

# BTEC Short Courses

## Edexcel Level 2 BTEC Certificate in Employability Skills

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Guidance and units

Edexcel Level 2 BTEC Certificate in  
Employability Skills



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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# Qualification titles covered by this specification

## Edexcel Level 2 BTEC Certificate in Employability Skills

This qualification has been accredited to the National Qualifications Framework (NQF) and is eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfES and the regularly updated website [www.dfes.gov.uk/](http://www.dfes.gov.uk/). The NQF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

# Introduction

This document contains the units and associated guidance for the National Qualifications Framework (NQF) Edexcel Level 2 BTEC Certificate in Employability Skills. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

BTEC Short Courses are designed to meet a range of different needs. BTEC Short Courses at Levels 1-3 offer:

- maximum flexibility with programmes of usually 90, 180 or 300 hours available across all levels of the NQF
- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- courses that may offer preparation for specific jobs and subsequent achievement of NVQs or Apprenticeship Diplomas when in employment
- the opportunity to use a range of delivery methods
- opportunities for learners to develop skills that support career and professional development
- underpinning knowledge, skills and understanding linked, where appropriate, to named NVQs
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

## BTEC Short Courses at Levels 1-3

NQF level

3

Edexcel Level 3 BTEC Award...

Edexcel Level 3 BTEC Certificate...

Edexcel Level 3 BTEC Diploma...

2

Edexcel Level 2 BTEC Award...

Edexcel Level 2 BTEC Certificate...

Edexcel Level 2 BTEC Diploma...

1

Edexcel Level 1 BTEC Award...

Edexcel Level 1 BTEC Certificate...

Edexcel Level 1 BTEC Diploma...

Guided learning hours

Normally up to 90 hours

Normally up to 180 hours

Normally up to 300 hours

# Structure of the qualification

The Edexcel Level 2 BTEC Certificate in Employability Skills is a 150-hour qualification consisting of five units of 30 hours each.

To achieve the whole qualification, a learner must successfully complete all units.

Level 2 BTEC Certificate in Employability Skills structure	
Core units	
Unit 1	Personal Effectiveness at Work
Unit 2	Developing Personal Communication Skills
Unit 3	Preparation for Starting Work
Unit 4	Building Positive Working Relationships
Unit 5	Understanding the Working Environment



# Key features

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

## National Occupational Standards

Where appropriate, BTEC Short Courses are designed to relate to the National Occupational Standards in the relevant sector which, in turn, form the basis of National Vocational Qualifications (NVQs). They do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications can provide areas of underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

## Level 2 BTEC Certificate in Employability Skills

The Level 2 BTEC Certificate in Employability Skills is designed to provide:

- education and training for those seeking to develop the skills needed for employment
- opportunities for learners who are seeking to enter employment to achieve a nationally recognised Level 2 vocationally specific qualification
- the knowledge, understanding and skills learners need to enter employment in a wide range of vocational sectors
- opportunities for learners to focus on the development of the major key skills and the wider key skills in an employment context, such as improving own learning and performance, working with others and problem solving
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

# Unit format

All units in Edexcel Level 2 BTEC Short Course qualifications have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

## *Unit title*

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance (NOP).

## *NQF level*

This is the level of study of the qualification as determined by the National Qualifications Framework (NQF).

## *Guided learning hours*

Guided learning hours are 'a notional measure of the substance of a unit'. They include an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. They exclude learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

## *Unit abstract*

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

## *Learning outcomes*

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

## *Unit content*

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material maybe further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

### *Grading grid*

Each *Grading grid* contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence.

### *Essential guidance for tutors*

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

- *Delivery* – explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the Occupational Standards will be highlighted here.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative reading for learners* – provides a short list of learner resource material that benchmark the level of study.

### *Key skills*

This section identifies where there may be opportunities within the unit for the generation of evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely on the contents of this section when presenting key skills evidence for moderation. Centres should refer to the QCA website ([www.qca.org.uk](http://www.qca.org.uk)) for the latest version of the key skills standards.

## Assessment and grading

The assessment for the Edexcel Level 2 BTEC Certificate in Employability Skills is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised pass, merit, and distinction criteria for unit assessment and grading.

The overall grading for the Level 2 BTEC Certificate in Employability Skills is a pass, based upon the successful completion of all units. **Learners must pass all units to achieve the Level 2 BTEC Certificate in Employability Skills.**

In the Edexcel Level 2 BTEC Certificate in Employability Skills all units are internally assessed. Centre assessment will be verified through the National Standards Sampling process.

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Grading grid* section of that unit. It is advised that the criteria which an assignment is designed to cover should be clearly indicated in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When applying the assessment criteria and designing assessment instruments, centres should note that learners must not be required to undertake additional tasks to achieve a merit or distinction grade but must provide evidence that differs in quality.

### Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: [www.edexcel.org.uk](http://www.edexcel.org.uk).

# Quality assurance

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

## Internal verification

Centres are required to have processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation. Centres should refer to the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

## External verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol as set out in the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the unit (or units) which will be subject to NSS. Centres will be required to make available work produced by four learners which provides evidence for the assessment (in whole or in part) of the identified unit (or units). The assignment brief (or briefs) on which the work is based must have been internally verified. The learner work **must** have been internally assessed, and at least 50 per cent of it **must** have been internally verified.

Centres should refer to the *NQF BTEC Levels 2/3 (including Short Courses Levels 1-3) Handbook* (updated annually).

## Risk assessment

Edexcel has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

## Approval

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme. Other centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer them.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

## Programme design and delivery

The qualification consists of five mandatory units which are designed to provide a specific focus to the qualification.

In the Level 2 BTEC Certificate in Employability Skills, each unit consists of 30 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

### Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of the learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

BTEC qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Resources for the Level 2 BTEC Certificate in Employability Skills should include case study materials, video clips and other research facilities such as the internet and trade publications that are relevant to the sector in which learners have expressed an interest. For presentations, learners will need access either to OHT materials and an OHP, or appropriate presentation software such as PowerPoint.

Tutors should gather samples of job advertisements, covering letters, and application forms (some blank and some completed). Tutors should also draw on a bank of written business documents to use as examples of what learners may encounter or be asked to prepare. Tutors should provide examples of resources to support the preparation of CVs, including sample layouts and completed versions that reflect good and poor practice. Learners should also be able to examine copies of mission statements that illustrate their purpose. These should cover examples drawn from all three sectors – public, private and voluntary. Visiting guest speakers should also add currency and vocational relevance.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Level 2 BTEC Certificate in Employability Skills. The specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers. The units are designed to meet learners' skills needs to lead to or support employment within a range of vocational sectors.

# Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- an introductory qualification, such as
  - the BTEC Introductory Certificate or Diploma in Business, Retail and Administration
  - the BTEC Introductory Certificate or Diploma in Hospitality, Travel and Tourism
  - the BTEC Introductory Certificate or Diploma in Engineering
  - the BTEC Introductory Certificate or Diploma in Sport and Leisure
- a standard of literacy and numeracy supported by a general education equivalent to GCSEs at grade D-G
- related work experience
- other related Level 1 qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

## Restrictions on learner entry

This qualification is accredited on the NQF for learners aged 14 and over.



## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Key skills

All BTEC Short Courses include signposting of key skills. These are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit, the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Staff will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website ([www.qca.org.uk](http://www.qca.org.uk)) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as learndirect, lifelong learning, and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others – individuals or teams – so that work can be properly planned and targets met
- manage their own development, so that they are always ready to take on the challenges of change and diversification
- use numeracy, not just within routine tasks and functions but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

# The wider curriculum

The study of the Level 2 BTEC Certificate in Employability Skills provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

## Spiritual, moral, ethical, social and cultural issues

The specification provides opportunities for learners to develop an understanding of:

- **spiritual issues** through development of learners' self-confidence and trust in other people they work with, as well as understanding the importance of achieving a happier and more efficient workforce. Learners may also gain from the personal satisfaction achieved through doing a job well. Learners can also engage in discussions that reflect personal approaches to lifestyle choices, including debate on positive and negative influences and their personal feelings, for example, relating to peer pressures (tutors should be aware of the potentially sensitive nature of this area)
- **moral and ethical issues** through the development of their own responsibility to colleagues, their line manager and their employer. These themes can be further developed through discussions about wider social issues such as theft or deliberate injury to others
- **social and cultural issues** through developing inter-relationships with colleagues and the potential development that may result. From a wider perspective, learners could consider the contribution to society they may make through their employment, or the exposure to their own and other cultures they may gain through their work role.

## Environmental and health and safety issues and European developments

The specification provides opportunities for learners to develop an understanding of:

- **environmental issues:** through discussions about how various employment sectors may impact on the environment. This may start with general issues such as wastage or the impact of office-based air-conditioning systems on the atmosphere, or sector-specific issues such as disposal of electrical goods that have reached the end of their shelf-life, or the use of recycled or recyclable materials in products such as motor vehicles
- **health and safety issues:** through the responsibility of employers for their employees, contractors, visitors and members of the public and similarly the responsibility employees have for the same group of people, including their employer. Learners can also discuss vocationally specific issues such as the additional health and safety issues associated with engineering or the food industry

- **European developments:** through the opportunities for employment in other European countries resulting from initial employment in the UK. Learners can consider the differing work patterns and conditions of employment and issues they would need to consider such as travel and accommodation in foreign countries.

## Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- key skills publications – standards, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: [www.edexcel.org.uk](http://www.edexcel.org.uk)
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* – (QCA, 2004).

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches

- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on the Edexcel website ([www.edexcel.org.uk](http://www.edexcel.org.uk)). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team on telephone number 0870 240 9800 to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training will also underpin many areas of the FENTO standards for teachers working towards them.

## Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0870 240 9800 (calls may be recorded for training purposes) or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk)

# Units



# Unit 1: Personal Effectiveness at Work

NQF Level 2

Guided learning hours: 30

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## Unit abstract

Personal effectiveness is a valuable attribute in a wide variety of contexts. The level of confidence that it develops can be useful in both social and work-related contexts. The importance of personal effectiveness in developing skills for industry, and for working lives, is something that needs to be emphasised strongly to learners. Those who know and can demonstrate that they are personally effective will progress quickly in both social and work-related circumstances.

Throughout life, learners will face a wide variety of challenges. Those that can respond positively will succeed both at work and in their personal life. The ability to face challenges and to turn them into personal goals and objectives is something that learners can develop with the right support. The overall philosophy of work-life balance, and the ability to relate working life to personal needs and interests, is important to everyone.

This unit introduces learners to many of the issues they will face as they begin their working careers. They will develop the ability to set goals and objectives for themselves that will enable them to progress, either at work or in their personal lives – perhaps through a hobby or as a member of a club or association.

Learners will also explore the personal implications of working, including the implications of starting work, the importance of their own personal presentation and how to manage unfamiliar personal feelings such as the emotional and physical pressures of work.

Working for a living will normally mean learners will be earning money. This unit also introduces them to knowledge and skills that will help them manage their money, including ways of saving money and the range of services offered by banks and building societies.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to set goals and objectives
- 2 Understand the personal implications of working
- 3 Know how to manage money.

## Unit content

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### 1 Understand how to set goals and objectives

*Goals:* setting personal goals; personal action plans; personal strengths; areas for development

*Objectives:* specific, measurable, achievable, realistic, time-bound (SMART)

### 2 Understand the personal implications of working

*Starting work:* eg commitment; working hard; understanding success and how to achieve it; personal behaviours; life changes; dealing with internal and external customers

*Personal presentation:* the importance of first impressions; dress; general appearance and style; tidiness; cleanliness; posture; communication skills

*Personal feelings:* managing emotions at work; coping with emotional and physical pressures of work eg fear, anger, stress

### 3 Know how to manage money

*Managing money:* earning and saving; common financial terms; methods of managing money; financial tools eg balance sheet, income and expenditure budgets

*Using banks and building societies:* services offered by banks and building societies eg savings accounts, deposit accounts, current accounts, mortgages, ISAs; comparing services



## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 identify and set goals and objectives that will contribute to personal effectiveness at work	M1 describe areas for development that will support personal goals and objectives	D1 explain why personal goals, objectives, presentation and managing feelings are important when starting work
P2 use examples to describe the personal implications of starting work	M2 explain the personal implications of working that must be considered when starting work in a given context	D2 compare and contrast the services provided by banks and building societies.
P3 create a good impression with your personal presentation	M3 select, giving reasons, services offered by banks or building societies that will support managing money in a given context.	
P4 describe ways of managing feelings at work		
P5 use examples to demonstrate how to manage money		
P6 describe the services offered by banks and building societies.		

## Essential guidance for tutors

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### Delivery

There is no prescribed sequence to delivering the units within this qualification. Tutors and programme teams should make their own judgements. It is likely that all units will be delivered concurrently and links to relevant units are provided within each scheme of work.

However, this unit will most probably form the platform on which other units will be developed and learners should be introduced to the overall programme at this stage. They should be reminded that a bank account will be useful for this unit and for their future development. (The learning activities relating to learning outcome 3 will be helpful if some learners do not yet have a bank account of their own.)

Tutors should introduce learners to the purpose and importance of personal development. This should include a personal SWOT analysis. A useful activity is for learners to work in pairs on the development of a personal shield, a quadrant layout on which learners can record their favourite film and/or book, what they might change about themselves, where they see themselves in five years time and what they hope to achieve from their learning programme.

Learners also need to explore the changes that they need to make in order to be successful within the work arena. Sessions can be built around the *Faking It* programme aired on Channel 4 in which people develop totally new knowledge and skills within four weeks. Learners can work in small discussion groups to focus on the changes that each of them will have to make in order to accommodate the working aspects of their future lives. Tutors should use a *Faking It* video to develop learners' ideas about change. They will have the opportunity to discuss the pros and cons of working in the industry that interests them as well as developing a template for success.

Learners will also have the opportunity to explore the impact of first impressions and personal presentation. Learners should work through a practical exercise involving role play, through which learners can reflect on some of their assumptions and how important it is to use appropriate verbal and body language in the workplace. The roles should reflect specific characteristics that can be observed through first impressions, such as what learners are wearing (guided by the tutor), how they sit, how they speak and so on.

Through their work on goal and objective setting, learners will learn and understand how they and other people learn so they can maximise their personal effectiveness. Learners will also have the opportunity to set targets for their future career and lives using goals and SMART objective-setting techniques. They should be provided with a blank Personal Action Plan template to help them record their goals and what actions are required to achieve them. A questionnaire can be used to explore learners' personal impressions of themselves, to review certain aspects of their lives and then set realistic goals for the remainder of their learning programme, and for their future. Tutors should reinforce the knowledge that this is intended to be a personal record and not the basis for further discussion.

This unit will help learners learn to manage their emotions and personal feelings, including how to cope with emotional and physical pressures of work such as fear, anger and stress. Tutors need to support learners in developing strategies for managing their emotions and personal feelings. For example, a handout on stress and its causes will help learners begin to understand this difficult issue and how it might affect them in the future. Other useful materials can be developed to focus on understanding and overcoming fear and anger. As not all learners will go straight into work, tutors should also manage discussions on how learners can maintain their personal motivation until they find the job they want.

This unit also develops learners' knowledge, skills and understanding of money management. Word searches or word jumbles can be used to help learners become familiar with new financial terms. Learners should be helped to explore how to make their money work for them through savings and other investments such as ISAs. A presentation by a specialist visiting speaker such as a bank or building society manager or representative will help to explain the various services offered by banks and building societies, including current accounts, savings and deposit accounts, mortgages, loans, ISAs and so on. Collections of leaflets and brochures from a range of banks and building societies can be distributed to learners as examples of what is available. Learners should also be introduced to cash flows, budgeting and saving, using examples provided by the tutor, as well as blank grids on which they can enter, for example, their own simple income statement and/or balance sheet. Tutors can develop this area further through case studies and money management games found at [www.richdad.com](http://www.richdad.com).

### **Assessment**

Learners will need to provide evidence that addresses the learning outcomes for this unit. Possible options include:

- a personal account or record that demonstrates their understanding of how to set goals and objectives
- a presentation to a group (eg their peers) that shows their understanding of the personal implications of working
- findings from their investigations into how to manage money.

The personal account or record could be developed resulting from discussions and other inputs relating to the development of personal goals and objectives. Objectives should be described in SMART terms.

The presentation to a group could be to other members of their own learning group. The group need only be small. Tutors should ensure that learners are comfortable with the format of the evidence (the presentation). Further guidance can be obtained from the key skills standards for communication.

Learners should agree how to present their findings relating to the services offered by banks and building societies. This could be as a presentation (see above) or as a piece of written work eg a formal report.

For merit, learners need to present evidence that shows what areas for development they should examine in order to support personal goals and objectives. Their evidence must show how they would tackle such development, but it is not a requirement that development actually takes place.

When learners are explaining the personal implications of working that learners must consider when starting work in a given context, they should agree with their tutor what the context should be. This should identify a particular job role that interests the learner. The learner must explain the different implications of working as they relate specifically to this chosen job role. Linked with this evidence, learners can use the same context to select services offered by banks or building societies that will support ways in which they can manage their money. For distinction, the chosen context should also be used to support the evidence learners use to explain how personal effectiveness can contribute to starting work.

For distinction, learners must also compare and contrast the services provided by banks and building societies. Learners need to select an appropriate range of services, such as savings and current accounts, but should also take account of the personal service they received when investigating these services. Despite the need to generate evidence to meet assessment criteria, they are also potential customers and distinction level learners should be in a position to assess the effectiveness of the bank or building society's efforts to secure their business.

### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

There are no National Occupational Standards (NOS) that link directly with this unit or qualification, although it may relate to the Level 2 NOS for Preparing for Enterprise.

There are relationships between this unit and other units within this qualification, as well as the related guidance published by the DfES for work-related learning and Key Stage 4.

This unit also presents opportunities to demonstrate key skills in application of number, communication, information and communication technology, improving own learning and performance, problem solving and working with others.

### **Essential resources**

There are a wide range of relevant resources available. Case study materials, including an appropriate selection of video clips, are essential to the successful delivery of this unit.

Tutors should refer to the additional resources listed in *Annexe C: Additional resources for tutors*.

