

Mapping of Work Related Learning to BTEC First Diplomas and First Certificates

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MAPPING OF WORK RELATED LEARNING TO BTEC FIRST DIPLOMAS AND FIRST CERTIFICATES

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Introduction

This document is designed to support schools in the application of the statutory requirements with respect to work related learning. From September 2004 it became a statutory requirement that schools include work-related learning within the curriculum for all students at Key stage 4.

The Qualification and Curriculum Authority (QCA) have provided guidelines for schools (for full details please refer to www.qca.org.uk) for the development and provision of work-related learning as follows:

The Statutory requirement is that schools include work-related learning within the curriculum for all students at key stage 4.

Work-related learning is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

Therefore the statutory requirement is for schools to make provision for all students at key stage 4 to:

- *learn **through** work, by providing opportunities for students to learn from direct experiences of work (for example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects)*
- *learn **about** work, by providing opportunities for students to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education)*
- *learn **for** work by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews).*

This three-strand approach highlights that it is not skills and knowledge that are unique to work-related learning, but the context in which they are developed. Direct experience of the world of work (through a variety of activities) should be at the heart of work-related provision.

The suite of BTEC First Diploma and First Certificate qualifications is designed to provide specialist work-related qualifications in a range of sectors. The specifications have been developed to provide a preparation for employment and the vocationally related content of the qualifications has a distinct relationship to the work-related criteria.

This document therefore uses the nine elements of provision highlighted in the QCA Framework for work-related learning at Key stage 4 and maps them against the range of individual Edexcel Level 2 BTEC First Diplomas and Certificates.

BTEC First Diploma in Agriculture

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to design and make an artefact for sale, with the profits going to charity.	<i>Unit 5: Estate Skills</i>
Office simulation	Students could produce invoices or simulate ordering feedstuffs/fertiliser from a local supplier. Alternatively, students could complete simulated farm records, such as breeding records or statutory documents (eg grain passports or movement forms).	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 12: Animal Production</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land based business, or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	Students could use a computer programme to simulate the management of a crop, or the life-cycles of pests and predators. Alternatively, students could simulate the requirements of customer service for a diversification enterprise.	<i>Unit 9: Crop Production</i> <i>Unit 11: Farm Diversification</i>
Mock interview	Before undertaking work experience, students could prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Visit	The students could be taken on a visit to a local agricultural show, commercial producer or a machinery distributor.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Tractor Use</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 11: Farm Diversification</i> <i>Unit 12: Animal Production</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	A plant health expert or animal nutritionist could be invited to demonstrate to students how to examine plants for their health status, or how to formulate a diet for an animal.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 9: Crop Production</i> <i>Unit 12: Animal Production</i>
Field trip	Students could undertake field trips to various sites to study different habitats and relate these to a conservation project. Alternatively, students could visit a commercial trial.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 7: Habitat Establishment and Maintenance</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 12: Animal Production</i>
Group work and simulation	The students could examine a number of plants or animals, and combine this task with a simulation of data collection and health status. Alternatively, students could simulate the population dynamics of a wildlife habitat.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 7: Habitat Establishment and Maintenance</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 12: Animal Production</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website. In addition, there are a number of non-commercial organisations in the sector that have relevant materials on their websites, eg the Home Grown Cereals Authority has an interactive map of the UK.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 9: Crop Production</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 11: Farm Diversification</i>
Group work	Students could investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students can then determine whether they offer any specific courses (eg angle grinder use, telehandler use) required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 3: Tractor Use</i> <i>Unit 8: Machinery and Workshop Skills</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	The students could conduct a survey to determine the nutrient requirements of an appropriate species of plant or animal in a given agricultural situation.	<i>Unit 4: Introduction to Biology</i>
Mini-enterprise	The students could produce an artefact to be sold to staff or to a local conservation organisation.	<i>Unit 5: Estate Skills</i>
Enterprise project	The students could produce costings for a farm enterprise.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 12: Animal Production</i>

3. Engage with ideas, challenges and applications from the business world		
Enterprise project	As above, using a different Unit. Alternatively, the students could produce costings for establishing a farm diversification enterprise.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 11: Farm Diversification</i> <i>Unit 12: Animal Production</i>
Marketing brief	The students could produce advertising material for a range of local agricultural produce or design an interpretation poster for a notice board at a given site.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 7: Habitat Establishment and Maintenance</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 11: Farm Diversification</i> <i>Unit 12: Animal Production</i>
Business challenge	The students could produce quotes to provide habitat improvement or fencing for a local farm conservation project.	<i>Unit 5: Estate Skills</i> <i>Unit 7: Habitat Establishment and Maintenance</i>
Marketing investigation	In negotiation with placement providers, work-experience students could carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	The students could undertake a role-play investigating the effects of tourism on farm habitats.	<i>Unit 7: Habitat Establishment and Maintenance</i>
Videos	Ensure the students watch videos demonstrating the safe use of specific machinery.	<i>Unit 3: Tractor Use</i> <i>Unit 8: Machinery and Workshop Skills</i>
Community placement	The students could volunteer to assist in maintaining a habitat on a farm, and/or produce an interpretation board.	<i>Unit 7: Habitat Establishment and Maintenance</i>
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group discussion	The students could discuss the safe use of tractors in a variety of situations before undertaking tractor driving practicals.	<i>Unit 3: Tractor Use</i>
Work shadowing	The students could 'work shadow' an experienced stockman, before undertaking work experience.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 12: Animal Production</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Debate	Students could debate the range of enterprises found on farms in the local area and discuss the different roles of the employees concerned.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 11: Farm Diversification</i>
Industry day	The students could visit a farm to discuss the roles of the management and employees.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 7: Habitat Establishment and Maintenance</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 11: Farm Diversification</i> <i>Unit 12: Animal Production</i>
Simulation with a local business	The students could undertake a task or a series of tasks to assist a local business, eg how to improve or maintain a drainage system.	<i>Unit 5: Estate Skills</i>
Role-play	The students could assume the 'role' of an RSPCA employee promoting animal welfare issues within the industry.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 12: Animal Production</i>
Group work	The students could collect and classify a series of plant specimens relevant to the industry in the local area.	<i>Unit 4: Introduction to Biology</i>
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they could complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	The students could produce a key to species relevant to the industry in the local area, which would be useful for employees in the sector, eg a guide to identify pests or weeds.	<i>Unit 4: Introduction to Biology</i>
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land based business within the local area.	<i>Unit 2: Industry and Organisations</i>
Work shadowing	The students could plan and price the construction or the maintenance of a boundary in conjunction with a local fencing contractor or BTCV.	<i>Unit 5: Estate Skills</i>
Simulation	Simulate the duties of an RSPCA officer investigating an animal welfare issue on a farm.	<i>Unit 6: Introduction to Husbandry</i> <i>Unit 12: Animal Production</i>
Personal finance	The students could choose some hand tools suitable for use within a set budget and justify their choice.	<i>Unit 5: Estate Skills</i> <i>Unit 7: Habitat Establishment and Maintenance</i> <i>Unit 8: Machinery and Workshop Skills</i>
Debate	The students could discuss the impact of a pollution incident on either a farm or an ecosystem.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Introduction to Husbandry</i> <i>Unit 7: Habitat Establishment and Maintenance</i> <i>Unit 9: Crop Production</i> <i>Unit 10: Grass and Forage Crop Production</i> <i>Unit 11: Farm Diversification</i> <i>Unit 12: Animal Production</i>
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Talk and debate	The students should discuss and then produce a risk assessment before undertaking a group task.	<i>Unit 5: Estate Skills</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>
Investigation	Students could investigate the development and structure of the sector and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors. Alternatively, students could undertake the loading and transporting of supplies using a fleet of tractors and trailers.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Tractor Use</i>
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the electronic controls used in tractors and other self-propelled machinery.	<i>Unit 3: Tractor Use</i>
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	The students could calculate the cost of producing a boundary and then relate this to a potential enterprise.	<i>Unit 5: Estate Skills</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>
Taster days	Students take part in 'taster' days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>

9. Learn from contact with personnel from different employment sectors		
Mini-enterprise	A mini-enterprise - involving the design/construction of an artefact or a surface - could be judged by someone working within the appropriate sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Animal Care

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to design and make an artefact for sale, with the profits going to charity.	<i>Unit 5: Estate Skills</i>
Office simulation	Students could produce invoices or simulate ordering feedstuffs from a local supplier. Alternatively the students could complete documents such as simulated animal breeding/health records.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 3: Animal Care</i> <i>Unit 9: Breeds and Grooming</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land based business, or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	The students could simulate caring techniques before embarking on work placement.	<i>Unit 1: Industry Experience</i> <i>Unit 7: Animal Health</i> <i>Unit 12: Animal Nursing</i>
Mock interview	Before undertaking work experience, students could prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>
Visit	The students could visit an appropriate show (eg a dog show), or an animal collection.	<i>Unit 9: Breeds and Grooming</i> <i>Unit 10: Animal Establishments</i> <i>Unit 11: Care of Exotics</i> <i>Unit 12: Animal Nursing</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	A guest speaker could be invited to discuss the grooming of different breeds of dog, welfare issues, or animal nursing procedures. Alternatively, an animal nutritionist could be invited to demonstrate to students how to formulate a diet for an animal.	<i>Unit 3: Animal Care</i> <i>Unit 9: Breeds and Grooming</i> <i>Unit 10: Animal Establishments</i> <i>Unit 11: Care of Exotics</i> <i>Unit 12: Animal Nursing</i>
Field trip	Students could undertake field trips to various sites to study different habitats, and relate these to a conservation project. Alternatively, students could observe animal behaviour at a zoo/wildlife park.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 10: Animal Establishments</i>
Group work and simulation	The students could join other land-based BTEC First Diploma groups to monitor wildlife and combine this task with a simulation of data collection.	<i>Unit 6: Habitat Establishment and Maintenance</i>
Virtual visit	Students could make a virtual visit to a local company's head office in Europe through its website.	<i>Unit 2: Industry and Organisations</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group work	Students investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students could then determine whether they offer any specific courses required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>

3. Engage with ideas, challenges and applications from the business world

Survey brief	The students could conduct a survey to determine the nutrient requirements of an appropriate species of animal in a given situation.	<i>Unit 4: Introduction to Biology</i>
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3. Engage with ideas, challenges and applications from the business world		
Mini-enterprise	The students could produce an artefact to be sold to staff or to a local conservation organisation.	<i>Unit 5: Estate Skills</i>
Enterprise project	The students could offer to groom pets for school staff or other students, with the proceeds going to charity.	<i>Unit 9: Breeds and Grooming</i>
Enterprise project	The students could run a fund-raising stand for an animal charity at a local event or within the school.	<i>Unit 8: Retail and Customer Service</i>
Marketing brief	The students could produce a diagram of the layout of a retail outlet. Alternatively, the students could produce advertising material for a local animal collection/grooming parlour or design an interpretation poster for a notice board at a given site.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 8: Retail and Customer Service</i> <i>Unit 9: Breeds and Grooming</i> <i>Unit 10: Animal Establishments</i>
Business challenge	The students could produce quotes to provide habitat improvement or fencing for a local conservation project.	<i>Unit 5: Estate Skills</i> <i>Unit 6: Habitat Establishment and Maintenance</i>
Marketing investigation	In negotiation with placement providers, work-experience students could carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	Students could act the roles of customer and sales assistant in a number of scenarios.	<i>Unit 8: Retail and Customer Service</i>
Videos	The students could watch videos demonstrating examples of common causes of ill health in a range of species.	<i>Unit 7: Animal Health</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Community placement	The students could offer to do voluntary work at an animal or wildlife conservation charity. Some of these charities will be principal organisations within the sector, thus providing information for the Industry and Organisations assignment and the opportunity to improve the practical skills required for other Units.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Animal Care</i> <i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 10: Animal Establishments</i>
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group discussion	The students could discuss the aims of a range of local animal collections.	<i>Unit 10: Animal Establishments</i>
Work shadowing	The students could 'work shadow' an experienced animal technician, zookeeper or kennel or cattery assistant etc, before undertaking work experience.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 3: Animal Care</i> <i>Unit 9: Breeds and Grooming</i> <i>Unit 10: Animal Establishments</i> <i>Unit 11: Care of Exotics</i> <i>Unit 12: Animal Nursing</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Debate	Students could conduct a class debate regarding the necessary safety requirements when handling a range of animals in commercial premises.	<i>Unit 3: Animal Care</i> <i>Unit 9: Breeds and Grooming</i> <i>Unit 10: Animal Establishments</i> <i>Unit 11: Care of Exotics</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Industry day	The students could visit an animal collection to discuss the roles of the management and employees.	<i>Unit 2: Industry and Organisations</i> <i>Unit 10: Animal Establishments</i>
Simulation with a local business	The students could undertake a task or a series of tasks to assist a local business eg how to improve or maintain a drainage system.	<i>Unit 5: Estate Skills</i>
Role-play	The students could enact the roles that various individuals would undertake during an animal first aid emergency.	<i>Unit 3: Animal Care</i> <i>Unit 7: Animal Health</i> <i>Unit 12: Animal Nursing</i>
Group work	The students could collect and classify a series of food plant specimens relevant to the industry in the local area.	<i>Unit 4: Introduction to Biology</i>
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they could complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	The students could produce a key to species relevant to the industry in the local area which would be useful for employees in the sector eg a guide to identify pests or poisonous plants.	<i>Unit 4: Introduction to Biology</i>
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land based business within the local area.	<i>Unit 2: Industry and Organisations</i>
Work shadowing	The students could plan and price the construction or the maintenance of a boundary in conjunction with a local fencing contractor or BTCV. Alternatively, the students could work shadow a veterinary nurse undertaking routine tasks.	<i>Unit 5: Estate Skills</i> <i>Unit 7: Animal Health</i> <i>Unit 12: Animal Nursing</i>
Simulation	The students could simulate consultations with customers and retailers in an animal care context eg a pet shop.	<i>Unit 8: Retail and Customer Service</i>

