skills, social skills, new experiences
- Communicating preferences and making choices
- Selecting someone to help achieve the target
- Identifying the skills and attitudes needed to be able to work towards the given target
- Asking and answering basic questions to clarify understanding
- Agreeing achievable timescales to work towards the target e.g. with the class, during the day, by the end of the week.

A2: Basic problem-solving skills

Skills required, such as:

- Accepting that there is a problem and help is needed – the learner may be stuck or lost, don't know what to do next, need a solution to sort something out
- Asking for help when needed from familiar people e.g. the tutor, peers, family members
- Recognising people as a source of help
- Observing others dealing with problems
- Using different sources of information when working towards a target e.g. websites, leaflets, agencies
- Responding to others in relation to suggested solutions
- Contributing to suggestions on ways to achieve a given target.

Learning aim B: Follow a given plan towards an agreed target

B1: Skills for achieving a given target

Skills required, such as:

- Asking and answering questions to ensure an understanding of what is being asked
- Identifying what needs to be done to reach the target
- Putting tasks in an appropriate order
- Carrying out the tasks
- Using checklists or other recording documentation to monitor progress
- Reviewing own performance
- Receiving feedback from others e.g. the tutor, family members, peer group.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Make decisions to agree a target</p> <p>Evidence might include tutor observations, notes of questions asked and answers given.</p>
<p>A.P1 Contribute to making decisions when agreeing targets</p>
<p>A.P2 Solve basic problems, with support and guidance</p>
<p>Guidance for assessors</p> <p>For P1, learners will participate in making decisions about possible targets that they could work towards, that are of interest to them and help meet their specific needs. Learners could select a target from a list given to them by the tutor. Tutors will need to ensure that any targets are realistic and achievable for the learner. They will communicate with others on what they need to do to achieve the target.</p> <p>For P2, learners will work with others to solve problems that they encounter as they work towards their target.</p>
<p>Learning aim B: Follow a given plan towards an agreed target</p> <p>Evidence might include checklists or other recording documents, tutor observation, feedback from the tutor or witness statements, evidence of the target being achieved, if applicable.</p>
<p>B.P3 Participate in working towards a given target by following a plan, with support and guidance</p>
<p>Guidance for assessors</p> <p>For P3, learners will carry out basic tasks and follow a given plan as they work towards a given target, with the support and guidance of others.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- having a discussion to find out what the learner enjoys doing and is interested in
- playing games that help the learner understand what a target is e.g. throwing or kicking balls into a goal
- taking part in working towards different targets to promote different areas of development e.g. using a fitness tracker to record fitness levels in a day, learning the names of letters in the alphabet, working alongside others in a group, using a computer game with support and guidance
- using social stories as a stimulus for identifying how to solve basic problems.

Developing the skills

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

Possible activities include:

- using familiar examples to show the steps needed to achieve the given target e.g. cooking a dish for themselves
- putting tasks into an appropriate order using images e.g. photographs of the different stages of making a sandwich
- talking about how to solve basic problems and suggesting basic solutions, e.g. the target might be to paint a picture for a family member but if the colours required are not available what should they do?
- creating a sequence map showing the stages of achieving a target e.g. visiting a work setting could include images of transportation, outside of the building, reception, supervisor etc. The learner could put the images into order and talk about them.

Contextualising the skills

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

Possible activities include:

- setting basic targets that need to be completed within a realistic timescale
- setting targets that help develop life skills and working towards independence
- using basic documentation to monitor progress. This could be a checklist with images showing the order in which the tasks should be completed. The learner should mark against the appropriate image after it is finished.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is for the learner to work with the tutor to make a decision about a target that they are interested in from a given list. The learner will then be given a plan and will demonstrate different skills as they work towards achieving the target such as problem solving and making decisions. Evidence will include checklists or other recording documentation showing how the learner progressed towards the target.

Suggested context (Study and vocational progression focus)

The task is for the learner to work with the tutor to make a decision about a target that relates to a unit in their programme of study. The learner will then be given a plan and will demonstrate different skills as they work with others towards achieving the target such as problem solving and making decisions. Evidence will include checklists or other recording documentation showing how the learner progressed towards the target.