## Key skills

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Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"><li>using examples to demonstrate methods of managing money.</li></ul>	<p>N2.1 Interpret information from a suitable source.</p> <p>N2.2 Use your information to carry out calculations to do with:</p> <ul style="list-style-type: none"><li>a amounts or sizes</li><li>b scales or proportion</li><li>c handling statistics</li><li>d using formulae.</li></ul> <p>N2.3 Interpret the results of your calculations and present your findings.</p>

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>• discussing the changes that each of them will have to make in order to accommodate the working aspects of their future lives</li> <li>• discussing how they can maintain their personal motivation until they find the job they want</li> <li>• discussing personal goals and objectives</li> <li>• delivering a presentation to a group (eg their peers) that shows their understanding of the personal implications of working</li> <li>• reading information about the services offered by banks and building societies</li> <li>• writing a personal account that demonstrates their understanding of how to set goals and objectives.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>
Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>• developing and delivering a presentation to a group (eg their peers) that shows their understanding of the personal implications of working</li> <li>• researching and presenting information about the personal implications of working.</li> </ul>	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number.</p>

<b>Improving own learning and performance Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>• learning how to set goals and objectives</li> <li>• learning how to manage money.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements.</p>
<b>Problem solving Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>• finding out about the services offered by banks and building societies</li> <li>• learning how to manage money.</li> </ul>	<p>PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p> <p>PS2.2 Plan and try out at least one way of solving the problem.</p> <p>PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.</p>
<b>Working with others Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>• working as part of a group to learn how to set goals and objectives and to understand the personal implications of working.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving the identified objectives.</p> <p>WO2.3 Review your contributions and agree ways to improve work with others.</p>





# Unit 2: Developing Personal Communication Skills

NQF Level 2

Guided learning hours: 30

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## Unit abstract

Personal communication skills are important to everyone. Without the ability to communicate effectively, it is difficult to have any impact on situations or to make any recognisable progress where this is needed. Communicating personal information effectively with prospective employers is the first stage of securing useful employment. In working situations, people need to be able to communicate information, listening and responding to colleagues as well as using a range of business documents. They also need to be able to present their ideas in different ways.

This unit introduces learners to a range of personal communication skills. The first part of the unit looks at ways of presenting personal information to potential employers, either by preparing a covering letter in response to a job advertisement, or by completing an application form and preparing a supporting statement to accompany it. Learners will develop their knowledge of layouts and formats.

Learners will also have the opportunity to develop some of the personal communication skills they will need in working situations. This includes knowing how to communicate face-to-face and verbally using the telephone as well as listening and responding to others. Learners will develop writing skills that they can use to prepare a range of written documents, such as letters, memos and email messages.

Learners will add to their employability appeal by developing the ability to deliver presentations. The unit explores what makes an effective presentation and a range of techniques learners can use to improve their own presentation skills.

## Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to present personal information to a prospective employer
- 2 Know how to use personal communication skills at work
- 3 Be able to plan, prepare and deliver presentations.

## Unit content

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### 1 Understand how to present personal information to a prospective employer

*Covering letters:* purpose eg responding to advertisements, adhoc applications; layout; format

*Application forms:* purpose; layout; format; completing application forms; supporting statements

### 2 Know how to use personal communication skills at work

*Personal communication skills:* types eg face-to-face communication, non-verbal communication, using the telephone, written communications, email; listening and responding skills

*Telephone skills:* listening and responding; taking and passing messages; assertiveness; clarity; advantages and disadvantages of using the telephone; dealing with difficult callers

*Written communications:* types eg letters, memos, agendas, meeting minutes, notes, emails; purpose; formats of routine business documents; extracting, adapting and presenting information in a business context; spelling; punctuation; grammar

### 3 Be able to plan, prepare and deliver presentations

*Presentations:* components of a presentation; attributes of a good speaker; team presentations

*Techniques:* planning; preparation; delivery; managing nerves and anxiety; self-assessment eg through video, group feedback, tutor, invited guests; evaluation; recommending improvements

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 prepare a covering letter to respond to a job advertisement	M1 explain the components required for covering letters, application forms and supporting statements	D1 compare and contrast covering letters and application forms as ways of presenting personal information to prospective employers
P2 complete an application form and a supporting statement in response to a job advertisement	M2 explain the importance of personal communication skills at work	D2 evaluate the planning, preparation and delivery of the presentation and make recommendations for improvement.
P3 use verbal and written personal communication skills	M3 analyse feedback on the presentation from different sources.	
P4 demonstrate telephone skills including taking and relaying a message		
P5 use appropriate techniques to plan, prepare and deliver a presentation.		

## Essential guidance for tutors

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### Delivery

There is no prescribed sequence to delivering the units within this qualification. Tutors and programme teams should make their own judgements. It is likely that all units will be delivered concurrently and links to relevant units are provided within each scheme of work.

The unit begins by developing learners' understanding of how to present personal information to a prospective employer. Learners need to be able to write a covering letter in response to an advertisement, laying the letter out using the correct format. Learners should brainstorm what they think the purpose of a covering letter is, with tutors recording their ideas on a flipchart.

Tutors should deliver a short session on letter-writing skills, including what makes a good covering letter, such as structure, grammar, spelling, presentation and so on. They should provide learners with sample covering letters that clearly illustrate the points discussed. Tutors should then group the learners in pairs asking each pair to construct a covering letter in response to a job advertisement. (Learners can select an advertisement to respond to or tutors can provide a suitable example.)

Once the letters have been written, pairs should swap their work with another pair and provide feedback (either to the other pair or to the whole group) on their impressions of the letter and whether they feel it would succeed in securing an interview. Tutors can then discuss with the group how easy or difficult they found the exercise and share examples of good letters.

Learners then need to focus on application forms as an alternative method of communicating personal information. Tutors may choose to deliver a short formal session on the purpose of application forms and how supporting statements can provide further useful information. This should focus on what makes a successful application, including an examination of the different sections that make up applications forms. Tutors should also distribute sample copies of application forms, some blank and some completed. Learners should again work in pairs to complete an application form (tutors should ensure that learners have an advertisement that learners can use as a point of reference). When they have completed the form, they should swap with another pair and provide feedback in the same way as for the letter-writing exercise.

Tutors should be aware of the links between this unit and *Unit 3: Preparation for Starting Work* which explores curricula vitae.

The unit then moves on to explore how learners can use personal communication skills at work. Tutors should use a variety of examples to demonstrate different types of communication in practice, including face-to-face communication, non-verbal communication, using the telephone, written communications, email. Some of these can be demonstrated through role play, others by watching extracts from videos.

Tutors should deliver a short, formal session on the importance of listening and responding to others, including different techniques that can be used to ensure accuracy and clarity. When tackling telephone skills, tutors can use role plays where learners match their voice to a particular feeling, such as happy, sad, angry, confused and so on. If learners deliver their message with their back to the main group, the other learners could be asked to determine what feeling the learner was portraying. Learners can then be divided into small discussion groups focused on corporate image. Groups can discuss what kind of corporate policy would be acceptable when answering the telephone, what is the purpose of having a corporate image, the use of telephone scripts and so on. The groups can also discuss the use and impact of answering systems, particularly the automated type that require the caller to press a sequence of buttons on their keypad. Assertiveness is also important and can be demonstrated and practised through role plays.

The area of written communication builds on the first section of this unit and the business of writing covering letters. Learners can brainstorm the different types of business documents they may come across and tutors should provide examples to illustrate the different types of document and formats. Learners should then work through a series of exercises that requires them to produce different documents following a set of instructions. As learners' skills develop, tutors may decide to introduce instructions that are deliberately vague, to encourage learners to ask for clarification.

Tutors can present learners with a number of communication exercises that link together in a simulated activity. Learners should have the opportunity to use each method of communication, exploring the key aspects of each method and comparing the advantages and disadvantages. Discussion groups can explore a number of different aspects and help to share understanding. Team debates can also be used to demonstrate listening and responding skills.

The final stage of this unit focuses on presentation skills. Learners need to understand that presentations are being used more and more in organisations to recruit staff and that interviews are in fact mini presentations. Initially they should consider the components of a presentation and what the attributes of a good speaker are. Learners can be divided into small groups, with each group discussing and agreeing 10 tips (perhaps a list of 'do's and don'ts') that they would recommend to help others deliver a presentation. Groups can then deliver a mini presentation of their findings using a flip chart, as an introduction to delivering a presentation on their own.

Each learner must have the opportunity to plan, prepare and deliver a presentation of their own. This could be linked to other material in this unit or qualification, related to a period of work experience or based on a hobby. Learners need to focus on planning techniques when developing their presentation and will probably need some formal input by the tutor as well as ongoing support as development of their presentation evolves. Tutors should encourage learners to brainstorm the contents of the presentation first, before planning and preparing slides (either using OHTs or electronically, for example using PowerPoint software).

Learners should be given clear guidance to support the delivery of their presentations. Tutors may decide to agree with learners to video the presentations. These can add a valuable source of feedback that learners can use to improve their abilities.

Once presentations have been delivered, the group and the tutor should then provide feedback to enable learners to evaluate their presentations, including how useful they found each presentation, what was good about it, what could be improved and how their own skills might improve as a result.

As their presentation skills develop, learners can work in small groups to discuss their main worries and anxieties with each other. Tutors monitoring this discussion can support development of the discussion by prompting learners to think about how they have managed their nerves in the past, for example when taking exams. Tutors should gather feedback from all the groups, adding support where necessary by explaining techniques and tips for reducing anxiety and controlling nerves.