6. Undertake tasks and activities set in work contexts		
Personal finance	The students could advise a customer regarding the selection of a suitable pet within a given budget.	<i>Unit 8: Retail and Customer Service</i>
Debate	Students discuss the duties of an RSPCA officer in relation to animal welfare.	<i>Unit 2: Industry and Organisations</i>
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Talk and debate	The students should discuss and then produce a risk assessment before undertaking a group task.	<i>Unit 5: Estate Skills</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>
Investigation	Students could investigate the development and structure of the sector, and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit 2: Industry and Organisations</i>
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>
8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the software available to process payments. Alternatively, the students could investigate the use of computers to monitor and control environmental conditions in animal houses.	<i>Unit 3: Animal Care Unit 8: Retail and Customer Service Unit 11: Care of Exotics</i>
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	The students could calculate the cost of producing a boundary and then relate this to a potential enterprise.	<i>Unit 5: Estate Skills</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>
Taster days	Students take part in 'taster' days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>
9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>

9. Learn from contact with personnel from different employment sectors		
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>
Mini-enterprise	A mini-enterprise - involving the design/construction of an artefact or a surface - could be judged by someone working within the appropriate sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Countryside and Environment

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to design and make an artefact for sale, with the profits going to charity.	<i>Unit 5: Estate Skills</i>
Office simulation	Students could produce invoices or simulate ordering materials from a local supplier.	<i>Unit 5: Estate Skills</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land based business, or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	Students could simulate various deer damage control measures and recognise deer control measures that are prohibited at the time of the simulation.	<i>Unit 15: Deer Management</i>
Mock interview	Before undertaking work experience, students could prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>
Visit	The students could visit a local conservation project, woodland or game rearing enterprise.	<i>Unit 8: Surveys, Techniques and Records</i> <i>Unit 9: Countryside Recreation</i> <i>Unit 10: Urban Conservation</i> <i>Unit 12: Trees, Woods and Forests</i> <i>Unit 13: Forestry Practice</i> <i>Unit 14: Game Management – Lowland</i> <i>Unit 15: Deer Management</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	An expert could be invited to explain the organisations involved in countryside management.	<i>Unit 8: Surveys, Techniques and Records</i> <i>Unit 9: Countryside Recreation</i>
Field trip	Students could undertake field trips to various sites to study the biota, habitat and/or water quality and relate these to a commercial woodland or conservation project. Alternatively, the students could undertake measurements to estimate the size of trees in a given area.	<i>Unit 8: Surveys, Techniques and Records</i> <i>Unit 10: Urban Conservation</i> <i>Unit 12: Trees, Woods and Forests</i> <i>Unit 13: Forestry Practice</i>
Group work and simulation	The students could examine a number of plants or animals and combine this task with a simulation of data collection. Alternatively, students could simulate the population dynamics of a wildlife habitat.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 8: Surveys, Techniques and Records</i>
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website. Alternatively, the students could visit the website of a non-government organisation to investigate sources of renewable energy.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Environmental Science</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group work	Students could investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students could then determine whether they offer any specific courses required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	The students could conduct a survey to determine the nutrient requirements of an appropriate species of plant or animal in a given situation.	<i>Unit 4: Introduction to Biology</i>
Mini-enterprise	The students could produce an artefact to be sold to staff or to a local conservation organisation.	<i>Unit 5: Estate Skills</i>
Enterprise project	The students could produce costings for converting an area into a wildlife garden.	<i>Unit 5: Estate Skills</i> <i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 10: Urban Conservation</i>
Enterprise project	The students could construct bird boxes or bird tables to supply to school staff.	<i>Unit 5: Estate Skills</i> <i>Unit 7: Machinery and Workshop Skills</i>
Marketing brief	The students could produce advertising material for, for example, a local shoot or a woodland product or design an interpretation poster for a notice board at a given site.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 12: Trees, Woods and Forests</i> <i>Unit 14: Game Management – Lowland</i>
Business challenge	The students could produce quotes to provide habitat improvement or fencing for a local farm conservation project. Alternatively, students could investigate the resources required to organise a shoot.	<i>Unit 5: Estate Skills</i> <i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 14: Game Management – Lowland</i>
Marketing investigation	In negotiation with placement providers, work-experience students could carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	The students could assume the role of a countryside organisation employee attempting to enforce legislation, using a number of different scenarios.	<i>Unit 9: Countryside Recreation</i>
Videos	Ensure the students watch videos demonstrating the safe use of specific hand tools and machinery.	<i>Unit 5: Estate Skills</i> <i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 8: Machinery and Workshop Skills</i>
Community placement	The students could volunteer to assist in maintaining a habitat on a farm/country park/urban conservation area and/or produce an interpretation board.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 10: Urban Conservation</i>
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group discussion	The students could discuss the organisation of a shoot and/or the ethical requirements of the sport.	<i>Unit 14: Game Management – Lowland</i>
Work shadowing	The students could ‘work shadow’ an experienced game keeper, forester or countryside warden or ranger within the industry, before undertaking work experience.	<i>Unit 9: Countryside Recreation</i> <i>Unit 10: Urban Conservation</i> <i>Unit 12: Trees, Woods and Forests</i> <i>Unit 13: Forestry Practice</i> <i>Unit 14: Game Management – Lowland</i> <i>Unit 15: Deer Management</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Debate	Students could debate the range of countryside organisations operating in the local area and discuss the different roles of the employees concerned.	<i>Unit 2: Industry and Organisations</i> <i>Unit 9: Countryside Recreation</i> <i>Unit 10: Urban Conservation</i>
Industry day	The students could visit a number of countryside organisations to discuss the roles of the management and employees.	<i>Unit 2: Industry and Organisations</i> <i>Unit 9: Countryside Recreation</i> <i>Unit 10: Urban Conservation</i> <i>Unit 13: Forestry Practice</i> <i>Unit 14: Game Management – Lowland</i>
Simulation with a local business	The students could undertake a task or a series of tasks to assist a local business eg how to improve or maintain a drainage system.	<i>Unit 5: Estate Skills</i>
Role-play	The students could assume the ‘role’ of an Environment Agency employee investigating a pollution incident.	<i>Unit 11: Pollution</i>
Group work	The students could collect and classify a series of plant specimens relevant to the industry in the local area.	<i>Unit 4: Introduction to Biology</i>
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	The students could produce a key to species relevant to the industry in the local area, which would be useful for employees in the sector eg a guide to identify pests or weeds.	<i>Unit 4: Introduction to Biology</i>
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land based business within the local area.	<i>Unit 2: Industry and Organisations</i>
Work shadowing	The students could plan and price the construction or the maintenance of a boundary in conjunction with a local fencing contractor or BTCV.	<i>Unit 5: Estate Skills</i>
Simulation	The students could simulate the duties of a gamekeeper in given situations.	<i>Unit 14: Game Management – Lowland</i>
Personal finance	The students could choose some hand tools suitable for use within a set budget and justify their choice.	<i>Unit 5: Estate Skills</i> <i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 7: Machinery and Workshop Skills</i>
Debate	The students could discuss the impact of a pollution incident on either a terrestrial or an aquatic ecosystem.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 9: Countryside Recreation</i> <i>Unit 10: Urban Conservation</i> <i>Unit 11: Pollution</i>
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Talk and debate	The students should discuss and then produce a risk assessment before undertaking a group task.	<i>Unit 5: Estate Skills</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Investigation	Students could investigate the development and structure of the sector, and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit 2: Industry and Organisations</i>
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the software available to monitor environmental conditions or to map landscapes.	<i>Unit 3: Environmental Science</i> <i>Unit 8: Surveys, Techniques and Records</i> <i>Unit 11: Pollution</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	The students could calculate the cost of producing a boundary and then relate this to a potential enterprise.	<i>Unit 5: Estate Skills</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>
Taster days	Students take part in 'taster' days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>
Mini-enterprise	A mini-enterprise - involving the design/construction of an artefact or a surface - could be judged by someone working within the appropriate sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>

9. Learn from contact with personnel from different employment sectors		
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Fish Husbandry

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to design and make an artefact for sale, with the profits going to charity.	<i>Unit 5: Estate Skills</i>
Office simulation	The students could write a series of rules for a sport fishery.	<i>Unit 8: Sport Fishery Management</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land based business, or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	The students could examine the age of fish using scale samples. This could then be related to the industry and environment.	<i>Unit 3: Fish Science</i>
Mock interview	Before undertaking work experience, students could prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>
Visit	The students could undertake a visit to sample water quality at a local fishery.	<i>Unit 4: Aquatic Ecology</i> <i>Unit 10: Aquatics</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	A fish health expert or nutritionist could be invited to demonstrate to students how to examine fish for their health status or how to formulate a diet.	<i>Unit 3: Fish Science</i> <i>Unit 10: Aquatics</i>
Field trip	Students could undertake field trips to various sites to study aquatic biota, habitat and water quality and relate these to a commercial fishery or conservation project.	<i>Unit 4: Aquatic Ecology</i> <i>Unit 8: Sport Fishery Management</i>
Group work and simulation	The students could examine a number of fish and combine this task with a simulation of data collection and health status.	<i>Unit 3: Fish Science</i> <i>Unit 8: Sport Fishery Management</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website.	<i>Unit 2: Industry and Organisations</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group work	Students could investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students could then determine whether they offer any specific courses (eg strimmer use) required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 9: Use of Machinery in Fish Husbandry</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	The students could develop a brief to conduct a survey of a habitat during a field trip.	<i>Unit 4: Aquatic Ecology</i>
Mini-enterprise	The students could produce an artefact to be sold to staff or to a local conservation organisation.	<i>Unit 5: Estate Skills</i>
Enterprise project	The students produce costings for establishing a fish farm or a sport fishery.	<i>Unit 6: Fish Farming</i> <i>Unit 8: Sport Fishery Management</i>
Enterprise project	The students could cost and organise an angling trip.	<i>Unit 7: Angling</i>
Marketing brief	The students could produce a poster to advertise a fish enterprise.	<i>Unit 6: Fish Farming</i> <i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i> <i>Unit 10: Aquatics</i>
Business challenge	The students could organise an angling event for a local business.	<i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i>

3. Engage with ideas, challenges and applications from the business world		
Marketing investigation	In conjunction with placement providers, work-experience students could carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Fish Farming</i> <i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i> <i>Unit 10: Aquatics</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i> <i>Unit 6: Fish Farming</i> <i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i> <i>Unit 10: Aquatics</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work, and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	Students could demonstrate how to implement the rules of a sport fishery in a number of scenarios.	<i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i>
Videos	Ensure the students watch videos demonstrating the safe use of specific machinery.	<i>Unit 9: Use of Machinery in Fish Husbandry</i>
Community placement	Students could introduce angling to youth groups or other students not undertaking the course.	<i>Unit 7: Angling</i>
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 7: Angling</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Group discussion	The students could discuss the organisation of an angling event and/or the ethical requirements of the sport.	<i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i>
Work shadowing	The students could 'work shadow' an experienced technician/employee within the industry, before undertaking work experience.	<i>Unit 6: Fish Farming</i> <i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i> <i>Unit 10: Aquatics</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Debate	Students could debate the difference in skills/resources required for game and coarse angling.	<i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i>
Industry day	The students could visit a fish farm, retail outlet, aquatic centre and/or fishery to discuss the roles of the management and employees.	<i>Unit 6: Fish Farming</i> <i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i> <i>Unit 10: Aquatics</i>
Simulation with a local business	The students could undertake a task or a series of tasks to assist a local business eg how to improve or maintain a drainage system.	<i>Unit 5: Estate Skills</i>
Role-play	The students could assume the 'role' of an Environment Agency employee, Angling Club officer etc, and could issue 'mock' angling licences.	<i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i>
Group work	The students could undertake some practical tasks as a team or investigate different parts of the sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i> <i>Unit 6: Fish Farming</i> <i>Unit 7: Angling</i> <i>Unit 8: Sport Fishery Management</i> <i>Unit 10: Aquatics</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they could complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	The students could develop a technical brief in relation to studying water quality at a local business.	<i>Unit 3: Fish Science Unit 4: Aquatic Ecology Unit 6: Fish Farming Unit 7: Angling Unit 8: Sport Fishery Management Unit 10: Aquatics</i>
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land-based business within the local area.	<i>Unit 2: Industry and Organisations Unit 4: Aquatic Ecology Unit 8: Sport Fishery Management</i>
Work shadowing	The students could plan and price the construction or the maintenance of a boundary in conjunction with a local fencing contractor or BTCV.	<i>Unit 5: Estate Skills</i>
Simulation	The students could simulate the duties of a water bailiff/fishery officer in given situations.	<i>Unit 8: Sport Fishery Management</i>
Personal finance	The students could choose angling equipment within a set budget and justify their choice.	<i>Unit 7: Angling</i>
Debate	The students could discuss the impact of a pollution incident on either a fishery or an aquatic ecosystem.	<i>Unit 1: Industry Experience Unit 2: Industry and Organisations Unit 4: Aquatic Ecology Unit 7: Angling Unit 8: Sport Fishery Management</i>

6. Undertake tasks and activities set in work contexts		
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Talk and debate	The students should discuss and then produce a risk assessment before undertaking a group task.	<i>Unit 5: Estate Skills</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>
Investigation	Students could investigate the development and structure of the sector and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors. Alternatively, the students could collect/list the equipment required for an angling trip.	<i>Unit 2: Industry and Organisations</i> <i>Unit 7: Angling</i>
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the use of computers to monitor and control environmental conditions in a commercial fish husbandry situation.	<i>Unit 9: Use of Machinery in Fish Husbandry</i> <i>Unit 10: Aquatics</i>
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	The students could calculate the cost of producing a boundary and then relate this to a potential enterprise.	<i>Unit 5: Estate Skills</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>
Taster days	Students take part in 'taster' days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>