Suggested context (Supported employment focus)

The task is for the learner to work with the tutor to make a decision about a target that has a focus on employability e.g. being on time, dressing appropriately, following health and safety procedures, carrying out a basic task, with support and guidance. The learner will demonstrate different skills as they work with others towards achieving the target such as problem solving and making decisions. Evidence will include checklists or other recording documentation showing how the learner progressed towards the target.

Unit 19: Producing a Basic Document

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

With support and guidance, learners will learn how to produce a basic document using text and images.

Unit introduction

There are many different types of document. Examples can include simple books or booklets, forms, posters, leaflets, instruction guides and magazines or newspapers. Every document has a very specific purpose. It may be sharing information, providing instructions, encouraging you to buy something, helping you to remember something you have learned or perhaps sharing something you have learned.

The information in a document can be shown in many different ways including images, text, diagrams, numbers and charts. A bus timetable is a document that uses numbers to give you the times of your buses. A book uses text and health and safety posters in the workplace may use images.

In this unit, you will learn how collect information and use it to produce a document, with support and guidance.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Gather information to use in a basic document	A1 Skills for identifying different styles of presentation of information A2 Skills for gathering information for a given purpose	Tutor observations, video recordings, notes from questions asked Audio, video or photographic records of a product Observation records
B Produce a basic document	B2 Skills for producing a document	

Teaching and learning contexts

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

Skills for Personal Development

- Collecting different types of documents from different sources and deciding what they are for
- Using basic documents such as shopping lists
- Sorting information from different sources to use in their chosen document.

Skills for Current and Future Study

- Using creative skills when contributing to the design of a poster showing how to prepare for the cookery class
- Completing different documents with support and guidance e.g. basic daily college timetable
- Using IT templates to create basic documents.

Skills for Current and Future Employment

- Using IT skills to help create the content of a chosen document e.g. cutting and pasting images
- Using creative skills to produce a front cover or logo for a chosen document
- Visiting a suitable workplace and looking at the ways different documents are used to share information.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 2: Following Instructions to Carry Out a Task

Unit 9: Using Digital Skills

Unit 11: Communicating with Others

Unit 19: Producing a Document

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.2	Identify and extract the main information from short statements and explanations		
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary		
E1.4	Make requests and ask straightforward questions using appropriate terms and registers		
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.5	Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.6	Read 12-hour digital and analogue clocks in hours
Reading		E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
E1.8	Read correctly words designated for Entry Level 1	E1.9	Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle
E1.9	Read simple sentences containing one clause	E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.10	Understand a short piece of text on a simple subject		

English		Mathematics	
Writing			
E1.11	Punctuate simple sentences with a capital letter and a full stop	Handling information and data	
E1.15	Spell correctly words designated for Entry Level 1	E1.11	Read numerical information from lists
E1.16	Communicate information in words, phrases and simple sentences	E1.12	Sort and classify objects using a single criterion
		E1.13	Read and draw simple charts and diagrams, including a tally chart or block diagram/graph

Unit content

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

Learning aim A: Gather information to use in a basic document

A1: Skills for identifying different styles of presentation of information

Skills required, such as:

- Matching different types of documents to their purpose
- Understanding the purpose of the chosen document that they will contribute to
- Answering questions about different styles of presentation of information
- Taking part in discussions about different types of documents, their uses and ways in which the information is presented.

A2: Skills for gathering information for a given purpose

Skills required, such as:

- Identifying different sources of information such as magazines, website, leaflets, photographs
- Identifying key words and other information from short texts
- Following step-by-step instructions when selecting information
- Asking and answering questions to clarify understanding
- Making choices about information to be included and excluded
- Sorting information into groups
- Putting the information into an order that the reader will understand.