Once learners have had the opportunity to practise their own presentation skills, they should then examine the development of team presentation skills. This will involve working with others (linking with communication skills, decision making and problem solving). As before, other learners should provide feedback on the group presentations and support learners in evaluating their work.

### **Assessment**

Learners will need to provide evidence that addresses the learning outcomes for this unit. Possible options include:

- copies of covering letters, application forms and supporting statements prepared and completed by the learner
- records of learners demonstrating personal communication skills, including verbal, written and telephone skills
- notes and slides used by the learner to deliver a presentation
- observation records and witness testimonies of the learner delivering a presentation.

To meet the pass criteria, learners should complete one covering letter and one application form, together with a supporting statement. They should include with their evidence the job advertisement used to prepare these documents. The same job advertisement can be used for both types of document. (Job advertisements can be sourced by learners or provided by tutors.)

Learners need to provide evidence of using personal communication skills. Evidence of verbal and telephone skills can be recorded on tape or accounted for by an observation record completed by the tutor, supported if required by witness statements. Evidence of written skills should include a copy of one business letter, one email communication and at least one other business document, which may vary depending on the focus of the learner's interests or work area. An appropriate scenario should be capable of capturing several if not all types of evidence relating to personal communication skills.

Learners must also plan, prepare and deliver a presentation. Tutors should support learners when they are developing their presentation but should also confirm that the outcomes are the result of learners' own work. Learners should also provide evidence (which can be through personal discussion with the tutor) of what steps they have taken to manage their nerves during preparation and delivery of the presentation.

For a merit, learners should explain the components required for covering letters, application forms and supporting statements. It is expected that learners will use their own examples prepared for the pass criteria to support this explanation, although they should be encouraged to make reference to examples of good practice. When explaining the importance of using personal communication skills at work, learners should refer to the communication skills they have demonstrated at pass level. Once again, their evidence should be illustrated by examples drawn from their own work, but they should also refer to examples of good practice provided that their work is not entirely dependent on this.

Learners must also analyse feedback on their presentation skills from different sources. Learners must identify and use feedback from other people who attended their presentation, including other learners, their tutor and any invited guests. They must also include feedback generated from reviewing video recordings of their presentation.

To meet the distinction criteria, learners must compare and contrast covering letters and application forms as ways of presenting personal information to prospective employers. For this they should use the letters and application forms they prepared for the pass criteria. Their evidence should identify similarities and differences between the two methods and highlight the advantages and disadvantages of each. Evidence could be presented in tabular format provided that this does not sacrifice the detail required for the distinction criteria. They must also review their analysis of the feedback given for their presentation, commenting on the strengths and weaknesses of the presentation and arguing for or against specific points of feedback. Their work must also include recommendations of what they would do in terms of preparation and/or delivery of the presentation to improve it and comment on how such improvements would be effective.

### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

There are no National Occupational Standards (NOS) that link directly with this unit or qualification, although it may relate to the Level 2 NOS for Preparing for Enterprise.

There are relationships between this unit and other units within this qualification, as well as the related guidance published by the DfES for work-related learning and Key Stage 4.

This unit also presents opportunities to demonstrate key skills in communication, information and communication technology, improving own learning and performance and working with others.

### **Essential resources**

Tutors should ensure that their collection of resources includes an appropriate sample of job advertisements, sample covering letters, sample copies of application forms (some blank and some completed). Tutors should also draw on a bank of written business documents to use as examples of what learners may encounter or be asked to prepare. Case study materials including an appropriate selection of video clips are essential to the successful delivery of this unit.

For their presentations, learners will need access either to OHT materials and an OHP, or appropriate presentation software such as PowerPoint.

Tutors should refer to the additional resources listed in *Annexe C: Additional resources for tutors*.



## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>discussing letter-writing skills</li> <li>discussing presentation skills</li> <li>delivering a presentation linked to other material in this unit or qualification, related to a period of work experience or based on a hobby</li> <li>reading handouts and other materials supporting this unit</li> <li>writing covering letters or supporting statements</li> <li>preparing different written business documents.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>
Information and communication technology Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>developing and delivering a presentation linked to other material in this unit or qualification, related to a period of work experience or based on a hobby.</li> </ul>	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number.</p>

<b>Improving own learning and performance Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>• developing skills in presenting personal information to a prospective employer</li> <li>• acquiring and practising communication skills</li> <li>• acquiring and practising skills to deliver presentations.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements.</p>
<b>Working with others Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>• working in a group to develop and deliver a group presentation.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving the identified objectives.</p> <p>WO2.3 Review your contributions and agree ways to improve work with others.</p>

# Unit 3: Preparation for Starting Work

NQF Level 2

Guided learning hours: 30

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## Unit abstract

One of the most significant life changes is when people start work. For some, this is a relatively easy transition. For others, there are some difficult and unexpected challenges. A future employer will have certain expectations of new employees. Some help might be given, other employers would simply dismiss troublesome employees and look for someone new.

Some learners will have been living with parents and starting work will require some changes to their lifestyle. Parents may be willing to continue to accommodate them in the first few weeks of their working life, but will probably need some financial contribution if this is to be on a medium or long-term basis. Learners may hope to find their own place to live, without fully realising the substantial life changes that this would involve, from being financially independent to making sure they get up and arrive at work on time.

All of this demands serious thought. Once learners have engaged in the reality of what they are facing, they then need to take some pro-active steps to find a job, involving the development of curriculum vitae (CV) and learning how to perform well in an interview.

This unit will provide learners with the knowledge, understanding and skills they need to make these kinds of decisions and secure useful employment. The first challenge for learners is to try to decide what sector they would like to work in – public, private or voluntary. Whilst there will be differences in each sector, learners also need to explore their behavioural patterns, how these would impact on their future working life and what kind of behaviours are acceptable to employers. They also need to find out how different job roles will impact on their lives and what changes they may need to make.

Learners also need to prepare a CV. Whilst most learners have probably heard of CVs, and understand their broad purpose, they will still need to find out more, such as different formats, or the processes they need to go through to develop a CV from a rough draft to a final copy.

Finally, they will need to develop the skills they need to tackle an interview effectively. These might include finding out more about the company, presenting themselves appropriately and asking the right questions.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand the behaviours that are necessary for success at work
- 2 Be able to prepare a CV
- 3 Be able to demonstrate appropriate interview techniques.

## Unit content

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### 1 Understand the behaviours that are necessary for success at work

*Work sectors:* public, private, voluntary; advantages and disadvantages; preferences

*Behaviours:* having and maintaining the right attitude; being on time; being prepared; having the right appearance; putting in the right effort; being in control; 'do's and don'ts' in the workplace; health and safety issues; dealing with challenges; maintaining motivation

*Life changes:* financial; commitment; social; daily routine; breaks; smoking; housework; holidays; sleep patterns; unemployment

### 2 Be able to prepare a CV

*The CV:* purpose; format; using personal profiles; size; factual, positive approach

*Preparing a CV:* techniques eg using a log of experiences, using a template; draft copies; neatness; checking for errors; final copies using a checklist; checking with others eg tutor, other learners, current employer

### 3 Be able to demonstrate appropriate interview techniques

*Interview techniques:* researching the company; knowing where to go eg maps, routes; being prepared; presenting the right image; arriving early; knowing the name and title of the interviewer; anticipating possible questions and preparing answers; selling personal qualities; having questions ready

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 describe, using examples, the advantages and disadvantages of working in the public, private and voluntary sectors	M1 analyse the life changes that would be required to support working in the public, private or voluntary sector	D1 evaluate two contrasting job choices and the implications each would have for life changes
P2 demonstrate the behaviours that are necessary for success at work	M2 explain, using examples, the importance of checking for errors in a draft and final CV	D2 evaluate own performance during a mock interview and make recommendations for improvement.
P3 prepare a CV using an appropriate format and using a range of techniques	M3 analyse the techniques used during a mock interview.	
P4 demonstrate interview techniques during a mock interview.		

## Essential guidance for tutors

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### Delivery

There is no prescribed sequence to delivering the units within this qualification. Tutors and programme teams should make their own judgements. It is likely that all units will be delivered concurrently and links to relevant units are provided within each scheme of work.

This unit begins with an examination of the different work sectors that learners could work in eg public, private and voluntary. Learners can work in discussion groups to share their current knowledge of working in these different sectors. Tutors should monitor these discussions, ensuring that accurate representations of each sector are shared amongst the groups. This is a good opportunity to encourage learners to ask questions about working in the different sectors and to focus on their personal preferences.

Learners can continue in their groups, listing the behaviours they think would be helpful, or unhelpful, both on their programme of learning and at work. Tutors should take feedback and ensure a frank exchange of views about what helpful and unhelpful behaviours learners have exhibited so far and how this would have impacted in a work situation. Learners need to focus on how they can move towards helpful behaviours. Embedding these now will contribute to ensuring a more natural approach when learners start work. They need to understand that unhelpful behaviours at work can build resentment amongst work colleagues and eventually lead to dismissal if they continue.

Groups may find it useful to make a list of 'do's and don'ts' that are acceptable in the workplace. A sympathetic visiting speaker may also be invited to deliver a presentation, which would add currency and vocational relevance for some learners. Such a speaker could also incorporate important aspects of health and safety which learners need to be aware of.