9. Learn from contact with personnel from different employment sectors		
Mini-enterprise	A mini-enterprise - involving the design/construction of an artefact or a surface - could be judged by someone working within the appropriate sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Floristry

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to produce designs for sale to staff eg Christmas wreaths, with the profits going to charity.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 7: Customer Care</i>
Office simulation	Students could produce invoices for customers or investigate methods of stock control.	<i>Unit 7: Customer Care</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land based business, or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	A simulation could include students taking the roles of customers wishing to buy flowers by different payment methods. This includes the use of tills and how to deal with the fraudulent use of credit cards.	<i>Unit 7: Customer Care</i>
Mock interview	Before undertaking work experience, students could prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Visit	The students could be taken on a visit to a local wholesale flower market, a cut flower producer or a flower show.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 4: Plant Identification and Use</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 7: Customer Care</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	An outside speaker could be invited to talk about specific floral or interior designs, how flowers and foliage are produced and stored during transport, and/or how fraudulent customer payments can be detected.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 4: Plant Identification and Use</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 7: Customer Care</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Field trip	Students could compare the price of cut flowers from a range of retail outlets.	<i>Unit 2: Industry and Organisations</i>
Group work and simulation	The students could each produce a different design to decorate a specific situation.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website.	<i>Unit 2: Industry and Organisations</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group work	Students investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students could then determine whether they offer any specific courses required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	The students could produce various interpretations of a customer brief.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Mini-enterprise	The students could produce costings for providing flowers and designs for a specific event.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Enterprise project	The students could produce costings for some of their designs.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>

3. Engage with ideas, challenges and applications from the business world		
Enterprise project	As above for a different Unit.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>
Marketing brief	The students could produce advertising material for a range of floristry businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business challenge	The students could produce quotes to provide flowers and floral designs for a specific event.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Marketing investigation	In negotiation with placement providers, work-experience students could carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	Students could act the roles of customer and florist in a number of scenarios.	<i>Unit 7: Customer Care</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Videos	Students could be shown health and safety or customer care videos to illustrate various scenarios. Alternatively videos could be used to show an experienced florist demonstrating various techniques.	<i>Unit 1: Industry Experience</i> <i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 7: Customer Care</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Community placement	Students could provide flowers for a nursing home, home for the elderly, or hospice.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group discussion	During a practical, students could evaluate each other's designs.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work shadowing	The students could 'work shadow' an experienced florist in their shop, before undertaking work experience.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 7: Customer Care</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Debate	The students could debate the appropriateness of various designs for specific circumstances.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>
Industry day	The students could assist with a display for a local flower show, possibly in conjunction with Horticulture students.	<i>Unit 3: Basic Display Techniques</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i> <i>Unit 9: Plant Display Techniques</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Simulation with a local business	Students could simulate different methods of advising customers on how to improve sustainability within the sector or produce ideas for window displays.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Basic Display Techniques</i> <i>Unit 4: Plant Identification and Use</i> <i>Unit 7: Customer Care</i>
Role-play	Students could assume the role of officers from the Health and Safety Executive to advise a florist on relevant legislation.	<i>Unit 2: Industry and Organisations</i>
Group work	The students could produce a series of complimentary designs for a given situation.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they could complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	The students could produce the specifications for a series of designs.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land based business within the local area.	<i>Unit 2: Industry and Organisations</i>
Work shadowing	The students could accompany an experienced florist as they select flowers for specific situations and budgets.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>
Simulation	The students could simulate consultations with customers.	<i>Unit 7: Customer Care</i>

6. Undertake tasks and activities set in work contexts		
Personal finance	The students could produce a series of budgets for providing flowers for a wedding or funeral.	<i>Unit 7: Customer Care</i>
Debate	The students could discuss the appropriate designs for different cultural scenarios.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Talk and debate	The students could discuss their specific requirements for a design.	<i>Unit 1: Industry Experience</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>
Investigation	Students could investigate the development and structure of the sector, and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit 2: Industry and Organisations</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>
8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the software available to process payments.	<i>Unit 7: Customer Care</i>
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	Students could advise a customer - or another member of the group posing as a customer – regarding what can be purchased for a given budget.	<i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 7: Customer Care</i> <i>Unit 8: Interior and Exterior Design</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>
Taster days	Students take part in ‘taster’ days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>
Mini-enterprise	The students could produce some designs for sale eg holly wreaths at Christmas, which could be judged by a local florist.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Assembling Floristry Designs</i> <i>Unit 6: Floristry Designs in a Medium</i> <i>Unit 8: Interior and Exterior Design</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Horse Care

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to design and make an artefact for sale, with the profits going to charity.	<i>Unit 5: Estate Skills</i>
Office simulation	The students could plan a competition together with all relevant paperwork. Alternatively, the students could produce invoices or simulate ordering feedstuffs/fertiliser from a local supplier.	<i>Unit 2: Industry and Organisations</i> <i>Unit 8: Horse Care</i> <i>Unit 9: Horse Preparation and Presentation</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land-based business or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	Various scenarios could be enacted on a private highway to prepare students for the riding and road safety criteria of Unit 10: Riding Horses.	<i>Unit 10: Riding Horses</i>
Mock interview	Before undertaking work experience, students prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>
Visit	The students could visit a specialist equine veterinary practice or a horse or donkey welfare organisation.	<i>Unit 3: Horse Behaviour and Welfare</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	A guest speaker could be invited to discuss breeds of horses or welfare issues.	<i>Unit 3: Horse Behaviour and Welfare</i>
Field trip	The students could attend a competition.	<i>Unit 9: Horse Preparation and Presentation</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Group work and simulation	The students could join other land-based BTEC First Diploma groups to examine a number of plants or animals and combine this task with a simulation of data collection. Alternatively, the students could simulate the loading and transportation of a horse.	<i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 7: Horse Handling and Exercise</i>
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website.	<i>Unit 2: Industry and Organisations</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group work	Students investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students can then determine whether they offer any specific courses (eg riding and road safety) required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 10: Riding Horses</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	The students could conduct a survey to determine the nutrient requirements of a horse in a given situation.	<i>Unit 4: Introduction to Biology</i>
Mini-enterprise	The students could produce an artefact to be sold to staff or to a local conservation organisation.	<i>Unit 5: Estate Skills</i>
Enterprise project	The students could study the feasibility of organising riding lessons for students not taking the course.	<i>Unit 10: Riding Horses</i>
Enterprise project	The students could organise their own competition.	<i>Unit 9: Horse Preparation and Presentation</i>

3. Engage with ideas, challenges and applications from the business world		
Marketing brief	The students could produce a poster to advertise an equine enterprise.	<i>Unit 3: Horse Behaviour and Welfare</i> <i>Unit 7: Horse Handling and Exercise</i> <i>Unit 9: Horse Preparation and Presentation</i> <i>Unit 10: Riding Horses</i>
Business challenge	The students could research the possibility of organising an equine-based corporate hospitality event.	<i>Unit 7: Horse Handling and Exercise</i> <i>Unit 8: Horse Care</i> <i>Unit 9: Horse Preparation and Presentation</i> <i>Unit 10: Riding Horses</i>
Marketing investigation	In negotiation with placement providers, work-experience students carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	Students could demonstrate how to implement the rules and etiquette of a competition via a number of scenarios.	<i>Unit 9: Horse Preparation and Presentation</i>
Videos	The students could be videoed whilst riding or undertaking tasks on the yard; these videos could be used to debrief the students in the classroom at a later date.	<i>Unit 8: Horse Care</i> <i>Unit 9: Horse Preparation and Presentation</i> <i>Unit 10: Riding Horses</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Community placement	The students could assist in a community conservation project or volunteer to assist a charity such as riding for the disabled or a horse or donkey sanctuary. Alternatively, students could introduce riding to youth groups or other students not undertaking the course.	<i>Unit 3: Horse Behaviour and Welfare</i> <i>Unit 6: Habitat Establishment and Maintenance</i> <i>Unit 8: Horse Care</i> <i>Unit 10: Riding Horses</i>
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group discussion	The students could discuss the organisation of a competition and/or the ethical requirements of an equine sport.	<i>Unit 3: Horse Behaviour and Welfare</i> <i>Unit 8: Horse Care</i> <i>Unit 9: Horse Preparation and Presentation</i> <i>Unit 10: Riding Horses</i>
Work shadowing	The students could 'work shadow' an experienced groom within the industry before undertaking work experience.	<i>Unit 8: Horse Care</i> <i>Unit 9: Horse Preparation and Presentation</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Debate	Students could debate regarding the necessary safety requirements when exercising horses in different situations.	<i>Unit 7: Horse Handling and Exercise</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Industry day	The students could visit contrasting establishments and discuss the roles of the management and employees.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 3: Horse Behaviour and Welfare</i> <i>Unit 8: Horse Care</i> <i>Unit 9: Horse Preparation and Presentation</i> <i>Unit 10: Riding Horses</i>
Simulation with a local business	The students could undertake a task or a series of tasks to assist a local business eg how to improve or maintain a drainage system.	<i>Unit 5: Estate Skills</i>
Role-play	The students could enact the roles various individuals would undertake during an equine first aid emergency.	<i>Unit 8: Horse Care</i>
Group work	The students could collect and classify a series of plant specimens relevant to the industry in the local area eg poisonous plants.	<i>Unit 4: Introduction to Biology</i>
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they could complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	The students could produce a key to species relevant to the industry in the local area, which would be useful for employees in the sector eg a guide to identify pests or weeds.	<i>Unit 4: Introduction to Biology</i>
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land-based business within the local area.	<i>Unit 2: Industry and Organisations</i>
Work shadowing	The students could plan and price the construction or the maintenance of a boundary in conjunction with a local fencing contractor or BTCV.	<i>Unit 5: Estate Skills</i>

6. Undertake tasks and activities set in work contexts		
Simulation	The students could undertake various simulations recognising signs of ill health or undertaking first aid.	<i>Unit 8: Horse Care</i>
Personal finance	The students could choose appropriate tack within a set budget and justify their choice.	<i>Unit 7: Horse Handling and Exercise</i> <i>Unit 9: Horse Preparation and Presentation</i> <i>Unit 10: Riding Horses</i>
Debate	Students discuss the duties of an RSPCA officer in relation to horse welfare.	<i>Unit 3: Horse Behaviour and Welfare</i>
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Talk and debate	The students should discuss and then produce a risk assessment before undertaking a group task.	<i>Unit 5: Estate Skills</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>
Investigation	Students could investigate the development and structure of the sector, and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit 2: Industry and Organisations</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the software packages available to assist show organisers or for training and technical updating.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Horse Behaviour and Welfare</i> <i>Unit 7: Horse Handling and Exercise</i> <i>Unit 9: Horse Preparation and Presentation</i>
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	The students could calculate the cost of producing a boundary and then relate this to a potential enterprise.	<i>Unit 5: Estate Skills</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>
Taster days	Students take part in 'taster' days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>
Mini-enterprise	A mini-enterprise - involving the design/construction of an artefact or a surface - could be judged by someone working within the appropriate sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Horticulture

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Students could take on various roles within their own company to design and make an artefact for sale, with the profits going to charity.	<i>Unit 5: Estate Skills</i>
Office simulation	Students could produce invoices or simulate ordering seed/fertiliser/plant material/aggregates etc from a local supplier. Alternatively, students could investigate methods of stock control.	<i>Unit 6: Commercial Crop Production</i> <i>Unit 7: Basic Landscape Construction</i> <i>Unit 11: Retail and Customer Service</i> <i>Unit 12: Turf Establishment and Maintenance</i>
Employability workshop	Students could take part in a one-day workshop to develop enterprise and employability skills, run by a manager from a land based business, or receive health and safety training.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Simulation	A simulation could include students taking the roles of customers wishing to buy horticultural produce by different payment methods. This includes the use of tills and how to deal with the fraudulent use of credit cards.	<i>Unit 11: Retail and Customer Service</i>
Mock interview	Before undertaking work experience, students prepare for and take part in a mock interview with a Connexions personal adviser or a local businessperson, in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Industry Experience</i>
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their work placement and career plans accordingly.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience record	Students produce a portfolio of evidence from their workplace.	<i>Unit 1: Industry Experience</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Visit	The students could be taken on a visit to, for example, a local wholesaler, a nursery, a golf course or a flower show.	<p><i>Unit 3: Introduction to Amenity and Decorative Horticulture</i></p> <p><i>Unit 6: Commercial Crop Production</i></p> <p><i>Unit 7: Basic Landscape Construction</i></p> <p><i>Unit 9: Nursery Stock Production</i></p> <p><i>Unit 10: Protected Crop Production</i></p> <p><i>Unit 11: Retail and Customer Service</i></p> <p><i>Unit 12: Turf Establishment and Maintenance</i></p>
2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	An outside speaker could be invited to talk about topics such as specific garden designs, how nursery stock is produced and stored during transport and/or how fraudulent customer payments can be detected. Alternatively, a greenkeeper could be invited to discuss the technical aspects of turf management.	<p><i>Unit 3: Introduction to Amenity and Decorative Horticulture</i></p> <p><i>Unit 8: Horticultural Machinery</i></p> <p><i>Unit 9: Nursery Stock Production</i></p> <p><i>Unit 11: Retail and Customer Service</i></p> <p><i>Unit 12: Turf Establishment and Maintenance</i></p>
Field trip	Students could compare the price/quality of bedding plants from a range of retail outlets.	<p><i>Unit 2: Industry and Organisations</i></p> <p><i>Unit 3: Introduction to Amenity and Decorative Horticulture</i></p>
Group work and simulation	The students could examine a number of plants and combine this task with simulated data to estimate the health status of the crop.	<p><i>Unit 6: Commercial Crop Production</i></p> <p><i>Unit 9: Nursery Stock Production</i></p> <p><i>Unit 10: Protected Crop Production</i></p>