Learning aim B: Produce a basic document

B1: Skills producing a document

Skills required, such as:

- Using tools, equipment and materials where appropriate
- Using IT where appropriate
- Selecting appropriate images
- Selecting appropriate format, styles and layouts
- Contributing to the text of the chosen document
- Checking that the finished document meets the intended purpose.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Gather information to use in a basic document Evidence might include tutor observations, video recordings, notes from questions asked.</p>
<p>A.P1 Identify ways that information is presented in different types of documents provided</p>
<p>A.P2 Identify information to use in agreed document</p>
<p>Guidance for assessors</p>
<p>For P1, learners will identify at least two different ways that information is presented in documents provided. For P2, learners identify information to be used in their agreed document based on what they found out about the ways that information can be presented.</p>
<p>Learning aim B: Produce a basic document Evidence might include the document that the learner has contributed to, highlighting the areas of work they produced. It may also include observations, photographic evidence or video recordings.</p>
<p>B.P3 Produce a basic document with the support and guidance of others</p>
<p>Guidance for assessors</p>
<p>For P3, learners could work individually or with others to contribute to the production of a basic document. Their contribution will demonstrate their ability to select suitable information, and help to present the information in a way that is suitable for the reader.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- looking at different examples of documents and identifying their purpose
- identifying what they like about the presentation of different documents e.g. images, photographs
- filling in different types of documents such as checklists, with support and guidance
- looking at different examples of documents and choosing their favourites
- answering questions to find out why they like particular documents.

Developing the skills

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

Possible activities include:

- identifying information to include in the document from given sources
- choosing illustrations, photographs and text to include in the document from given sources
- helping to make posters and leaflets to reinforce learning from other units they are working on.

Contextualising the skills

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

Possible activities include:

- linking the unit with others such as Producing a Product, Taking Part in a Creative Activity
- helping to make posters and leaflets to show different work situations they may be involved in
- helping to make a menu card for a day as part of their Preparing a Meal for Yourself unit
- checking the completed document to make sure it is accurate and appropriate for the intended audience, with support and guidance.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to contribute towards the production of a basic document of personal interest to the learner. Learners will find out how the information can be presented and use this to select appropriate information. Evidence can include the completed document highlighting the learner's contribution, tutor observations, records of questions asked and answered during the process.

Suggested context (Study and vocational progression focus)

The task is to contribute towards the production of a document that can be used by others in the class. The given subject could be to help learners reinforce learning such as photographic evidence of a topic used in class. The document could be a poster or leaflet. Learners will find out how the information can be presented and use this to select appropriate information. Evidence can include the completed document highlighting the learner's contribution, tutor observations and video recordings.

Suggested context (Supported employment focus)

Following a visit to a potential workplace, the learner could contribute towards the production of a booklet for others to look at and learn from. Learners could include photographs taken during the visit, or use IT skills to document the information. Learners will find out how the information can be presented and use this to select appropriate information. Evidence can include the completed document highlighting the learner's contribution, IT evidence, tutor observations and video recordings.

Unit 20: Navigating from One Place to Another

Level: **Entry 1**

Unit type: **Optional**

Guided learning hours: **30**

Unit in brief

Learners will find different ways of getting from A to B and then carry out a journey safely, with support and guidance.

Unit introduction

Every day we travel from one place to another. It might be that we are going shopping, attending college, visiting a friend, going to work or visiting somewhere new. To get from one place to another you need to know the route to travel. It is important to know what time you are leaving, what you need to do to travel safely and when you have reached your destination.

In this unit, you will find out how to use different sources of information to help you decide a route you are going to use for a given starting point and destination. You will then make the journey with support and guidance. You will follow basic procedures to make sure you are safe before and during your journey.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Find out how to navigate from one given place to another	A1 Skills for finding out how to get from one place to another	Audio, video or photographic evidence
B Navigate from one given place to another safely	B1 Skills for navigating from one given place to another while keeping safe	Observation records

Teaching and learning contexts

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

Skills for Personal Development

- Travelling to and from familiar places e.g. the learning centre, shops, library
- Behaving appropriately while travelling
- Following basic rules while travelling.

Skills for Current and Future Study

- Gathering information about different routes to get from one place to another
- Knowing who to ask for information and help with travelling
- Following instructions while travelling.

Skills for Current and Future Employment

- Travelling to and from the learning centre or work placement
- Gaining independence to travel to other places
- Developing mathematical skills e.g. timings.