Tutors can facilitate a brainstorming session on motivation. One definition is 'the will to act'. The learner group may wish to discuss alternative definitions or come up with their own definition. This can become particularly critical if learners undergo an unexpected period of unemployment. Learners can brainstorm strategies for staying motivated, especially if their working situation is not what they expected it to be. It is important for learners to understand the relevance of support networks.

A more concentrated effort may be needed to make learners engage with the idea of life changes. They need to think about their current lifestyles and what it is that determines these. Many will still be dependent on parents and the nature of changing daily routines, managing housework around the demands of a job role, and no longer being able to sleep more or less when they wish will be a very strange phenomenon to them. Helping them to recognise the elements of their lifestyle and what changes would be necessary to support a work role is particularly important. Whole group discussion may be a useful way forward. For some learners, one-to-one discussions are a more sympathetic approach.

Learners could be asked to write down for themselves what they have learnt from this topic and what changes they plan to make to manage the behavioural and lifestyle changes they are about to embark upon.

Learners' newly developed understanding of the behaviours necessary for success at work will provide a useful link to CV preparation. An initial approach could be for learners to develop an experiences catalogue – a log or record of useful experiences they have had that would contribute usefully to a CV. Learners should initially brainstorm all the experiences they can think of (including what has happened to them in school or college, at home, during their leisure time and during any periods of work experience), then select the formative, significant or notable experiences that highlight key events and transferable skills. Learners should also prepare a personal profile that will help them when they prepare their own CV. It is important for them to think about their own profile and not just copy ideas from other people.

It is essential for tutors to explain what a CV is and to provide examples of templates, as well as good and bad completed CVs. Learners can search poor CVs for errors and feed back their findings to their group. For each error, learners should be able to explain how to rectify it. Groups can also be asked to identify lists of 'do's and don'ts' when preparing a CV.

Each learner must then prepare their own CV using the ideas developed so far. It would be helpful for learners to exchange CVs with a partner, who should offer constructive criticism. Tutors must monitor this and ensure it is achieved effectively.

Preparation of CVs leads to preparation for interviews. Learners need to develop skills in using interview techniques. This can begin with one-to-one information interviews that learners can use to find out information about different companies in different sectors. This may form a useful vehicle for feeding back to learners at a later stage. Learners can brainstorm a range of interview techniques. Tutors should support this by building a comprehensive list. Learners must be given the opportunity to put these techniques into practice, using mock interview based either on a case study or using live information. Participating local employers will add a substantial element of realism and be able to provide useful feedback to all learners in the group.

### **Assessment**

Learners will need to provide evidence that addresses the learning outcomes for this unit. Possible options include:

- a presentation or written summary describing the advantages and disadvantages of working in the public, private and voluntary sectors
- a presentation or written summary describing the behaviours and life changes necessary for success at work
- a copy of a CV prepared by the learner using an appropriate template
- records of the learner demonstrating interview techniques during a mock interview.



To meet the pass criteria, learners should describe the advantages and disadvantages of working in the public, private and voluntary sectors using examples. Learners should cover at least one example from each sector. Their evidence can be based on personal experience (in instances where they have part-time work or a sufficient level of work experience) or they can base their evidence on case study materials, visits to local industry where they have had opportunities to question employers and their staff, or presentations made to the group by visiting speakers.

Learners need to demonstrate the behaviours that are necessary for success at work. This assessment criterion underpins learners' full understanding of the importance of this aspect of the unit. Tutors should agree with learners an appropriate period of time during which to assess this criterion. The period should be long enough to ensure consistency, but not so long as to be unnecessarily difficult to achieve.

Learners must also prepare a CV using an appropriate format and a range of techniques. The techniques used should be based on the unit content, such as using an experiences catalogue, preparing a draft copy, checking for errors and so on. The template should meet the needs of learners' circumstances. There are a variety of useful templates in the public domain and tutors should use their professional judgement to confirm achievement of this criterion.

Learners also need to demonstrate interview techniques during a mock interview. Tutors must ensure learners have had sufficient opportunity to acquire and practice the necessary techniques before carrying out a summative assessment. This can be achieved by the tutor personally, or by using carefully briefed employers who are willing to support the delivery of this unit and its assessment. The interview should be based on a realistic job opportunity. This could be one of the learner's own choosing, selected by the tutor or created by a participating employer. The interview itself should be carried out to industry standards and be of an appropriate length.

For a merit, learners need to analyse the life changes that would be required to support working in the public, private or voluntary sector. Learners should select an appropriate job opportunity in one sector and explain what life changes this would require them to make. Learners can use the same opportunity as for the mock interview, but this must be sufficiently challenging to reflect an appropriate level and quality of evidence. Where the mock interview does not lend itself to this circumstance, learners may select an alternative opportunity.

Learners must also explain the importance of checking for errors in a draft and final CV. They are expected to use early drafts of their own CVs to illustrate the impact of errors. However, they should also incorporate examples from sample CVs to widen the range of errors on which they comment.

Learners also need to analyse the effectiveness of interview techniques used during a mock interview. This requires them to demonstrate an understanding of the techniques and why they are used in particular circumstances. Again, learners should draw on their own experience during the mock interview, but should also comment on the use of techniques that may not have occurred naturally.

For a distinction, learners must evaluate two contrasting job choices and the implications each would have for life changes. For this criterion, the two jobs chosen should show sufficient contrast as to have different implications for the learner. Learners may need guidance on selecting job choices that will provide appropriate opportunities to carry out the evaluation. It is the evaluation, not the selection of job choices, that is the focus of this criterion.

Learners also need to evaluate their own performance during a mock interview and make recommendations for improvement. This requires them to gather feedback on their performance and to use advice and guidance from the interviewer as well as self-reflection to assess their performance. Care should be taken to ensure that the learner carries out the evaluation and does not simply report the findings of others. Similarly, learners can discuss recommendations for improvement with their interviewer, but assessment must be based on learners' own findings and recommendations, rather than those suggested by others.

### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

There are no National Occupational Standards (NOS) that link directly with this unit or qualification, although it may relate to the Level 2 NOS for Preparing for Enterprise.

There are relationships between this unit and other units within this qualification, as well as the related guidance published by the DfES for work-related learning and Key Stage 4.

This unit also presents opportunities to demonstrate key skills in communication, information and communication technology, improving own learning and performance and working with others.

### **Essential resources**

There are a wide range of relevant resources available. It is essential for tutors to provide resources to support the preparation of CVs, including sample layouts and completed versions that reflect good and poor practice.

Tutors should refer to the additional resources listed in *Annexe C: Additional resources for tutors*.

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>• discussing their experience of working in the public, private or voluntary sectors</li> <li>• discussing different definitions of motivation</li> <li>• discussing changes to their lifestyle resulting from different job choices</li> <li>• delivering a presentation on the advantages and disadvantages of working in the public, private or voluntary sector</li> <li>• delivering a presentation on the behaviours and life changes necessary for success at work</li> <li>• preparing a CV.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least 4 minutes.</p> <p>C2.3 Write <b>two</b> different types of documents, each one giving different information. One document must be at least 500 words long.</p>

<b>Information and communication technology Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>using information technology to develop and deliver presentations on the behaviours necessary for success at work.</li> </ul>	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number.</p>
<b>Improving own learning and performance Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>researching and developing their understanding of the behaviours that are necessary for success at work</li> <li>learning how to prepare a CV</li> <li>acquiring and developing interview techniques.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements.</p>
<b>Working with others Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>researching and developing their understanding of the behaviours that are necessary for success at work.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving the identified objectives.</p> <p>WO2.3 Review your contributions and agree ways to improve work with others.</p>

# Unit 4: Building Positive Working Relationships

NQF Level 2

Guided learning hours: 30

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## Unit abstract

Most businesses are dependent on teams of staff, some of whom will have worked together for many years and adopted a culture that operates effectively and runs smoothly. This can sometimes be intimidating for new employees, who should understand the need to build positive relationships with their new colleagues. It will help for them to understand their own learning styles in order to help their new colleagues support them in ways that are most useful. Understanding the purpose of giving and receiving feedback will also add to their employability.

Unless the organisation is a single owner-manager operation, its staff will need to be able to function as part of a team. Teams can evolve naturally, but understanding the stages of team development may ease some of the difficulties that can be encountered. Appreciating the ways in which decisions are made and problems solved will also smooth the path for many organisations and its employees, making both processes more effective.

Conflict is almost expected as part of business culture at some time or other. Handling conflict successfully enables the organisation and its staff to learn from the experience and strengthen the way in which it operates. Conflict, however, can also be extremely destructive and most organisations would benefit in some way by improving their conflict handling capabilities.

This unit begins by helping learners to understand both their own learning styles and the purpose of giving and receiving feedback. It then explores the various stages of team or group development and how individuals can contribute to the team effort. Building positive relationships will be dependent on working in groups from time to time and learners will develop their knowledge and understanding of group dynamics. Some situations will require them to make decisions and/or solve problems and this unit provides the opportunity to develop skills in both areas.

It also provides opportunities to explore assertiveness, conflict and reconciliation in a safe environment, giving learners the chance to try various techniques and to learn ways of managing these challenging situations effectively.