2. Learn from experience (direct or indirect) of working practices and environments		
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website.	<i>Unit 2: Industry and Organisations</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group work	Students investigate aspects of the contents section of the Unit, and report the evidence to the rest of the cohort.	<i>Unit 2: Industry and Organisations</i>
Work experience diary	Students keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 1: Industry Experience</i>
Local skills training centre	Students could investigate local training groups and training providers. The students can then determine whether they offer any specific courses (eg use of mechanical compactors) required by staff at their work placement provider.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i> <i>Unit 7: Basic Landscape Construction</i> <i>Unit 8: Horticultural Machinery</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	The students could conduct a survey to determine the nutrient requirements of an appropriate species of plant in a given horticultural situation.	<i>Unit 4: Introduction to Biology</i>
Mini-enterprise	The students could produce an artefact to be sold to staff or to a local conservation organisation.	<i>Unit 5: Estate Skills</i>
Enterprise project	The students could produce a detailed design for establishing a paved area.	<i>Unit 7: Basic Landscape Construction</i> <i>Unit 11: Retail and Customer Service</i>
Enterprise project	The students could grow some vegetables or bedding plants for sale to staff, with the proceeds being donated to charity.	<i>Unit 6: Commercial Crop Production</i> <i>Unit 11: Retail and Customer Service</i>
Marketing brief	The students could produce a diagram of the layout of a retail outlet.	<i>Unit 11: Retail and Customer Service</i>

3. Engage with ideas, challenges and applications from the business world		
Business challenge	The students could offer to survey a retail outlet to attempt to increase the sale of goods via 'impulse' purchases.	<i>Unit 11: Retail and Customer Service</i>
Marketing investigation	In negotiation with placement providers, work-experience students carry out an assignment investigating trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Enterprise	The students could investigate the number of enterprises within land-based businesses in the local area.	<i>Unit 2: Industry and Organisations</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Students reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Industry Experience</i>
Assignment	Students could investigate working practices in the past, compare them with those of today and find reasons for the differences reporting on trends within the sector.	<i>Unit 2: Industry and Organisations</i>
Role-play	Students could act the roles of customer and sales assistant in a number of scenarios.	<i>Unit 11: Retail and Customer Service</i>
Videos	Ensure the students watch videos demonstrating the safe use of specific tools or machinery.	<i>Unit 8: Horticultural Machinery</i> <i>Unit 9: Nursery Stock Production</i> <i>Unit 10: Protected Crop Production</i>
Community placement	Students could provide flowers/foliage for, for example, a nursing home, home for the elderly or hospice, or help such an institution to maintain a garden. Alternatively, the students could volunteer to assist in developing or maintaining a local wildlife area.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i> <i>Unit 5: Estate Skills</i> <i>Unit 6: Commercial Crop Production</i> <i>Unit 7: Basic Landscape Construction</i> <i>Unit 8: Horticultural Machinery</i> <i>Unit 12: Turf Establishment and Maintenance</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work-related videos	In careers lessons, students could learn about working practices in one or two employment sectors using material from current television programmes. They then review their career plans to take account of what they have discovered.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Group discussion	During a practical, students could evaluate each other's work.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i> <i>Unit 7: Basic Landscape Construction</i>
Work shadowing	The students could 'work shadow' an experienced gardener, greenkeeper, technician or employee, before undertaking work experience.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i> <i>Unit 5: Estate Skills</i> <i>Unit 6: Commercial Crop Production</i> <i>Unit 7: Basic Landscape Construction</i> <i>Unit 8: Horticultural Machinery</i> <i>Unit 12: Turf Establishment and Maintenance</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Students could investigate the relevant roles and responsibilities within their work placement and report on relevant legislation. This could be included within their Industry Experience portfolio and also be included in the Industry and Organisation assignment.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Debate	The students could debate the appropriateness and practicality of various garden designs for specific circumstances.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i> <i>Unit 5: Estate Skills</i> <i>Unit 7: Basic Landscape Construction</i>
Industry day	The students could assist with a display for a local flower show, possibly in conjunction with Floristry students.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Simulation with a local business	The students could undertake a task or a series of tasks to assist a local business eg how to improve or maintain a drainage system. Alternatively, the students could simulate different methods of advising customers on how to improve sustainability within the sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i>
Role-play	Students could assume the role of officers from the Health and Safety Executive advising a landscape gardener on relevant legislation.	<i>Unit 2: Industry and Organisations</i> <i>Unit 7: Basic Landscape Construction</i> <i>Unit 8: Horticultural Machinery</i>
Group work	The students could collect and classify a series of plant specimens relevant to the industry in the local area. Alternatively, the students could undertake some practical tasks as a team or investigate different parts of the sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 3: Introduction to Amenity and Decorative Horticulture</i> <i>Unit 4: Introduction to Biology</i> <i>Unit 5: Estate Skills</i> <i>Unit 7: Basic Landscape Construction</i>
Work experience	Students have a health and safety induction before starting work at their placements. Afterwards they could complete a quiz, which they then include within their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Interview	Students interview their work experience supervisor, their line manager in a part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Industry Experience</i>
6. Undertake tasks and activities set in work contexts		
Technical brief	The students could produce a key to species relevant to the industry in the local area, which would be useful for employees in the sector eg a guide to identify pests or weeds. Alternatively, the students could select a range of plants for a specific garden situation.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i> <i>Unit 4: Introduction to Biology</i>

6. Undertake tasks and activities set in work contexts		
Assignment	Students study the factors that have influenced the pattern of industry and employment in the region and apply the principles of sustainable development to a land based business within the local area.	<i>Unit 2: Industry and Organisations</i>
Work shadowing	The students could plan and price the construction or the maintenance of a boundary in conjunction with a local fencing contractor or BTCV.	<i>Unit 5: Estate Skills</i>
Simulation	The students could simulate consultations with customers.	<i>Unit 11: Retail and Customer Service</i>
Personal finance	The students could advise a customer regarding the provision of plants for a garden within a given budget.	<i>Unit 11: Retail and Customer Service</i>
Debate	The students could discuss the appropriate pruning or propagation techniques for given scenarios.	<i>Unit 3: Introduction to Amenity and Decorative Horticulture</i>
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement, identifying what they are learning. Notes from this debrief could then be used as part of their Industry Experience portfolio.	<i>Unit 1: Industry Experience</i>
Talk and debate	The students should discuss and then produce a risk assessment before undertaking a group task.	<i>Unit 5: Estate Skills</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Students carry out a survey of local land based businesses by type, size and nature.	<i>Unit 2: Industry and Organisations</i>
Investigation	Students could investigate the development and structure of the sector and relate this to local businesses.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Business visitor	Students meet staff from local companies and ask questions about employment opportunities in the UK and abroad.	<i>Unit 2: Industry and Organisations</i>
Careers fair	Students could visit a careers fair or an industry demonstration and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 2: Industry and Organisations</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities within the sector. They record and analyse the information using a spreadsheet and charts.	<i>Unit 2: Industry and Organisations</i>
Group sessions	The Connexions personal adviser could lead group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit 2: Industry and Organisations</i>
Interview	During work experience, students interview the manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Career guidance interview	Students explore career opportunities available from adverts in the local newspaper or the trade press, and identify patterns in the local labour market and trends in employment, reviewing their career plans as a result.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Students investigate the employment opportunities available in the vocational area, identifying those that match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Software activity	The students could investigate the software available to process payments. Alternatively, the students could investigate the use of computers to monitor and control environmental conditions in a commercial horticultural situation.	<i>Unit 10: Protected Crop Production</i> <i>Unit 11: Retail and Customer Service</i>
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Industry Experience</i>
Job application	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Industry Experience</i>
Personal finance session	The students could calculate the cost of producing a boundary and then relate this to a potential enterprise.	<i>Unit 5: Estate Skills</i>
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 2: Industry and Organisations</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Taster days	Students take part in ‘taster’ days at local land-based Colleges or businesses, where they can assess which career routes match their interests and abilities.	<i>Unit 2: Industry and Organisations</i>
Work experience	During work placement, students are able to ascertain their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Industry Experience</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Students simulate how legislation within the sector may be enforced.	<i>Unit 2: Industry and Organisations</i>
Design brief	The students produce a plan associated with a grant application.	<i>Unit 2: Industry and Organisations</i>
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online. Relevant information is then fed back to the rest of the class to help gather evidence for investigating principal organisations within the industry.	<i>Unit 2: Industry and Organisations</i>
Mini-enterprise	A mini-enterprise - involving the design/construction of an artefact or a surface - could be judged by someone working within the appropriate sector.	<i>Unit 2: Industry and Organisations</i> <i>Unit 5: Estate Skills</i> <i>Unit 7: Basic Landscape Construction</i>
Interview	In careers lessons, students identify the Standard Occupational Categories, and interview an adult they know who works in one of them about their working day.	<i>Unit 2: Industry and Organisations</i>
Personal finance	Personnel from a local bank/business/Inland Revenue office work with students to help them understand pay slips, together with an overview of the basic operation of the income tax system, and discuss the implications of being self-employed.	<i>Unit 1: Industry Experience</i> <i>Unit 2: Industry and Organisations</i>
Work experience debriefing	Students communicate daily with their work experience supervisor during their placements to discuss their progress.	<i>Unit 1: Industry Experience</i>
First aid training	Students attend an appropriate first aid course before undertaking work experience.	<i>Unit 1: Industry Experience</i>

BTEC First Diploma in Applied Science

1: Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	<p>In Unit 3 learners, as part of a substantial project, engage in the following aspects of enterprise to investigate:</p> <ul style="list-style-type: none"> • structure and functions of a science based industry organisation or one that uses science • the public understanding of science • the impact of science and technology • from a scientific idea to useable technology. 	<i>Unit 3: The Science Workplace</i>
Laboratory/ Workshop simulation	<p>The Qualification as a whole is designed to prepare learners for employment in the science and related employment sectors.</p> <p>Units 1, 3, 7, 9 and 10 specifically provide learners with an overview of general and specialist laboratory applications and can relate this skills to their context by the use of laboratories and their support rooms to simulate the real world environment as far as possible.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p> <p><i>Unit 7: Environmental Science</i></p> <p><i>Unit 9: An Introduction to ICT and Laboratory MIS</i></p> <p><i>Unit 10: Plants and Food</i></p>
Employability Skills	<p>The nature of the qualification would lend itself to developing employability skills that would most effectively be attached to unit 1, 3, 8, 9 and 10– employability and organisations. Potential employers could provide input in the form of presentations as to their needs (individual and teamwork skills/attributes as well as the ICT skills).</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p> <p><i>Unit 8: Data Processing for Science Technicians</i></p> <p><i>Unit 9: An Introduction to ICT and Laboratory MIS</i></p> <p><i>Unit 10: Plants and Food</i></p>

1: Recognise, develop and apply their skills for enterprise and employability		
Simulation	<p>Learners will be expected to take part in a simulation whereby problems and faults can be diagnosed and recorded, solutions can be presented and actions evaluated.</p> <p>All activities and assignments should provide scenarios that reflect workplace activities and projects.</p> <p>Case studies provided by employers can also be used.</p>	<i>All units</i>
Mock interview	<p>Employers, connexions or career advisors provide mock interviews for a range of jobs identified by learners related to the variety of types of activity and assignments involved in Unit 1: <i>Science Technician at Work</i> and Unit 3: <i>The Science Workplace</i>.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p>
Guidance interview	<p>Learners would, as a follow up to the employability workshop in tutor led activities, discuss with staff external to the teaching team (Connexions or careers advisors) their prospects, strengths and weaknesses that could then be used to develop action plans for development.</p>	<i>Unit 1: Science Technician at Work</i>
Work experience record	<p>Learners can be sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt.</p> <p>This will also give them the opportunity to find out what skills and attributes employers look for.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p>
Visit	<p>Students have a number of visits to different companies. The visits are prepared in advance to gain perspectives of the following:</p> <ul style="list-style-type: none"> • Technician/assistant practitioner job roles • Laboratory organisation • Specialist departments in science organisations or organisations that use science • Use of ICT and Management Information Systems. 	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p>

2: Learn from experience (direct or indirect) of working practices and environments		
Expert witness	<p>Experienced technical and practitioner support staff are invited in to answer questions about their work – individuals prepare questions in advance to cover aspects of the technical environment, procedures and practices as well as the general work environment.</p> <p>This can include employees from the science industry and organisations that use science.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p> <p><i>Unit 7: Environmental Science</i></p> <p><i>Unit 10: Plants and Food</i></p>
Field trip	<p>Field trips can be organised to simulate work practice in the field for the Unit 7: <i>Environmental Science</i>, Unit 10: <i>Plants and Food</i> or a variety of scientific field trips using Unit 8: <i>Data Processing for Science Technicians</i>.</p>	<p><i>Unit 7: Environmental Science</i></p> <p><i>Unit 8: Data Processing for Science Technicians</i></p> <p><i>Unit 10: Plants and Food</i></p>
Group work and simulation	<p>Learners can work in groups – where individuals within the groups adopt different specific roles within the activity. Meetings are formally called and run, minutes taken and distributed. At the end of the activity, perhaps providing evidence for team working key skills, individuals receive feedback as to their role from their peers that has to be formally reported and responded to.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p>
Virtual visit	<p>As part of Unit 3: <i>The Science Workplace</i>, students research different companies on the net or other media to identify particular the types of organisation needs in respect of information. In addition learners access where possible directly or through e-mail, the staffing structures and then relate these to job functions. They also reflect in the laboratory a process carried out within a scientific organisation.</p>	<p><i>Unit 3: The Science Workplace</i></p>