Links to BTEC Pre-vocational Study (Entry 2) Units

Unit 1: Adapting to New Situations

Unit 2: Following Instructions to Carry Out a Task

Unit 5: Participating in a Visit

Unit 11: Communicating with Others

Unit 20: Using Public Transport

This unit provides the following opportunities to develop Functional Skills at Entry Level 1

English		Mathematics	
Speaking, listening and communicating		Using numbers and the number system – whole numbers	
E1.1	Say the names of the letters of the alphabet	E1.1	Read, write, order and compare numbers up to 20
E1.2	Identify and extract the main information from short statements and explanations	E1.2	Use whole numbers to count up to 20 items, including zero
E1.3	Follow step-by-step instructions, asking for them to be repeated if necessary	E1.3	Add numbers which total up to 20, and subtract numbers from numbers up to 20
E1.4	Make requests and ask straightforward questions using appropriate terms and registers		
E1.5	Respond to questions about specific information	Using common measures, shape and space	
E1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E1.6	Read 12-hour digital and analogue clocks in hours
E1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E1.7	Know the number of days in a week, months and seasons in a year; be able to name and sequence
Reading		E1.10	Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
E1.8	Read correctly words designated for Entry Level 1		
E1.9	Read simple sentences containing one clause	Handling information and data	
E1.10	Understand a short piece of text on a simple subject	E1.11	Read numerical information from lists
Writing		E1.13	Read and draw simple charts and diagrams, including a tally chart or block diagram/graph
E1.16	Communicate information in words, phrases and simple sentences		

Unit content

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

Learning aim A: Find out how to navigate from one given place to another

A1: Skills for finding out how to get from one place to another

Skills required, such as:

- Confirming where the journey will start and finish
- Knowing different places in the local area
- Using maps to find simple routes
- Using technology to find out how to get from one place to another e.g. smart speakers, websites, smart phone, maps on websites, using journey planners
- Asking straightforward questions to find the best way to get from one place to another
- Using digital and analogue clocks to find out the estimated time of arrival.

Learning aim B: Navigate from one given place to another safely

B1: Skills for navigating from one given place to another while keeping safe

Skills in navigating from one place to another, such as:

- Knowing the start time
- Finding the starting point
- Using a planned list of directions
- Using a planned route on a map
- Using directions on a mobile phone
- Using street names
- Asking for directions
- Seeing local landmarks to know you are using the correct route
- Taking note of the journey time to make sure it is as expected
- Understanding the finish point.

Skills in keeping safe on a journey, such as:

- Knowing who to ask for help
- Knowing what to do if you get lost
- Leaving a journey plan with the tutor
- Having a way to contact others – mobile phone, emergency money
- Finding a safe place to cross the road or railway line
- Crossing the road safely.

Assessment

This section gives:

- learning aims and their assessment criteria
- an indication of appropriate evidence and how learners may demonstrate it
- the depth and breadth of skills required at Entry 1
- guidance for the assessor that amplifies and clarifies the assessment criteria.

<p>Learning aim A: Find out how to navigate from one given place to another Evidence might include tutor observations, video recordings, photographs.</p>
<p>A.P1 Identify how to get from a given starting point to a given destination</p>
<p>Guidance for assessors</p>
<p>For P1, learners will show that they can gather information about a route to travel from one place to another. Learners may highlight information from different sources that shows how they can contribute.</p>
<p>Learning aim B: Navigate from one given place to another safely Evidence might include examples of tickets used, simple maps or timetables. Tutor observations could support this evidence along with photographs or video recordings.</p>
<p>B.P2 Demonstrate how to travel safely from one place to another</p>
<p>Guidance for assessors</p>
<p>For P2, learners will travel on foot with support and guidance, using directions to get from a given point to another. They will show that they can follow basic safety procedures while travelling and behave appropriately.</p>

Delivery activities

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

Introducing the skills

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

Possible activities include:

- talking about different routes to get to the learning centre, shops and friends
- finding out about different amenities in the local community that could act as a marker on routes
- telling others about their experiences of travelling and using directions
- contributing to a poster to show how to travel safely.

Developing the skills

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

Possible activities include:

- using video clips to show good and poor behaviour while walking the streets and crossing roads
- visiting different places and following guided routes with others
- using resources from road safety organisations to reinforce learning.