## **Learning outcomes**

**On completion of this unit a learner should:**

- 1 Understand the skills needed to build positive working relationships
- 2 Know how to contribute as a member of a group
- 3 Know how to respond to challenging situations.

## Unit content

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### 1 Understand the skills needed to build positive working relationships

*Learning styles:* types eg reading, watching videos, discussion, doing; own preferences

*Feedback:* purpose; importance; techniques for giving and receiving feedback; constructive and destructive feedback; taking criticism

### 2 Know how to contribute as a member of a group

*Teamworking:* stages of developing a group (forming, storming, norming, performing); formal/informal teams; team cohesion; team behaviour; group dynamics; identifying own role as a member of a team; contributing to the team effort; expressing opinions; identifying options

*Decision making:* decision-making skills; available information; personal prejudices

*Problem solving:* stages in handling a problem; impact of problem solving when working with other people

### 3 Know how to respond to challenging situations

*Assertiveness:* assertive/aggressive/passive behaviours; associated body language; short-/long-term benefits of behaving assertively for the individual and the organisation; respecting the rights of others

*Conflict:* stages (suspicion, evidence, attack/retreat/negotiate); dealing with anger; conflict handling styles; conflict resolution

*Reconciliation:* types of reconciliation eg mediation, negotiation, arbitration, conciliation, counselling, therapy, reparation; creating win-win situations

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 identify and describe own preferred learning style(s)	M1 explain the purpose of giving and receiving feedback	D1 evaluate own strengths and weaknesses of working as a member of a group
P2 use examples to describe techniques for giving and receiving feedback	M2 analyse, using examples, the different stages of developing a group	D2 appraise the benefits to the individual and to an organisation of responding positively to challenging situations.
P3 provide an account of contributions made as a member of a group	M3 compare different methods of resolving conflict.	
P4 work as part of a group to make a decision and identify a solution to a problem		
P5 use examples to describe ways of responding to challenging situations.		



## Essential guidance for tutors

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### Delivery

There is no prescribed sequence to delivering the units within this qualification. Tutors and programme teams should make their own judgements. It is likely that all units will be delivered concurrently and links to relevant units are provided within each scheme of work.

Learners will be able to build relationships more effectively if they understand how they can learn from being part of a relationship, which means understanding their own learning styles and the importance of giving and receiving feedback. Tutors should begin this unit by asking learners to explore their learning styles, identifying different learning styles and leading a whole group discussion about which styles different learners prefer. There are numerous learning style questionnaires that tutors can use to explore this issue further. It is important, however, to ensure learners understand that there are no 'right' or 'best' learning styles, only the ones that work most effectively for themselves.

Giving and receiving feedback as part of the learning process is as important as learning itself. Giving and receiving feedback can include, for example, providing feedback immediately, during a formal review, at an annual appraisal or during a disciplinary hearing. Learners will have had some experience of receiving feedback and tutors should encourage them to share with the rest of their group how they felt about this. Tutors can move on to a brainstorming session about what it means to give and receive feedback, including when it should be done, how it makes people feel (when giving as well as receiving), why feedback is important and what prevents people from giving and receiving feedback. Learners can explore techniques for giving and receiving feedback through role play or through links with other units within this qualification eg *Unit 2: Developing Personal Communication Skills*, which requires learners to provide feedback about other learners' presentations.

Learners are likely to need some formal input on the stages of group development (forming, storming, norming and performing). Tutors should also use case studies and role-play exercises to highlight the way group dynamics change under different circumstances, such as the size or purpose of the group. Learners may benefit from large or small group discussions or on-to-one discussions with the tutor to identify and analyse their own role as part of the team and how they can contribute to the team effort. This will also support them in expressing their opinions. (While one-to-one discussions with tutors may help to support learners who are anxious or less extrovert, this is not in the spirit of teamworking. Learners should be helped to recognise this and to overcome any difficulties they may be experiencing.)

Case studies and role-play exercises can also be used to expand on other teamworking issues, such as group and team definitions, roles and characteristics, formal and informal groups, team cohesion, team behaviour and development. Tutors should consider using selected video clips to illustrate various concepts that learners may not otherwise experience.

Learners' developing knowledge of teamworking can provide a useful link to decision-making and problem solving. Learners need to discuss what makes a decision a good decision. Tutors can support this by highlighting key points, such as fact-finding (linked to suitable time constraints), intuition, consulting others (including experts), accepting the possibility of failure, searching for solutions, calculating the risks, letting someone else decide or putting the decision off altogether. It is also important for learners to be aware of the implications of personal prejudices and how these may affect their decision-making ability.

The relationship between problem-solving skills and teamworking is best delivered through a team exercise in which small teams are given a problem to solve or a challenge to complete. Part of the exercise should address how the team attempted to solve the problem eg finding out all the necessary information, discussing alternatives, agreeing solutions and so on. The exercise should also provide the opportunity to reflect afterwards on how learners communicated with each other, whether their communications were successful and how they contributed to the outcomes of the problem solving activity.

The final element of this unit focuses on challenging situations and explores ways of developing learners' ability to address these and develop the skills needed to handle them. Learners can benefit from large or small discussion groups focusing on assertive, aggressive and passive behaviours. Small groups could be asked to identify a number of attributes for each type (unless groups are asked to focus on one specific type). Learners could be asked to write down phrases that are associated with the different behaviours. Once learners have exhausted their thoughts, tutors should take feedback, highlighting any behaviours or phrases that have been listed or identified incorrectly.

Tutor input should address the fact that when people are not behaving assertively, their behaviour will be either aggressive or passive. Learners could be asked to comment on which of the three behaviours they feel they use most often and which they would be using if not being assertive. Tutors should be conscious that this may be a sensitive area for some learners. Learners should be encouraged to behave assertively once they can clearly recognise the differences between assertiveness and aggressiveness (inexperienced learners may confuse the two). Learners can continue working in small groups to discuss what they think the benefits of being assertive are to themselves as individuals as well as to an organisation.

This area of content leads naturally into addressing the issue of confrontation and conflict. Learners can work in small groups to discuss what their current understanding of 'conflict' is and to provide a group definition. Groups should also brainstorm reasons why conflicts arise. Some formal input on the stages of conflict development (suspicion, evidence, attack/retreat/negotiate) would be useful at this stage. Tutors should reinforce the value of using listening skills (see *Unit 2: Developing Personal Communication Skills*) to check that people are listening to, and properly hearing, what another person is saying.

Tutors should introduce the idea of mediation as a means of resolving conflict and reinforce the notion that listening is the key. Suitable role-play exercises will give learners the opportunity to practise gathering information and teasing out the issues and subtext of a dispute. Tutors can evaluate the learning that has taken place for this topic by asking learners to brainstorm their new understanding of conflict and how it can best be handled. The group can discuss how they can transfer what they have learnt into their work and relationships with others.

This area of content concludes with a focus on reconciliation. Learners can be asked to brainstorm methods of reconciliation, which should (with tutor guidance) include mediation, negotiation, arbitration, conciliation, counselling, therapy and reparation. Learners could be asked to share with the group instances of when they have experienced reconciliation (again tutors should be conscious of the sensitive nature of this topic). Case study materials will usefully support examples of the different methods of reconciliation. Role-play exercises can be used to provide learners with experience of applying reconciliation methods and of creating win-win situations.

### **Assessment**

Learners will need to provide evidence that addresses the learning outcomes for this unit. Possible options include:

- findings resulting from an exploration of personal learning styles
- a presentation summarising ways of giving and receiving feedback
- records (eg a log or diary) of how they have contributed as a member of a group
- records demonstrating decision making and problem-solving skills
- a presentation or written summary of how they might respond to challenging situations.

To meet the pass criteria, learners should base their description of their own preferred learning style(s) on the results of a suitable questionnaire used during delivery of this unit. Learners' evidence should show a clear understanding of different learning styles and should reflect accurately what each learner's preferences are.

When describing techniques for giving and receiving feedback, learners should illustrate their evidence with examples. These may be drawn from their own experience but should also refer to examples from case study or video materials where these highlight good practice.

Learners also need to provide an account of contributions they have made as a member of a group. This can be in the form of a log or diary that reflects their own contribution. Tutors should ensure, as this evidence develops, that the group has a clear focus that learners can both relate and contribute to, and that each learner has adequate opportunity to make a useful contribution that will support their evidence.

Evidence of making decisions and solving problems must be considered separately to the above. The basis of the decision can be negotiated and agreed by a group of learners or provided through a case study by tutors. Tutors must ensure that all learners contribute to the decision-making process. When addressing the issue of problem solving, learners should be aware that their evidence must identify a solution, which does not necessarily have to imply that the solution is carried out. Current key skills standards may offer further useful guidance for this aspect.

Learners must describe, using examples, ways of responding to challenging situations. This should address assertive behaviour, the issue of conflict and methods of resolving conflict. The delivery guidance states clearly that tutors must be conscious of how this may affect learners if real or simulated conditions are imposed. Learners must not be asked to produce evidence that may cause embarrassment or distress. Where such evidence is naturally and openly available, its use should be encouraged, but tutors must make it clear to learners that they can draw on examples from case study materials if they prefer.

To meet the merit criteria, learners should draw on their evidence relating to the giving and receiving of feedback to develop an explanation of what the purpose of feedback is. They can also refer to case study materials that highlight examples of good practice to extend and develop their explanation. When analysing the different stages of developing a group, learners should use examples of their own group experience as far as possible. Tutors should be aware of how successfully the collective group development captures the different stages. Where some stages may be weak, learners should use case studies to expand their analysis of group development.