2: Learn from experience (direct or indirect) of working practices and environments		
Work experience	<p>Learners can be sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt.</p> <p>This will also give them the opportunity to find out what skills and attributes employers look for.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p>
Group work	<p>All units require practical investigative work to be carried out and can employ group work. Learners should be encouraged to work within a group environment with allowance given to project briefings, updates and planning sessions.</p> <p>At the end of the activity, perhaps providing evidence for team working key skills, individuals receive feedback as to their role from their peers that has to be formally reported and responded to.</p>	<i>All units</i>
Work experience diary	<p>Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the workplace environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p>
Local skills training centre	<p>Prior to arranging work experience, an advisor from the local skills centre gives a presentation to encompass both the general picture in respect of skills shortage and then a more locally focussed perspective that takes into account local science based or companies that use science their situation and working practices. Ideally a representative from a local large employer such as a hospital would provide specific and more focussed information.</p>	<p><i>Unit 1: Science Technician at Work</i></p> <p><i>Unit 3: The Science Workplace</i></p> <p><i>Unit 4: Applications of Chemistry</i></p> <p><i>Unit 5: Physical Sciences</i></p> <p><i>Unit 6: Anatomy and Physiology</i></p> <p><i>Unit 7: Environmental Science</i></p> <p><i>Unit 10: Plants and Food</i></p>

3: Engage with ideas, challenges and applications from the business world		
Survey brief	Learners are asked to design a survey or questionnaire based on a brief supplied which aims to find out about the science workplace. Results are summarised in groups, analysed and presented to the whole class by each group.	<i>Unit 2: Scientific Principles</i>
Mini-enterprise	For Unit 1, learners develop individual small spreadsheets as financial models for running laboratories or workplace projects.	<i>Unit 1: Science Technician at Work</i>
Enterprise project	In unit 3 or unit 10 , learners, as part of a developmental assignment, engage in the following aspects of enterprise to create a business proposal for a scientific product or service : <ul style="list-style-type: none"> • Markets/customers • Marketing • Resourcing • Financial issues 	<i>Unit 3: The Science Workplace</i> <i>or</i> <i>Unit 10: Plants and Food</i>
Marketing brief	See above	<i>Unit 3: The Science Workplace</i> <i>or</i> <i>Unit 10: Plants and Food</i>
Business challenge	See above	<i>Unit 3: The Science Workplace</i> <i>or</i> <i>Unit 10: Plants and Food</i>
Marketing investigation	See above	<i>Unit 3: The Science Workplace</i> <i>or</i> <i>Unit 10: Plants and Food</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Assignment	Learners investigate generic personal skills required in the world of work	<i>Unit 1: Science Technician at Work</i>
Role-play	Within Unit 1: <i>Science Technician at Work</i> individuals within small groups adopt roles (eg manager with strategic responsibility for Health & Safety, technical support worker, HR manager and through role-play learners carry forward through discussions the impact and timescale of a proposed significant Health and Safety changes. Each individual has to state what they need out of the meetings.	<i>Unit 1: Science Technician at Work</i> <i>Or</i> <i>Unit 3: The Science Workplace</i>
Videos	Learners use clips from TV programmes to bring in experiences of scientific environments that are beyond the reach of direct visit – in particular bringing in a European and Global dimension	<i>All Units</i>
Community placement	As part of citizenship studies, learners spend half a day in a local voluntary or community organisation to look at their roles, generic responsibilities and skill needs.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Work-related videos	In careers lessons, learners learn about working practices in the Science related sectors, using material from current television programmes. They review their career plans to take account of what they discovered.	<i>Units 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Group discussion	During work-experience evaluation, learners discuss recent placement and/or their part time jobs and the working practices they have encountered.	<i>Units 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Work shadowing	All learners shadow one of the science technicians within their centre for at least one full day to understand the nature of the jobs they do and the detail of the activities. Although it will be valuable for a number of units, it will specifically relate to units 1 and 3.	<i>Units 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate the responsibilities that health and safety regulations have on the employee in respect of the use of scientific equipment and materials/chemicals.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work and specifically related to the implications of pollution and waste disposal.	<i>Unit 1: Science Technician at Work</i>
Industry day	Timetable for learners is suspended for one day and a series of workshops and other activities is planned in conjunction with careers and representatives from local firms – activities should be engaging rather than passive	<i>All units</i>
Simulation with a local business	A representative from a local company is invited in to take part in a simulation involving producing a product or carrying out a scientific service.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i> <i>Unit 4: Applications of Chemistry</i> <i>Unit 5: Physical Sciences</i> <i>Unit 6: Anatomy and Physiology</i> <i>Unit 7: Environmental Science</i> <i>Unit 10: Plants and Food</i>
Role-play	Learners identify the issues that customers have when reporting issues to help desks and also they work to identify the issues that help desk staff have in responding to calls. This information can be based on real information taken from help desk records. After summarising and briefing, pairs of learners act out interactions and finally create a simple guidance list that users can be given when they are reporting issues.	<i>Unit 1: Science Technician at Work</i>
Group work	In groups, learners evaluate the good and bad aspects of working in customer support – based on a presentation from a technician with supporting information such as a typical contract of work and job description. Summary of discussions in bullet points are fed back to the whole group	<i>Unit 1: Science Technician at Work</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Work experience	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt. A specific aspect to the presentation will be to prepare a list of what their rights and responsibilities were when in the work placement.	<i>Units 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Interview	Learners interview in small groups, one of the technicians or assistant practitioners in respect of their working roles.	<i>Unit 1: Science Technician at Work</i>

6: Undertake tasks and activities set in work contexts		
Technical brief	Learners formally create a technical brief prior to carrying out a practical investigation in a work based scenario. This aspect is present in all units.	<i>All units</i>
Assignment	All tasks are to take account of the work context; it is explicit in the guidelines to centres.	<i>All units</i>
Work shadowing	All learners shadow one of the science technicians within their centre for at least one full day to understand the nature of the jobs they do and the detail of the activities. Although it will be valuable for a number of units, it will specifically relate to unit 1. Where possible, learners will actually undertake some tasks under the direct supervision of the technician.	<i>Unit 1: Science Technician at Work</i>
Simulation	Use of laboratory equipment and procedures are simulated in work based scenarios.	<i>All units</i>
Personal finance	Spreadsheet examples chosen for assignments include one to capture income and expenses of technicians/assistant practitioners	<i>Unit 1: Science Technician at Work</i>
Debate	Individuals are asked to prepare background notes prior to taking part in a debate – ‘management of ecosystems’	<i>Unit 7: Environmental Science</i>

6: Undertake tasks and activities set in work contexts		
Work experience debriefing	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt. Individuals meet with their personal tutor and use outputs to target developments needs of the students.	<i>Units 1: Science Technician at Work Unit 3: The Science Workplace</i>
Talk and debate	Learners hear a presentation by a visiting speaker on the regulations governing the Health and Safety at Work Act. This is followed by a tutorial discussion on the advantages and disadvantages of this act.	<i>All units</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of job opportunities in science and related sectors. Learners design a survey form and create a spreadsheet or database to store the information and categorise them	<i>Unit 1: Science Technician at Work Unit 3: The Science Workplace</i>
Investigation	Learners investigate websites/magazines/articles that give information about job opportunities. Also collect job adverts to find out what qualifications are required to apply for the job.	<i>Unit 1: Science Technician at Work Unit 3: The Science Workplace</i>
Business visitor	Learners meet a representative from a local company or hospital (or NHS) and ask questions about employment opportunities with the company in the UK and abroad. Learners are responsible for the organisation of the visit, the reception and management of the visitor while on site.	<i>Unit 1: Science Technician at Work</i>
Careers fair	Learners visit a science careers fair and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 1: Science Technician at Work Unit 3: The Science Workplace</i>
Labour market investigation	Learners collect information on the range of employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>Unit 1: Science Technician at Work Unit 3: The Science Workplace</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment in the science and related sector.	<i>Unit 1: Science Technician at Work</i>
Interview	During work experience, learners interview the human resources manager at their placement about employment opportunities in the organisation. The responses are discussed at debriefing.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Career guidance interview	Learners arrange an interview with staff external to the teaching team (Connexions or careers advisors) to discuss their prospects, strengths and weaknesses.	<i>Unit 1: Science Technician at Work</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the scientific employment opportunities available in that vocational area and identify those that match their interests and abilities.	<i>All units</i>
Software activity	Learners work through a computer programme, which enables them to identify their abilities, interests and career possibilities.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Mock interviews	Learners apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local scientific organisations or organisations that use science that provide individual feedback.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Job application	Learners take part in a simulation exercise to prepare a CV and apply for a job based on simulation their strengths and predicted qualifications.	<i>Unit 1: Science Technician at Work</i>
Personal finance session	Learners explore a range of concepts related to managing their own finances and apply them to their career plans.	<i>Unit 1: Science Technician at Work</i>
Career investigation	During a careers lesson, learners plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Taster days	Learners take part in taster days in local scientific employers or employers that use science where they can assess which job roles match their interests and abilities.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Work experience	During a one-day-a-week placement, learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>

9: Learn from contact with personnel from different employment sectors		
Simulation	Learners take part in a design and make project in partnership with a local employer. The manager comes to the school or college to discuss the brief with learners.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Design brief	A design specialist works with learners to explore design features of a generic company.	<i>Unit 3: The Science Workplace</i>
Business mentoring	Some learners have mentors from different science related businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Mini-enterprise	Managers or representatives from local employers act as advisers to learners during a mini-enterprise activity.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Interview	Learners identify appropriate employers and interview an adult they know who works in one of them about their working day.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
Personal finance	Personnel from a local bank work with learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>Unit 1: Science Technician at Work</i>
Work experience debriefing	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 1: Science Technician at Work</i> <i>Unit 3: The Science Workplace</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques.	<i>All units</i>

BTEC First Certificate and Diploma in Business

1: Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Learners take on various roles in their own company to design and make a product for sale, with the profits going to charity.	<i>Unit 8: Business Online</i> <i>Unit 9: Starting Up a New Business</i>
Office simulation	Learners explore the impact of email on work practices and relationships through an office simulation in their ICT room, using a local office manager as an adviser.	<i>Unit 4: Business Communication</i> <i>Unit 6: Introduction to Business Administration</i>
Employability workshop	Learners take part in a one-day workshop to develop enterprise and employability skills run by a manager from a local business.	<i>Unit 5: Employee Contribution to Working Conditions</i>
Simulation	Learners take part in a simulation in which companies tender for a contract, developing enterprise skills (including an understanding of risk and business planning).	<i>Unit 9: Starting Up a New Business</i>
Mock interview	Learners prepare for and take part in a mock interview with a Connexions personal adviser or a local business person in which they will reflect on and articulate their skills for employability.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Guidance interview	Learners discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their career plans accordingly.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Work experience record	Learners record situations when they have practised key skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Visit	Learners visit a local business outlet to observe various people at work and to talk to the manager or supervisor about different departments.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Expert witness	Learners work with a customer service specialist on activities to learn how language is structured and framed by a working role and context.	<i>Unit 4: Business Communication</i> <i>Unit 7: Sales and Customer Service</i>
Field trip	Learners select and visit a business outlet. They record observations and put prepared questions to the outlet's human resources manager about conditions of work.	<i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 3: Investigating Financial Control</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Group work and simulation	During a 'business and enterprise' day, learners work in teams to design sales materials. They invite representatives from local businesses to comment on their work.	<i>Unit 7: Sales and Customer Service</i>
Virtual visit	Learners make a virtual visit to a local company's head office in Europe through its website, during a module exploring the uses of ICT.	<i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 8: Business Online</i>
Work experience	During debriefing activities on work experience, learners prepare a five-minute presentation to the class about their recent placement.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Group work	In citizenship lessons on human rights, learners investigate alternative working practices in Europe and compare their findings with their own experience of part-time work.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Work experience diary	Learners keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Learners visit a local skills training centre and take part in activities to develop work related skills in workshop and office settings.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>

3: Engage with ideas, challenges and applications from the business world		
Survey brief	The local Chamber of Commerce asks learners to undertake a survey for the library or similar community service. Learners write reviews of the facilities available.	<i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 7: Sales and Customer Service</i> <i>Unit 8: Business Online</i>
Mini-enterprise	Learners' mini-enterprise companies provide experiences of using spreadsheets to set up predicted and actual income and expenditure for a range of business situations.	<i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 3: Investigating Financial Control</i> <i>Unit 9: Starting Up a New Business</i>
Enterprise project	Learners plan and organise their school or college's Leavers' Ball, including costing, catering, hiring photographers, video, disco, and selling tickets.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 3: Investigating Financial Control</i> <i>Unit 9: Starting Up a New Business</i>
Enterprise project	Learners organise a Charities Day, with stalls selling items that learners have made.	<i>Unit 9: Starting Up a New Business</i>
Marketing brief	Learners develop marketing materials to promote a range items for teenagers, such as clothing, local attractions or disco organisers.	<i>Unit 7: Sales and Customer Service</i>
Business challenge	Learners produce a heritage town trail for the local council to promote. They investigate how to highlight leading local hospitality or tourism businesses in return for sponsorship for producing the trail materials.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 4: Business Communication</i>