Contextualising the skills

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

Possible activities include:

- inviting a speaker to talk about safety
- using simple timetables and maps to show how to get from home to a work placement
- travelling to different points in the local area for different purposes and on several occasions to practise skills and build confidence.

Suggested assessment activities (for assessors)

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

Suggested context (Personal Skills focus)

The task is to find out how to travel from a given starting point to a given destination in your local community that has personal interest e.g. a cinema and then carry out the journey. Learners will use given sources of information and highlight the relevant parts. With support and guidance, learners will record the time they leave, when they arrive at their destination and how they made sure they were safe during the journey. Evidence may include tutor observations, video recordings and photographs.

Suggested context (Study and vocational progression focus)

The task is to find out how to travel from home or the place of study to a local venue such as a library for a given purpose and then carry out the journey. With support and guidance, learners will record the time they leave, when they arrive at their destination and how they made sure they were safe during the journey. Evidence may include a record of questions and answers, tutor observations and video recordings.

Suggested context (Supported employment focus)

The task is to find out how to travel from home to a visit a local employer then carry out the journey. With support and guidance, learners will record the time they leave home, when they arrive at their destination and how they made sure they were safe during the journey. Evidence may include tutor observations, video recordings and photographs.

4 Planning your programme

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

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

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access an Entry 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

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

What is involved in becoming an approved centre?

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

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

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

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

What resources are required to deliver these qualifications?

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

Which modes of delivery can be used for these qualifications?

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

Support

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

What support is available?

We will provide a generic delivery guide that will give suggestions for how to deliver Entry 1 qualifications and the transferable skills across the suite. This will be available to download on our website.

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

5 Assessment

Introduction

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

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

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

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

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

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

Principles of internal assessment

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

Assessment through assignments

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

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

Assessment decisions through applying unit-based criteria

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

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. To achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Entry Level 1 of the national framework.

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

The assessment team

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

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

Effective organisation

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

Learner preparation

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

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

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

Setting effective assignments

Setting assignments

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

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

Providing an assignment brief

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

An assignment brief should have:

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

Forms of evidence

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

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

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

The form(s) of evidence selected must:

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

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

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

Making valid assessment decisions

Authenticity of learner work

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

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

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

Assessors must complete a declaration that:

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

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

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

Making assessment decisions using criteria

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

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

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

Pass criteria all relate to individual learning aims.

Dealing with late completion of assignments

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

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

Issuing assessment decisions and feedback

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

The information given to the learner:

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

Resubmission of improved evidence

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

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

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

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

A resubmission opportunity must not be provided where learners:

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

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

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website <https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/moderation-and-internal-assessment.html>

Planning and record keeping

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

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

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

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

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

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

6 Administrative arrangements

Introduction

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

Learner registration and entry

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

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

Access to assessment

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

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

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

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

Administrative arrangements for internal assessment

Records

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

Reasonable adjustments to assessment

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

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

Special consideration

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

Appeals against assessment

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

Dealing with malpractice in assessment

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

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

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

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

Internally-assessed units

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

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

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

Tutor/centre malpractice

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

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

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

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

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

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

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

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

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

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

The centre will be notified if any of these apply.

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

Certification and results

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

Results issue

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

Post-assessment services

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

Additional documents to support centre administration

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

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

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

7 Quality assurance and centre approval

Centre and qualification approval

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

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

Continuing quality assurance and standards verification

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

The key principles of quality assurance are that:

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

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

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

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

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

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

8 Resources and support

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

Support for setting up your course and preparing to teach

Delivery Guide

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

Support for teaching and learning

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

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

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

Support for assessment

Sample assessment materials for internally-assessed units

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

Training and support from Pearson

People to talk to

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

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

Training and professional development

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

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

Appendix 1 Glossary of terms used for internally-assessed units

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

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

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



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

Pearson BTEC Entry Level 1 in Pre-vocational Study

Like what you see?

- Explore free course materials and training events
- Get your questions answered by your subject advisor
- Explore our below Level 2 offer

All this and more at: quals.pearson.com/BTECbelowL2

 @TeachBTEC  TeachingSkills@pearson.com