To compare and contrast different methods of resolving conflict, learners should first consider their existing evidence for pass criteria. This may need further support where a limited range of methods have been addressed. Again, good case study materials will provide learners with sufficient information to develop their evidence. The contrast should highlight the strengths and weaknesses of different methods.

To meet the distinction criteria, learners need to review their evidence of working as a member of a group and evaluate the strengths and weaknesses of their own contribution. Strengths should be clear, provided that these are properly supported and confirmed by the tutor. Evidence based on criticism of other group members is not valid. Learners may comment on instances where their own contribution would have improved if their relationships with other group members had been more effective. Tutors should also recognise that learners may have made a weak contribution but can still provide a strong evaluation that will achieve the distinction criteria.

When appraising the benefits to the individual and to an organisation of responding positively to challenging situations, learners should draw on their own experiences wherever possible. However, this may be limited and learners should again use case study materials to illustrate their evidence.

### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

There are no National Occupational Standards (NOS) that link directly with this unit or qualification, although it may relate to the Level 2 NOS for Preparing for Enterprise.

There are relationships between this unit and others within this qualification, as well as the related guidance published by the DfES for work-related learning and Key Stage 4.

This unit also presents opportunities to demonstrate key skills in application of number, communication, information and communication technology, improving own learning and performance, problem solving and working with others.

### **Essential resources**

There are a wide range of relevant resources available. Case study materials including an appropriate selection of video clips are essential to the successful delivery of this unit.

Tutors should refer to the additional resources listed in *Annexe C: Additional resources for tutors*.

## Key skills

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Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"><li>analysing data from a questionnaire relating to learners' learning styles.</li></ul>	<p>N2.1 Interpret information from a suitable source.</p> <p>N2.2 Use your information to carry out calculations to do with:</p> <ul style="list-style-type: none"><li>a amounts or sizes</li><li>b scales or proportion</li><li>c handling statistics</li><li>d using formulae.</li></ul> <p>N2.3 Interpret the results of your calculations and present your findings.</p>

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>• discussing learning styles with other learners and the tutor</li> <li>• discussing their own role as part of a team</li> <li>• discussing solutions to problems</li> <li>• discussing the benefits of being assertive for individual and organisations</li> <li>• presenting a summary of ways of giving and receiving feedback</li> <li>• presenting how they might respond to challenging situations</li> <li>• reading materials on ways of giving and receiving feedback</li> <li>• reading case study materials relating to challenging situations</li> <li>• writing a log or diary recording their own contribution to working as a member of a group</li> <li>• writing an account of how they might respond to challenging situations.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>

<b>Information and communication technology Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>developing and delivering a presentation on ways of giving and receiving feedback</li> <li>developing and delivering a presentation on how the learner might respond to challenging situations.</li> </ul>	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number.</p>
<b>Improving own learning and performance Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>developing their own ability to contribute as a member of a group</li> <li>developing their ability to respond to challenging situations.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements.</p>
<b>Problem solving Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>analysing a problem and suggesting workable solutions.</li> </ul>	<p>PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.</p> <p>PS2.2 Plan and try out at least one way of solving the problem.</p> <p>PS2.3 Check if the problem has been solved and identify ways to improve problem solving skills.</p>



<b>Working with others Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>developing their own ability to contribute as a member of a group.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving the identified objectives.</p> <p>WO2.3 Review your contributions and agree ways to improve work with others.</p>



# Unit 5: Understanding the Working Environment

NQF Level 2

Guided learning hours: 30

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## Unit abstract

Working is an essential part of society and studying for this qualification will support many learners in securing suitable employment opportunities. However, for many, the working environment will be new, strange and possibly intimidating. Some learners may have no prior experience of work, except perhaps through work experience, which may give a false impression. The implications for both management and employees will be less severe if prospective employees take some steps towards understanding the working environment, the operational functions of both employers and employees and what the rights and responsibilities are for them both.

The unit begins by looking at the operational functions of the manager in the workplace. Managers need a wide range of knowledge, skills and understanding, much of which is above the level of this unit. However, for learners to understand the operational functions of the employee, including their knowledge of the business, mission statements, company values and the business's aims and objectives learners also need to understand managers' responsibilities, how they communicate and how they interact with staff.

Learners will also need to understand the reverse perspective – that of the employee in the workplace. Learners will need to examine the role and responsibilities of the employee, together with a range of useful skills such as communication, teamworking and time management, together with knowledge and understanding of issues such as motivation and attitude.

Learners also need to explore the rights and responsibilities of both the employer and employee. Critical to these is the contract of employment. Learners also need to develop a broad understanding of a range of relevant legislation.

## Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the operational functions of a manager in the workplace
- 2 Understand the operational functions of an employee in the workplace
- 3 Know the rights and responsibilities of the employer and the employee in the workplace.

## Unit content

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### 1 Understand the operational functions of a manager in the workplace

*Business knowledge:* understanding mission statements and company values; business aims and objectives; organisational image

*Operational functions of the manager:* management responsibilities; communication and listening skills; channels of communication; teamwork; delegation; briefing staff

### 2 Understand the operational functions of an employee in the workplace

*Operational functions of the employee:* role and responsibilities; teamwork and communication skills; motivation and attitude; time management; practicalities of work eg nerves; hopes and fears; appropriate dress in the workplace; surviving a full working shift; standing for long periods; concentration

### 3 Know the rights and responsibilities of the employer and the employee in the workplace

*Rights and responsibilities:* contract of employment; disciplinary and grievance procedures; dismissal; health and safety; company rules; protection offered by employment legislation; national minimum wage; trade union membership; agencies eg ACAS; diversity

*Legislation:* learners should develop a broad understanding of relevant legislation including the following areas:

- Disability Discrimination Act 1996
- Employment Equality Regulations 2003
- Equal Pay Act 1970
- Health and Safety at Work Act 1974
- Race Relations Act 1976 (amended 2000)
- Sex Discrimination Act 1975

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 describe the purpose of business mission statements	M1 compare and contrast the operational functions of being a manager and an employee in two specific workplaces	D1 evaluate the operational functions of being a manager and an employee in two specific workplaces
P2 describe, using examples, the operational functions of being a manager in the workplace	M2 analyse the rights and responsibilities of the employer and the employee in one specific workplace.	D2 evaluate how rights and responsibilities in the workplace support the employer and the employee in one specific workplace.
P3 describe, using examples, the operational functions of being an employee in the workplace		
P4 describe the rights and responsibilities of the employer and the employee in the workplace		
P5 identify the essential components of a contract of employment		
P6 describe the legislation that supports the rights and responsibilities of the employer and the employee in the workplace.		

## Essential guidance for tutors

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### Delivery

There is no prescribed sequence to delivering the units within this qualification. Tutors and programme teams should make their own judgements. It is likely that all units will be delivered concurrently and links to relevant units are provided within each scheme of work.

This unit begins by exploring the operational aspects of being a manager. Whilst this unit will not provide all the information learners need about becoming a manager, it will provide them with a sound understanding of what it is like to be managed and some of the issues that managers need to consider when managing others. This can begin at a broad level by brainstorming what learners understand by the term 'mission statement' and how these are used in business organisations. The brainstorm should address issues such as why organisations have mission statements and how they are developed.

Learners should understand that all organisations need to have aims and objectives. Organisations in the private sector need to make a profit to survive and this is normally high on their list of aims. However, learners also need to explore the different aims and objectives of the public and voluntary sectors. Discussion groups or presentations by visiting speakers could be useful ways of exploring this aspect. Copies of mission statements provided by supportive employers can be used to illustrate their purpose, how they are presented and how content and focus can differ.

Learners also need to focus on the importance of communication skills and channels of communication for both managers and employees, as well as the importance of teamwork. Tutors can liaise with colleagues delivering *Unit 2: Developing Personal Communication Skills* and *Unit 4: Building Positive Working Relationships*. Learners can maximise their knowledge of their own environment, by listing the variety of roles within their school or college, such as the head or principal, deputy or vice principal, course tutor, finance department, and so on. The whole group can discuss the usual communication channels that operate, as well as some they may be less aware of, such as those involving finance and other specialist departments.

The use of role plays and simulations can support learners' understanding of these skills in practice. Learners may already have had experience of being briefed, perhaps as part of a role play or an aspect of a part-time job. Tutors should ensure that the group discusses these aspects to improve their understanding of the part it plays in supporting business operations.

Having looked at various aspects of the manager's role, learners now need to turn to the operational aspects of being an employee. Again, this unit will not cover everything a learner will need, but it begins to develop knowledge and understanding that will stand learners in good stead in their future working lives. Learners can usefully provide a focus for their thinking by brainstorming what they think the routine duties or the personal qualities and skills of a particular job might be. Learners can work in small groups for this, enabling them to cover a wider range of issues than a single group might.

Certain aspects (communication and teamwork skills) will already have been addressed. Integrated simulations, which enable learners to take on roles and operate as teams working through a series of typical exercises, will be more effective than tackling each aspect piecemeal. The group can choose their roles or be appointed to a job role. (Tutors should ensure that this is not a barrier to learning if the role is not suitable for the learner's needs or interests.) The room layout needs to suit the simulation and plentiful in-tray exercises will need to be prepared and released to learners at the appropriate time.