3: Engage with ideas, challenges and applications from the business world		
Marketing investigation	In negotiation with placement providers, work-experience learners carry out an assignment, investigating how customer service might be improved, how the office space might be organised more efficiently and how the company's advertising might appeal more to young people.	<i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 7: Sales and Customer Service</i>
Enterprise	Learners take part in an after-school enterprise project with the help of a local EBLO.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 3: Investigating Financial Control</i> <i>Unit 9: Starting Up a New Business</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Assignment	Learners investigate working practices in other European countries, compare them with those of the UK and find reasons for the differences.	<i>Unit 5: Employee Contribution to Working Conditions</i>
Role-play	Through role-play about working life, learners compare past and present or national and international working practices.	<i>Unit 5: Employee Contribution to Working Conditions</i>
Videos	Learners use clips from TV programmes to investigate the differences between working practices in two work environments, eg a hospital and a leisure centre.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 4: Business Communication</i> <i>Unit 7: Sales and Customer Service</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Community placement	As part of citizenship studies, learners spend half a day in a local voluntary or community organisation to look at leadership skills and how volunteers are organised. In debriefing sessions, learners discuss the roles and responsibilities of the people they have met.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Work-related videos	In careers lessons, learners learn about working practices in primary or secondary business sectors, using material from current television programmes. They review their career plans to take account of what they discovered.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Group discussion	During work-experience preparation, learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Work shadowing	Learners arrange to work shadow an employee working in a local business outlet. They record their observations in writing or other media.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate the effects of some aspects of local business operations such as hospitals, farming, manufacturing or construction, on the environment.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 3: Investigating Financial Control</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit 5: Employee Contribution to Working Conditions</i>
Industry day	Learners work with young managers from local businesses to explore basic economic concepts.	<i>Unit 3: Investigating Financial Control</i>
Simulation with a local business	Learners examine management at work by taking part in a simulation with a local company manager and a shop steward from the same company.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Role-play	Learners discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Group work	Learners investigate some basic reasons for the differences between the economies of rich and poor countries.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 2: Exploring Key Business Pressures</i> <i>Unit 3: Investigating Financial Control</i>
Work experience	Learners have a health and safety induction prior to starting their course. Afterwards they complete a quiz, which they enclose in their placement portfolio.	<i>Unit 5: Employee Contribution to Working Conditions</i>
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>

6: Undertake tasks and activities set in work contexts		
Technical brief	A business development adviser works with learners to explore online business opportunities and how these may impact on sales and customer service.	<i>Unit 7: Sales and Customer Service</i> <i>Unit 8: Business Online</i> <i>Unit 9: Starting Up a New Business</i>

6: Undertake tasks and activities set in work contexts		
Assignment	Learners study the factors that have influenced the pattern of industry and employment for a particular type of business in the region, eg manufacturing, retailing, travel and tourism.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Work shadowing	Learners arrange a period during which they shadow the role of a employee in a business sector of their choice.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Simulation	During a 'business and enterprise' day, learners take part in a simulation to run a retail outlet, taking on all the roles involved.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 4: Business Communication</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Personal finance	In careers lessons, learners work out budgets for spending and saving money earned from hypothetical but realistic job salaries.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Debate	Learners consider the issues involved in running a business in a multi-racial community.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Work experience debriefing	During work experience, learners meet a tutor from their school and explain their impressions of their placement and start to identify what they are learning.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Talk and debate	Learners hear a presentation by a visiting speaker on the regulations governing part-time workers under school leaving age. This is followed by a tutorial discussion on the advantages and disadvantages of working while still at school or college.	<i>Unit 5: Employee Contribution to Working Conditions</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of the type, size and nature of local businesses in a prescribed sector, eg farming, manufacturing, retail, distribution, public services.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 9: Starting Up a New Business</i>
Investigation	Learners evaluate databases of local businesses in a prescribed sector.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Business visitor	Learners meet a manager from a multinational company and ask questions about employment opportunities with the company in the UK and abroad.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Careers fair	Learners visit a business careers fair and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Labour market investigation	Learners collect information on the range of employment opportunities for a prescribed business sector available from adverts in the local newspaper. They identify patterns in the local labour market and trends in employment and record and analyse the information using a spreadsheet and charts.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment in local industry.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Interview	During work experience, learners interview the human resources manager at their placement about employment opportunities in the organisation. The responses are discussed at debriefing.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Career guidance interview	Learners explore career opportunities with their work placement supervisor during sessions at the workplace and review their career plans as a result.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate local employment opportunities available in a prescribed business sector and identify those that match their interests and abilities.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Software activity	Learners work through a computer programme, which enables them to identify their abilities, interests and career possibilities.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Mock interviews	Learners apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local business organisations, including for example the local Chamber of Commerce, who provide individual feedback.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Job application	Learners take part in a simulation exercise to prepare a CV and apply for a job based on simulation their strengths and predicted qualifications.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Personal finance session	Learners use work experience opportunities to explore a range of concepts related to managing their own finances and apply them to their career plans.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
Career investigation	During a careers lesson, learners plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Taster days	Learners take part in work experience taster days in local businesses where they can assess which job roles match their interests and abilities.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Work experience	During a one-day-a-week placement, learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>

9: Learn from contact with personnel from different employment sectors		
Simulation	Learners take part in a design and make project in partnership with a local business outlet. The outlet's manager comes to the school or college to discuss the brief with learners.	<i>Unit 1: Introduction to Business Activity</i>
Design brief	A design specialist works with learners to explore design features of a local retail centre or outlet.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 7: Sales and Customer Service</i>
Business mentoring	Some learners have mentors from different local businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Mini-enterprise	Managers or representatives from local business outlets act as advisers to learners during a mini-enterprise activity.	<i>Unit 9: Starting Up a New Business</i>
Interview	Learners identify appropriate business outlets and interview an adult they know who works in one of them about their working day.	<i>Unit 1: Introduction to Business Activity</i> <i>Unit 5: Employee Contribution to Working Conditions</i>
Personal finance	Personnel from a local bank work with learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>Unit 1: Introduction to Business Activity</i>

9: Learn from contact with personnel from different employment sectors		
Work experience debriefing	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 4: Business Communication</i> <i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 6: Introduction to Business Administration</i> <i>Unit 7: Sales and Customer Service</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques.	<i>Unit 5: Employee Contribution to Working Conditions</i> <i>Unit 9: Starting Up a New Business</i>

BTEC First Certificate and Diploma in Public Services

1. Recognise, develop and apply their skills for enterprise and employability		
Training Sessions	Learners can develop employability skills by attending a session run by one of the public services	<i>Unit 3: Public Service Fitness</i>
Career Development	Learners can explore the training and development required for a career in public services	<i>Unit 1: The public Services</i>
Assignment	When planning and carrying out an expedition learners will assess, undertake, manage risk and make decisions in conditions of uncertainty	<i>Unit 14: Expedition Skills</i>
Teamwork	Learners can develop a range of teamwork skills including the identification of interpersonal, personal effective and communication skills	<i>Unit 2: Public Service Skills</i> <i>Unit 7: Outdoor Activities and the Public Services</i> <i>Unit 8: Sport and Recreation</i> <i>Unit 14: Expedition Skills</i>
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
N/A		
3. Learn about the way business enterprises operate, working roles and conditions and rights and responsibilities in the work place		
Debate	When learners are studying Citizenship, they could take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit 4: Citizenship</i> <i>Unit 5: Workplace Welfare</i> <i>Unit 6: The Individual and Society</i> <i>Unit 10: Law and the Individual</i> <i>Unit 12: Community and Cultural Awareness</i>
External Simulation	Joining an activity organised by one of the uniformed services, learners can gain knowledge on employers and employees rights and responsibilities at work.	<i>Unit 3: Public Service Fitness</i> <i>Unit 14: Expedition Skills</i>

3. Learn about the way business enterprises operate, working roles and conditions and rights and responsibilities in the work place		
Assignment	Learners can investigate the quality of opportunity, diversity and health and safety in the public services.	<i>Unit 4: Citizenship</i> <i>Unit 5: Workplace Welfare</i> <i>Unit 6: The Individual and Society</i> <i>Unit 12: Community and Cultural Awareness</i>

4. Develop awareness of the extent and diversity of local and national employment opportunities		
Investigation	Learners can undertake an investigation on the extent and diversity of employment opportunities in the public services locally and nationally	<i>Unit 1: The Public Services</i> <i>Unit 4: Citizenship</i> <i>Unit 5: Workplace Welfare</i> <i>Unit 6: The Individual and Society</i> <i>Unit 12: Community and Cultural Awareness</i>
Debate	Learners can debate the changes occurring in the armed services	<i>Unit 1: The Public Services</i>

5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives`		
Assignment	During work experience learners can collect and review careers information highlighting opportunities available to them in the future	<i>Unit 1: The Public Services</i>
Record of Achievement	Learners can record achievements of their developments in the area of personal fitness in preparation for entry to the public services	<i>Unit 3: Public Service Fitness</i>
Career Investigation	During a career lesson, learners can plan a assignment to use armed services, career's office and Connexions to investigate career paths that interest them.	<i>Unit 1: The Public Services</i>
External Simulation	During an external simulation learners can test out their own capabilities and match them to their career aspirations with the aid of support officers	<i>Unit 14: Expeditions Skills</i>

6. Undertake tasks and activities set in work contexts		
Assignment	Learners can investigate one of the public services identifying its links with other curriculum areas	<i>Unit 1: The Public Services</i> <i>Unit 2: Public Service Skills</i> <i>Unit 7: Outdoor Activities and the Public Services</i> <i>Unit 8: Sport and Recreation</i> <i>Unit 14: Expedition Skills</i>
Language	During an organised activity learners would be required to use the correct language and vocabulary of the public services	<i>Unit 14: Expedition Skills</i>

7. Learn from contact with personnel from different employment sectors		
Visits	Learners will compare the working practices seen when visiting different public services	<i>Unit 1: The Public Services</i> <i>Unit 10: Law and the Individual</i> <i>Unit 11: Crime and its Effects</i>
Assignment	Learners will examine the purpose, roles, responsibilities and range of jobs within the public services	<i>Unit 1: The Public Services</i> <i>Unit 10: Law and the Individual</i> <i>Unit 11: Crime and its Effects</i>

7. Learn from contact with personnel from different employment sectors

Speakers	During visits from local public service employers learners will be introduced to the importance of attitudes, skills and qualifications	<i>Unit 1: The Public Services</i> <i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 3: Public Service Fitness</i> <i>Unit 4: Citizenship</i> <i>Unit 5: Workplace Welfare</i> <i>Unit 6: The Individual and Society</i> <i>Unit 10: Law and the Individual</i> <i>Unit 11: Crime and its Effects</i> <i>Unit 12: Community and Cultural Awareness</i>
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8. Have experience (direct or indirect) of working practices and environments.

Hazards	When learners take part in activities they can describe hazards which can be encountered	<i>Unit 7: Outdoor Activities and the Public Services</i> <i>Unit 9: Land Navigation with Map and Compass</i> <i>Unit 14: Expedition Skills</i>
Group Work	In Citizenship lessons, learners will examine the application of equal opportunities in the public services defining the individual and human rights of citizens	<i>Unit 4: Citizenship</i> <i>Unit 5: Workplace Welfare</i> <i>Unit 6: The Individual and Society</i> <i>Unit 11: Crime and its Effects</i> <i>Unit 12: Community and Cultural Awareness</i>
Activity plans	Learners can keep a diary of the activity they take part in and record brief reflections of what they have learned	<i>Unit 7: Outdoor Activities and the Public Services</i> <i>Unit 9: Land Navigation with Map and Compass</i> <i>Unit 14: Expedition Skills</i>

9. Engage with ideas, challenges and applications from the business world.

N/A		
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BTEC First Diploma in Retail

1. Recognise, develop and apply their skills for enterprise and employability		
Preparation for employment	Learners take on various roles in their own company to sell a range of products with the profits going to charity	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 3: Sales and Profit</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 8: Food Retailing</i> <i>Unit 9: Retailing White and Brown Goods</i>
Office Simulation	Learners could simulate a finance office to demonstrate the processes of costing and simulate the use of e-systems for stock control and security	<i>Unit 3: Sales and Profit</i> <i>Unit 4: Stock Control and Security</i>
Employability Skills	Learners take part in a 1-day workshop to develop employability skills run by specialists eg merchandisers from local retail businesses	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 3: Sales and Profit</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Mock Interview	Learners prepare for and take part in a mock interview with a Connexions personal adviser or a local retailer in which they will reflect on and articulate their skills for employability	<i>Unit 1: Introduction to Retail Services</i>
Guidance Interview	Learners discuss their achievements and skills with their tutor and/or mentor and/or Connexions personal adviser, and review their career plans accordingly.	<i>Unit 1: Introduction to Retail Services</i>
Work Experience record	Learners record situations when they have practised key skills and/or specific retailing skills, to be discussed with their supervisor and in school debriefing sessions	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Visit	Learners go on a behind-the-scenes tour of a local retail outlet to observe various people at work and to talk to the manager or supervisor about different departments.	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>

2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Expert Witness	Learners work with retail specialists on a range of activities to learn how language is structured and framed by a working role and context.	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Visit	Learners go on a behind-the-scenes tour of a local retail outlet to observe various people at work and to talk to the manager or supervisor about different departments.	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Group work	Learner will explore selling skills and methods used to inform customers about products in role play. Learners will also be able to work in teams to review and evaluate the roles played.	<i>Unit 5: Retail Selling and Customer Care</i>
Videos	Learners could use retail training videos to investigate the differences between working practices in small/medium/large outlets	<i>Unit 1: Introduction to Retail Services</i>

2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work

Work Experience/Shadowing	Working in a retail environment, learners keep a record of the tasks on experiences whilst in a work placement or part-time job highlighting issues and knowledge gained.	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
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3. Learn about the way business enterprises operate, working roles and conditions and rights and responsibilities in the work place

Assignment	Learners can investigate how retail services have changed, the reasons for this and their impact	<i>Unit 1: Introduction to Retail Services</i>
Debate	Learners can debate the impact of changes on retail services on consumers and retailers	<i>Unit 1: Introduction to Retail Services</i>
Economic	Learners can investigate ways in which retail businesses can generate profits and the effect of falling sales on a retail business and therefore on the economy	<i>Unit 3: Sales and Profit</i>
Changes	Learners investigate how different retail services have changed since 1980's and the reason and impact of these changes	<i>Unit 1: Introduction to Retail Services</i>

4. Develop awareness of the extent and diversity of local and national employment opportunities

Work Experience	Learners reflect on their experience of work to explain the characteristics of employment and potential career opportunities	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
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5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives`		
Assignment	During work experience learners can collect and review careers information highlighting opportunities available to them in the future	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Work Record	Learners can record achievements in work experience together with any other achievements, abilities, interests and skills from outside their school life	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Job Description	Through key skills learners can go through a job application process relating to potential jobs in the retail sector.	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>

6. Undertake tasks and activities set in work contexts		
Assignment	Learners can investigate one of the retail specialist areas identifying its links with other curriculum studied and the world of work	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>

6. Undertake tasks and activities set in work contexts		
Language	In a work placement learners must use correct language and vocabulary	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>

7. Learn from contact with personnel from different employment sectors		
Visits	Learners will compare the working practices seen when visiting specialist retail areas	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Assignment	Learners will research in retail outlets in order to ascertain where people have chosen their career pathway and the motivation for doing so	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>
Speakers	During visits from local retail employers learners will be introduced to the importance of attitudes, skills and qualifications	<i>Unit 2: Merchandising and Display for Sales</i> <i>Unit 4: Stock Control and Security</i> <i>Unit 5: Retail Selling and Customer Care</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i>

8. Have experience (direct or indirect) of working practices and environments.		
Work Experience	Using evidence from their work placement, learners can compare the working practices with those of a different retail environment	<i>Unit 4: Stock Control and Security</i> <i>Unit 6: Transport, Distribution and Storage</i> <i>Unit 7: Fashion Retailing</i> <i>Unit 8: Food Retailing</i> <i>Unit 9: Retailing White and Brown Goods</i>
Hazards	Through work experience or visits learners can describe hazards found in the retail related environment.	<i>Unit 4: Stock Control and Security</i> <i>Unit 6: Transport, Distribution and Storage</i>

9. Engage with ideas, challenges and applications from the business world.		
N/A		

BTEC First Certificate and Diploma in Sport

1. Recognise, develop and apply their skills for enterprise and employability		
Activity session	Examine and use the skills and qualities required to lead a successful activity session Assist in planning an activity session Deliver and review and activity session	<i>Unit 5: Sports Leadership Skills</i>
Expedition	Plan, carry out and review a multi-day expedition; learners will be able to investigate which skills are required, identify and use those they have, identifying weaknesses through the review	<i>Unit 7: Expedition Experience</i>
Identify the skills and techniques	Identify the skills and techniques associated with a range of outdoor and adventurous activities	<i>Unit 8: Outdoor and Adventurous Activities</i>
Review performance	Review performance identifying the support available to develop specific skills and techniques	<i>Unit 8: Outdoor and Adventurous Activities</i>
Interview skills	Examine and use relevant documents and interview skills for a sports-based work placement; learners could take part in an interview (real or simulated) with a career advisor or a local employer/business person, in which they can reflect on and articulate the skills they have that make them employable	<i>Unit 9: Work Based Project</i>
Project	Plan and carry out a selected project during the sports work placement; work placement will give learners the opportunity to apply skills they have and potentially develop new ones	<i>Unit 9: Work Based Project</i>
Enterprise	Plan and participate in a sports business enterprise; learners will be able to apply their skills, and develop new ones in a range of roles within the enterprise	<i>Unit 10: Business for Sport</i>

2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Expedition	Plan, carry out and review a multi-day expedition; learners will be able to gain an understanding of what is involved in the organisation, and carrying-out, of a multi-day expedition	<i>Unit 7: Expedition Experience</i>
Review performance	Review performance identifying the support available to develop specific skills and techniques	<i>Unit 8: Outdoor and Adventurous Activities</i>
Project	Plan and carry out a selected project during the sports work placement Monitor, review and present the project	<i>Unit 9: Work Based Project</i>
Identify roles	Identify the roles and importance of different functional areas within sports organisations	<i>Unit 10: Business for Sport</i>

3. Learn about the way business enterprises operate, working roles, and conditions, and rights and responsibilities in the workplace		
Examine	Examine the organisation of sport; learners will be able to gain a greater understanding of working roles and different organisations within sport	<i>Unit 1: The Sports Industry</i>
Relevant documents	Examine and use relevant documents and interview skills for a sports-based work placement; learners will gain an understanding of the operation of business enterprises through examining and using documents, and will become more familiar with different roles when considering a placement	<i>Unit 9: Work Based Project</i>
Investigate different businesses	Investigate the different types and purposes of sports business organisations	<i>Unit 10: Business for Sport</i>
Identify roles	Identify the roles and importance of different functional areas within sports organisations; learners will be able to gain a greater understanding of working roles and different organisations within sport	<i>Unit 10: Business for Sport</i>

4. Develop awareness of the extent and diversity of local and national employment opportunities		
Investigate and examine	Investigate the nature of sport, sports participation and sports development Examine the organisation of sport in the public, private and voluntary sectors	<i>Unit 1: The Sports Industry</i>
Placement and project	Plan and carry out a selected project during the sports work placement Monitor, review and present the project	<i>Unit 9: Work Based Project</i>
Enterprise	Plan and participate in a sports business enterprise	<i>Unit 10: Business for Sport</i>

5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Examine	Examine the organisation of sport in the public, private and voluntary sectors	<i>Unit 1: The Sports Industry</i>
Use interview skills	Examine and use relevant documents and interview skills for a sports-based work placement	<i>Unit 9: Work Based Project</i>
Placement and project	Plan and carry out a selected project during the sports work placement Monitor, review and present the project	<i>Unit 9: Work Based Project</i>
Enterprise	Plan and participate in a sports business enterprise	<i>Unit 10: Business for Sport</i>

6. Undertake tasks and activities set in work contexts		
Plan placement	Plan and carry out a selected project during the sports work placement	<i>Unit 9: Work Based Project</i>
Enterprise	Plan and participate in a sports business enterprise	<i>Unit 10: Business for Sport</i>

7. Learn from contact with personnel from different employment sectors		
Examine	Examine the organisation of sport in the public, private and voluntary sectors; learners will be able to come into contact with personnel from industry if the centre arrange visits and visiting speakers	<i>Unit 1: The Sports Industry</i>
Examine skills and qualities	Examine and use the skills and qualities required to lead a successful activity session; learners will be able to come into contact with personnel from industry if the centre arrange visits and visiting speakers	<i>Unit 5: Sports Leadership Skills</i>
Examine skills	Examine and practice the skills required for carrying out expeditions; learners will be able to come into contact with personnel from industry if the centre arrange visits and visiting speakers	<i>Unit 7: Expedition Experience</i>
Identify the skills	Identify the skills and techniques associated with a range of outdoor and adventurous activities; learners will be able to come into contact with personnel from industry if the centre arrange visits and visiting speakers	<i>Unit 8: Outdoor and Adventurous Activities</i>
Work Placement	Plan and carry out a selected project during the sports work placement; learners will naturally come into contact with personnel from industry while engaging in a work placement	<i>Unit 9: Work Based Project</i>
Participate in enterprise	Plan and participate in a sports business enterprise; learners involvement in an enterprise will create opportunities for contact with a range of people that they could learn from	<i>Unit 10: Business for Sport</i>

8. Have experience (direct or indirect) of working practices and environments		
Examine sectors	Examine the organisation of sport in the public, private and voluntary sectors	<i>Unit 1: The Sports Industry</i>
Investigate risk factors and prepare a risk assessment	Investigate the main risk factors that can cause sporting injuries and explore ways to minimise and prevent them Prepare a risk assessment for a sporting activity In looking at risks, and undertaking risk assessments learners will gain experience of different working practices and environments	<i>Unit 2: Health, Safety and Injury</i>
Work Placement	Plan and carry out a selected project during the sports work placement	<i>Unit 9: Work Based Project</i>
Participate in enterprise	Plan and participate in a sports business enterprise	<i>Unit 10: Business for Sport</i>

9. Engage with ideas, challenges and applications from the business world		
Work Placement	Plan and carry out a selected project during the sports work placement	<i>Unit 9: Work Based Project</i>
Participate in enterprise	Plan and participate in a sports business enterprise	<i>Unit 10: Business for Sport</i>

BTEC First Diploma in Hospitality

1: Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Learners take on various roles in their own company to design and make a product for sale, with the profits going to charity.	<i>Unit 7: Promotional Activities in the Hospitality Industry</i>
Office simulation	Learners explore the impact of email on work practices and relationships through an office simulation in their ICT room, using a local office manager as an adviser.	<i>Unit 10: Purchasing and Quality Control</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 12: Business Communication</i>
Employability workshop	Learners take part in a one-day workshop to develop enterprise and employability skills run by a manager from a local business.	<i>Unit 2: Customer Relations in Hospitality</i>
Simulation	Learners take part in a simulation in which catering companies tender for a contract, developing enterprise skills (including an understanding of risk and business planning).	<i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Mock interview	Learners prepare for and take part in a mock interview with a Connexions personal adviser or a local business person in which they will reflect on and articulate their skills for employability.	<i>Unit 1: The Hospitality Business</i>
Guidance interview	Learners discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their career plans accordingly.	<i>Unit 1: The Hospitality Business</i>
Work experience record	Learners record situations when they have practised key skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Visit	Learners go on a behind-the-scenes tour of a local hospitality outlet to observe various people at work and to talk to the manager or supervisor about different departments.	<i>Unit 1: The Hospitality Business</i> <i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Expert witness	Learners work with a customer service specialist on activities to learn how language is structured and framed by a working role and context.	<i>Unit 2: Customer Relations in Hospitality</i>
Field trip	Learners select and visit a hospitality outlet. They record observations and put prepared questions to the outlet's human resources manager about conditions of work.	<i>Unit 1: The Hospitality Business</i> <i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Group work and simulation	During a 'business and enterprise' day, learners work in teams to design support materials. They invite representatives from local businesses to comment on their work.	<i>Unit 6: Planning and Running a Hospitality Event</i> <i>Unit 7: Promotional Activities in the Hospitality Industry</i>
Virtual visit	Learners make a virtual visit to a local company's head office in Europe through its website which has a learner section, during a module exploring the uses of ICT.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Work experience	During debriefing activities on work experience, learners prepare a five-minute presentation to the class about their recent placement.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Group work	In citizenship lessons on human rights, learners investigate alternative working practices in Europe and compare their findings with their own experience of part-time work.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Work experience diary	Learners keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Local skills training centre	Learners visit a local skills training centre and take part in activities to develop work related skills in workshop and office settings.	<i>Unit 12: Business Communication</i> <i>Unit 3: Basic Culinary Skills: Introduction to Business Administration</i>

3: Engage with ideas, challenges and applications from the business world		
Survey brief	The local Tourist Information Centre asks learners to undertake a survey for the teenage hospitality market. Learners write reviews of the most facilities available within a prescribed area.	<i>Unit 2: Customer Relations in Hospitality</i>
Mini-enterprise	Learners' mini-enterprise companies provide experiences of using spreadsheets to set up predicted and actual income and expenditure for a range of hospitality situations.	<i>Unit 9: Basic Costings in Hospitality</i>
Enterprise project	Learners plan and organise their school or college's Leavers' Ball, including costing, catering, hiring photographers, video, disco, and selling tickets.	<i>Unit 6: Planning and Running a Hospitality Event</i>
Enterprise project	Learners organise a Charities Day, with stalls selling items that learners have made.	<i>Unit 6: Planning and Running a Hospitality Event</i>
Marketing brief	Learners develop marketing materials to promote a range of healthy foods for teenagers.	<i>Unit 7: Promotional Activities in the Hospitality Industry</i> <i>Unit 8: Healthy Lifestyles</i>
Business challenge	Learners produce a tourism-based town trail for the local council to promote. They investigate how to highlight leading local hospitality or tourism businesses in return for sponsorship for producing the trail materials.	<i>Unit 7: Promotional Activities in the Hospitality Industry</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>

3: Engage with ideas, challenges and applications from the business world		
Marketing investigation	In negotiation with placement providers, work-experience learners carry out an assignment, investigating how customer service might be improved, how the office space might be organised more efficiently and how the company's advertising might appeal more to young people.	<i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i> <i>Unit 5: Safety in Hospitality</i> <i>Unit 12: Business Communication</i> <i>Unit 3: Basic Culinary Skills: Introduction to Business Administration</i>
Enterprise	Learners take part in an after-school enterprise project with the help of a local EBLO.	<i>Unit 1: The Hospitality Business</i> <i>Unit 7: Promotional Activities in the Hospitality Industry</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Assignment	Learners investigate working practices in other European countries, compare them with those of the UK and find reasons for the differences.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 1: Hospitality and the Travel and Tourism Industry</i>
Role-play	Through role-play about working life, learners compare past and present or national and international working practices.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 1: Hospitality and the Travel and Tourism Industry</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Videos	Learners use clips from TV programmes to investigate the differences between working practices in two work environments, eg a hospital and a leisure centre.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Community placement	As part of citizenship studies, learners spend half a day in a local voluntary or community organisation to look at leadership skills and how volunteers are organised. In debriefing sessions, learners discuss the roles and responsibilities of the people they have met.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 1: Hospitality and the Travel and Tourism Industry</i>
Work-related videos	In careers lessons, learners learn about working practices in the hospitality, business or travel and tourism sectors, using material from current television programmes. They review their career plans to take account of what they discovered.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 1: Hospitality and the Travel and Tourism Industry</i>
Group discussion	During work-experience preparation, learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Work shadowing	Learners arrange to work shadow an employee working in a local hospitality outlet. They record their observations in writing or other media.	<i>Unit 1: The Hospitality Business</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate the effects of some aspects of the hospitality industry on the environment.	<i>Unit 3: Basic Culinary Skills</i> <i>Unit 5: Safety in Hospitality</i> <i>Unit 7: Promotional Activities in the Hospitality Industry</i> <i>Unit 8: Healthy Lifestyles</i>
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Industry day	Learners work with young managers from local businesses to explore basic economic concepts.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Simulation with a local business	Learners examine management at work by taking part in a simulation with a local company manager and a shop steward from the same company.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 1: Hospitality and the Travel and Tourism Industry</i>
Role-play	Learners discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.	<i>Unit 5: Safety in Hospitality</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Group work	Learners investigate some basic reasons for the differences between the economies of rich and poor countries.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Work experience	Learners have a health and safety induction prior to starting their course. Afterwards they complete a quiz, which they enclose in their placement portfolio.	<i>Unit 5: Safety in Hospitality</i>
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>