Time management is another issue that may arise during such an integrated simulation. Aspects of time management can usefully be addressed during induction, but where this has not happened, tutors can highlight some key points as part of this unit. Learners can discuss in advance how they manage their own time and tutors can make appropriate references to timelines for handing in homework, for example. There is a range of video materials available to underpin delivery of this aspect.

All learners could be encouraged to use a day planner to help them manage their time. Learners could be asked to list the key points relating to managing time effectively, such as using starting strategies, using small pockets of time in the day to sort out minor tasks, using a diary, costing time, saying 'no', delegating to others and asking for help. Tutors can offer guidance such as doing the difficult things first, completing one task before going on to the next, concentrating on a limited number of tasks, building in thinking time and being conscious of time. Although these may not all be useful during the simulation, the tutor can prepare learners and help to develop an appropriate mindset for the simulation by delivering a session on time management.

Once the simulation is complete, learners can discuss as a group how they felt during the experience. It is important at this stage for tutors to debrief learners properly. The group can then focus their thinking on how they might have felt if the simulation had, in fact, been real and one of their early working experiences. This provides a useful opportunity for tutors to help learners explore some of the more personal practicalities of work, such as their nerves, their hopes and fears, how to dress appropriately in the workplace, how to survive a shift, standing for long periods (an unusual physical experience for some learners), and the importance of concentration. Whilst it may be difficult to help learners much beyond discussing these issues, making them at least aware of some of them will help to allay their fears when such possibilities become reality.

An important aspect that learners may not have considered independently is the issue of rights and responsibilities for both the employer and the employee. Tutors need to make learners aware of things like the importance of a contract of employment. There are numerous sources of tutor support for guiding learners through the various elements that contribute to a contract of employment and tutors should utilise appropriate handouts (templates and completed examples) to support learning. Other issues can be highlighted by a visit to an appropriate local business or a presentation by a specialist speaker such as a human resource manager. It is important for learners to be aware of a number of areas of legislation. They are not expected to cover this in great depth, but need to be aware of how it will impact on them and their working environment.

## Assessment

Learners will need to provide evidence that addresses the learning outcomes for this unit. Possible options include:

- findings from their investigations into the operational aspects of being a manager and an employee in the workplace
- a presentation summarising the rights and responsibilities of the employer and the employee in the workplace.

To meet the pass criteria, learners need to describe the purpose of business mission statements. For this, they should draw on examples used by tutors, but should be able to describe the purpose in their own words. Where the examples relate to either case studies or local businesses they have visited, learners can also use this to develop their evidence for describing the operational aspects of being a manager and an employee in the workplace. Although not an assessable component of this unit, learners may find that their overall evidence makes better sense if it relates to a recognisable group of examples rather than being developed on a fragmented basis.

Learners must also identify the essential components of a contract of employment. This can be based on information provided by the tutor. Where this is the case, tutors should include non-essential components and omit essential ones. Learners also need to describe the legislation that supports the rights and responsibilities of the employer and the employee in the workplace. Learners must not be expected to describe this in detail. However, they should address all the essential aspects of legislation and describe they are important.

To meet the merit and distinction criteria, learners need to focus on two specific workplaces. These can either be case studies prepared by the tutor or real businesses. In either case, tutors must ensure that the background material addresses all the required merit and distinction criteria. Learners may wish to nominate appropriate businesses, but these should be carefully selected. For the first merit criterion, the two businesses selected must be capable of providing a significant contrast to support learners in the development of their evidence. Learners can either compare and contrast from the perspective of the employer and the employee, or from the perspective of the contrasting businesses. Learners should not be penalised for selecting either of these perspectives.

For the second merit criterion and the second distinction criterion, one of the two businesses should be the focus of learners' work. This will reduce additional demand on learners to focus on yet another business. At distinction level, learners should address a broad range of rights and responsibilities and evaluate those that obviously apply, such as the contract of employment and disciplinary/grievance procedures, as well as more unexpected occurrences, such as trade union membership and support/involvement from ACAS on specific situations.



### **Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications**

There are no National Occupational Standards (NOS) that link directly with this unit or qualification, although it may relate to the Level 2 NOS for Preparing for Enterprise.

There are relationships between this unit and other units within this qualification and the related guidance published by the DfES for work-related learning and Key Stage 4.

This unit also presents opportunities to demonstrate key skills in communication, information and communication technology, improving own learning and performance and working with others.

### **Essential resources**

There are a wide range of relevant resources available. Tutors should obtain copies of mission statements to illustrate their purpose. These should cover examples drawn from all three sectors – public, private and voluntary.

Tutors should refer to the additional resources listed in *Annexe C: Additional resources for tutors*.

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skills evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>• discussing mission statements, aims and objectives for a range of businesses</li> <li>• discussing communication skills and communication channels</li> <li>• discussing how they manage their time</li> <li>• delivering a presentation summarising their investigations into the operational aspects of being a manager and an employee in the workplace</li> <li>• delivering a presentation summarising the rights and responsibilities of the employer and the employee in the workplace</li> <li>• reading templates and completed examples of contracts of employment</li> <li>• preparing a written summary of the rights and responsibilities of the employer and the employee in the workplace.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>

<b>Information and communication technology Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>developing and delivering a presentation summarising their investigations into the operational aspects of being a manager and an employee in the workplace</li> <li>developing and delivering a presentation summarising the rights and responsibilities of the employer and the employee in the workplace.</li> </ul>	<p>ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>ICT2.3 Present combined information such as text with image, text with number, image with number.</p>
<b>Improving own learning and performance Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>developing their knowledge and understanding of the operational aspects of being a manager and/or an employee in the workplace</li> <li>learning about the rights and responsibilities of the employer and the employee in the workplace.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements.</p>
<b>Working with others Level 2</b>	
<b>When learners are:</b>	<b>They should be able to develop the following key skills evidence:</b>
<ul style="list-style-type: none"> <li>working with others to develop their knowledge and understanding of the operational aspects of being a manager and/or an employee in the workplace.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving the identified objectives.</p> <p>WO2.3 Review your contributions and agree ways to improve work with others.</p>



# Annexe A

## QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QAN for the qualification in this publication is:

100/5625/7 Edexcel Level 2 BTEC Certificate in Employability Skills



# Annexe B

## Key skills mapping

Key skills	Unit 1: Personal Effectiveness at Work	Unit 2: Developing Personal Communication Skills	Unit 3: Preparation for Starting Work	Unit 4: Building Positive Working Relationships	Unit 5: Understanding the Working Environment
N2.1	✓			✓	
N2.2	✓			✓	
N2.3	✓			✓	
C2.1a	✓	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓	✓
C2.2	✓	✓	✓	✓	✓
C2.3	✓	✓	✓	✓	✓
ICT2.1	✓	✓	✓	✓	✓
ICT2.2	✓	✓	✓	✓	✓
ICT2.3	✓	✓	✓	✓	✓
LP2.1	✓	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓	✓
PS2.1	✓			✓	
PS2.2	✓			✓	
PS2.3	✓			✓	
WO2.1	✓	✓	✓	✓	
WO2.2	✓	✓	✓	✓	
WO2.3	✓	✓	✓	✓	





# Annexe C

## Additional resources for tutors

The following resources may support tutors preparing for delivery of this qualification.

### Books

Arch D – *Warming up the Crowd: 57 Pre-Session Training Activities* (Jossey Bass Wiley, 2000) ISBN 0787951412

Bond T – *Games for Social and Life Skills* (Nelson Thornes, 1986) ISBN 074870339X

Clarke G – *Preparing Your NVQ Portfolio* (Kogan Page, 1997) ISBN 0749424656

Cottrell S – *Skills for Success: The Personal Development Planning Handbook* (Palgrave Macmillan, 2003) ISBN 1403911320

Deming V – *The Big Book of Leadership Games: Quick, Fun, Activities to Improve Communication, Increase Productivity, and Bring Out the Best in Your Employees* (McGraw-Hill Publishing, 2004) ISBN 0071435255

Duboust S and Knight P – *Group Activities for Personal Development* (Speechmark Publishing Limited, 1997) ISBN 0863883370

Jennings S – *Creative Drama in Group Work* (Speechmark Publishing Limited, 1997) ISBN 0863884164

Jones A – *104 Activities That Build* (Rec Room Publishing, 1998) ISBN 0966234138

Kroehnert G – *101 Training Games* (McGraw-Hill Education, 1999) ISBN 0074707493

Portmann R – *Group Games: Emotional Strength and Self-esteem* (Speechmark Publishing Limited, 2002) ISBN 086388394X

Tutors should be aware that textbooks are frequently updated and that they should use the latest editions where available.

### Further reading

*Workwise Training Programme* (Cheryl Buggy Communications)

### Video materials

BBC Learning Zone

Melrose Training

RDF Media

Video Arts

### Websites

Commission for Racial Equality [www.cre.gov.uk](http://www.cre.gov.uk)

Directgov [www.direct.gov.uk](http://www.direct.gov.uk)

Equal Opportunities Commission [www.eoc.org.uk](http://www.eoc.org.uk)

Rich Kid Smart Kid [www.richkidsmartkid.com](http://www.richkidsmartkid.com)

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