6: Undertake tasks and activities set in work contexts		
Technical brief	A nutrition specialist works with learners to investigate positive and negative lifestyle influences for a defined group of local people, eg employees of a local business, residents in a care home, a group of college or school learners.	<i>Unit 8: Healthy Lifestyles</i>
Assignment	Learners study the factors that have influenced the pattern of industry and employment for the hospitality sector in the region.	<i>Unit 1: The Hospitality Business</i>
Work shadowing	Learners arrange a period during which they shadow the role of a hospitality employee in an area of their choice, eg kitchen, restaurant, bar, reception.	<i>Unit 1: The Hospitality Business</i> <i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Simulation	During a 'business and enterprise' day, learners take part in a simulation to run a leisure centre, taking on all the roles involved.	<i>Unit 1: The Hospitality Business</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>

6: Undertake tasks and activities set in work contexts		
Personal finance	In careers lessons, learners work out budgets for spending and saving money earned from hypothetical but realistic job salaries.	<i>Unit 1: The Hospitality Business</i>
Debate	Learners consider the issues involved in running a business in a multi-racial community.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Work experience debriefing	During work experience, learners meet a tutor from their school and explain their impressions of their placement and start to identify what they are learning.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Talk and debate	Learners hear a presentation by a visiting speaker on the regulations governing part-time workers under school leaving age. This is followed by a tutorial discussion on the advantages and disadvantages of working while still at school or college.	<i>Unit 1: The Hospitality Business</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of local hospitality or travel and tourism businesses by type, size and nature.	<i>Unit 1: The Hospitality Business</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Investigation	Learners evaluate databases of local hospitality or travel and tourism businesses.	<i>Unit 1: The Hospitality Business</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Business visitor	Learners meet a manager from a multinational hospitality company and ask questions about employment opportunities with the company in the UK and abroad.	<i>Unit 1: The Hospitality Business</i>
Careers fair	Learners visit a hospitality careers fair and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 1: The Hospitality Business</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Labour market investigation	Learners collect information on the range of employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>Unit 1: The Hospitality Business</i>
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment in the hospitality industry.	<i>Unit 1: The Hospitality Business</i>
Interview	During work experience, learners interview the human resources manager at their placement about employment opportunities in the organisation. The responses are discussed at debriefing.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Career guidance interview	Learners explore career opportunities with their work placement supervisor during sessions at the workplace and review their career plans as a result.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the hospitality employment opportunities available in that vocational area and identify those that match their interests and abilities.	<i>Unit 1: The Hospitality Business</i> <i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
Software activity	Learners work through a computer programme, which enables them to identify their abilities, interests and career possibilities.	<i>Unit 1: The Hospitality Business</i>
Mock interviews	Learners apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local hospitality organisations who provide individual feedback.	<i>Unit 1: The Hospitality Business</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Job application	Learners take part in a simulation exercise to prepare a CV and apply for a job based on simulation their strengths and predicted qualifications.	<i>Unit 1: The Hospitality Business</i>
Personal finance session	Learners explore a range of concepts related to managing their own finances and apply them to their career plans.	<i>Unit 1: The Hospitality Business</i>
Career investigation	During a careers lesson, learners plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 1: The Hospitality Business</i>
Taster days	Learners take part in taster days in local businesses where they can assess which job roles match their interests and abilities.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Work experience	During a one-day-a-week placement, learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>

9: Learn from contact with personnel from different employment sectors		
Simulation	Learners take part in a design and make project in partnership with a local hospitality outlet. The outlet's manager comes to the school or college to discuss the brief with learners.	<i>Unit 7: Promotional Activities in the Hospitality Industry</i>
Design brief	A design specialist works with learners to explore design features of a hot or leisure centre.	<i>Unit 1: The Hospitality Business</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>

9: Learn from contact with personnel from different employment sectors		
Business mentoring	Some learners have mentors from different hospitality businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Mini-enterprise	Managers or representatives from local hospitality outlets act as advisers to learners during a mini-enterprise activity.	<i>Unit 6: Planning and Running a Hospitality Event</i>
Interview	Learners identify appropriate hospitality, business or travel and tourism outlets and interview an adult they know who works in one of them about their working day.	<i>Unit 1: The Hospitality Business</i> <i>Unit 11: Investigating Hospitality Business Activities</i> <i>Unit 14: Hospitality and the Travel and Tourism Industry</i>
Personal finance	Personnel from a local bank work with learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>Unit 1: The Hospitality Business</i>
Work experience debriefing	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 2: Customer Relations in Hospitality</i> <i>Unit 3: Basic Culinary Skills</i> <i>Unit 4: Serving Food and Drink</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques.	<i>Unit 5: Safety in Hospitality</i>

BTEC First Certificate and Diploma in Travel and Tourism

1: Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Learners take on various roles in their own company to design and sell products to support travel and tourism operations, with the profits going to charity.	<p><i>Unit 6: Organising a Travel and Tourism Event</i></p> <p><i>Unit 7: Work-based Project within the Travel and Tourism Industry</i></p>
Office simulation	Learners explore the impact of email on work practices and relationships in travel and tourism through an office simulation in their ICT room, using a local office manager as an adviser.	<p><i>Unit 1: Introduction to the Travel and Tourism Industry</i></p> <p><i>Unit 3: Introduction to Customer Service in Travel and Tourism</i></p> <p><i>Unit 5: Introduction to the Business of Travel and Tourism</i></p> <p><i>Unit 7: Work-based Project within the Travel and Tourism Industry</i></p>
Employability workshop	Learners take part in a one-day workshop to develop travel and tourism enterprise and employability skills run by a manager from a local business.	<p><i>Unit 7: Work-based Project within the Travel and Tourism Industry</i></p> <p><i>Unit 8: Travel and Tourism Study Visit</i></p>
Simulation	Learners take part in a simulation to provide new travel and tourism services to customers, developing enterprise skills (including an understanding of risk and business planning).	<p><i>Unit 1: Introduction to the Travel and Tourism Industry</i></p> <p><i>Unit 3: Introduction to Customer Service in Travel and Tourism</i></p> <p><i>Unit 4: Introduction to Marketing in Travel and Tourism</i></p>
Mock interview	Learners prepare for and take part in a mock interview with a Connexions personal adviser or a local business person in which they will reflect on and articulate their skills for employability in travel and tourism.	<p><i>Unit 1: Introduction to the Travel and Tourism Industry</i></p>

1: Recognise, develop and apply their skills for enterprise and employability		
Guidance interview	Learners discuss their travel and tourism achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their career plans accordingly.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Work experience record	Learners record situations when they have practised key skills, to be discussed with their supervisor and in school or college debriefing sessions.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Visit	Learners go on a behind-the-scenes tour of a local travel and tourism outlet to observe various people at work and to talk to the manager or supervisor.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 3: Introduction to Customer Service in Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i> <i>Unit 8: Travel and Tourism Study Visit</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Expert witness	Learners work with a travel and tourism customer service specialist on activities to learn how language is structured and framed by a working role and context.	<i>Unit 3: Introduction to Customer Service in Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i> <i>Unit 8: Travel and Tourism Study Visit</i>
Field trip	Learners select and visit a local travel and tourism outlet. They record observations and put prepared questions to the outlet's human resources manager about conditions of work.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i> <i>Unit 8: Travel and Tourism Study Visit</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Group work and simulation	During a 'business and enterprise' day, learners work in teams to design travel and tourism support materials. They invite representatives from local businesses to comment on their work.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 4: Introduction to Marketing in Travel and Tourism</i> <i>Unit 6: Organising a Travel and Tourism Event</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Virtual visit	Learners make a virtual visit to a local travel and tourism company's head office in Europe through its website which has a learner section, during a module exploring the uses of ICT.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Work experience	During debriefing activities on work experience, learners prepare a five-minute presentation to the class about their recent placement.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Group work	In citizenship lessons on human rights, learners investigate alternative working practices in Europe and compare their findings with their own experience of part-time work in the travel and tourism industry.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Work experience diary	Learners keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Learners visit a local skills training centre and take part in activities to develop work related skills in workshop and office settings.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 3: Introduction to Customer Service in Travel and Tourism</i> <i>Unit 6: Organising a Travel and Tourism Event</i>
3: Engage with ideas, challenges and applications from the business world		
Survey brief	The local Tourist Information Centre asks learners to undertake a survey for the local travel and tourism market. Learners write reviews of the facilities available within a prescribed area.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Mini-enterprise	Learners' mini-enterprise companies provide experiences of using spreadsheets to set up predicted and actual income and expenditure for a range of travel and tourism situations.	<i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Enterprise project	Learners plan and organise an exhibition of local travel and tourism destinations, including costing and catering	<i>Unit 2: Introduction to Tourist Destinations</i> <i>Unit 4: Introduction to Marketing in Travel and Tourism</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i> <i>Unit 6: Organising a Travel and Tourism Event</i>
Enterprise project	Learners organise a Charities Day, with stalls selling travel and tourism related items that learners have made.	<i>Unit 6: Organising a Travel and Tourism Event</i>

3: Engage with ideas, challenges and applications from the business world		
Marketing brief	Learners develop marketing materials to promote a range of local travel and tourism destinations.	<i>Unit 2: Introduction to Tourist Destinations</i> <i>Unit 4: Introduction to Marketing in Travel and Tourism</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Business challenge	Learners produce a tourism-based town trail for the local council to promote. They investigate how to highlight leading local tourism businesses in return for sponsorship for producing the trail materials.	<i>Unit 2: Introduction to Tourist Destinations</i> <i>Unit 4: Introduction to Marketing in Travel and Tourism</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Marketing investigation	In negotiation with travel and tourism placement providers, work-experience learners carry out an assignment, investigating how customer service might be improved, how the office space might be organised more efficiently and how the company's advertising might appeal more to young people.	<i>Unit 4: Introduction to Marketing in Travel and Tourism</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Enterprise	Learners take part in an after-school enterprise project with the help of a local EBLO.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work in travel and tourism and report their reflections by writing or speaking about them.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i> <i>Unit 8: Travel and Tourism Study Visit</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Assignment	Learners investigate travel and tourism working practices in other European countries, compare them with those of the UK and find reasons for the differences.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 2: Introduction to Tourist Destinations</i>
Role-play	Through role-play about working life, learners compare past and present or national and international working practices in travel and tourism.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 2: Introduction to Tourist Destinations</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Videos	Learners use clips from TV travel programmes to investigate the differences between customer needs in two environments, eg a city centre location and a seaside resort.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 3: Introduction to Customer Service in Travel and Tourism</i>
Community placement	As part of citizenship studies, learners spend half a day in a local voluntary or community organisation, such as a library or Tourist Information Centre, to look at leadership skills and how volunteers are organised. In debriefing sessions, learners discuss the roles and responsibilities of the people they have met.	<i>Unit 8: Travel and Tourism Study Visit</i>
Work-related videos	In careers lessons, learners learn about working practices in the travel and tourism sector, using material from current television programmes. They review their career plans to take account of what they discovered.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Group discussion	During work-experience preparation, learners discuss their own or others' part-time jobs in travel and tourism or related sectors (such as hospitality) and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Work shadowing	Learners arrange to work shadow an employee working in a local travel and tourism outlet. They record their observations in writing or other media.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate the way in which some travel and tourism businesses operate.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work (such as ethical responsibilities to customers) or to working conditions (such as working unsocial hours).	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Industry day	Learners work with young managers from local travel and tourism businesses to explore basic economic concepts.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Simulation with a local business	Learners examine management at work by taking part in a simulation with a local travel and tourism company manager and a union representative from the same company.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Role-play	Learners discuss several employment tribunal cases involving equal opportunities (these may be linked to travel and tourism or related sectors such as hospitality). Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Group work	Learners investigate some basic reasons for the differences between the economies of rich and poor countries and the impact that the travel industry may have.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 2: Introduction to Tourist Destinations</i>
Work experience	Learners have a health and safety induction prior to starting their course. Afterwards they complete a quiz, which they enclose in their placement portfolio.	<i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>

6: Undertake tasks and activities set in work contexts		
Assignment	Learners study the factors that have influenced the pattern of industry and employment for the travel and tourism hospitality sector in the region.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i>
Work shadowing	Learners arrange a period during which they shadow the role of an employee in the travel and tourism sector, such as a local tourist guide, a travel agency consultant or an employee in a theme park or stately home.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Simulation	During a 'business and enterprise' day, learners take part in a simulation to run a tourist information centre, taking on all the roles involved.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 6: Organising a Travel and Tourism Event</i>
Personal finance	In careers lessons, learners work out budgets for spending and saving money earned from hypothetical but realistic job salaries.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Debate	Learners consider the issues involved in providing travel and tourism services in a multi-racial community.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Work experience debriefing	During work experience, learners meet a tutor from their school and explain their impressions of their placement and start to identify what they are learning.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Talk and debate	Learners hear a presentation by a visiting speaker on the regulations governing workers with disabilities. This is followed by a tutorial discussion on the legal requirements governing the employment of people with disabilities.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 5: Introduction to the Business of Travel and Tourism</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of local travel and tourism businesses by type, size and nature.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Investigation	Learners evaluate the range and scope of products and services provided by local travel and tourism businesses.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Business visitor	Learners meet a manager from a large national or multi-national travel company and ask questions about employment opportunities with the company in the UK and abroad.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Careers fair	Learners visit a travel and tourism careers fair and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Labour market investigation	Learners collect information on the range of employment opportunities available from adverts in the trade press and identify patterns in the labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment in the travel and tourism industry.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Interview	During work experience, learners interview the human resources manager at their placement about employment opportunities in the organisation. The responses are discussed at debriefing.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Career guidance interview	Learners explore career opportunities with their work placement supervisor during sessions at the workplace and review their career plans as a result.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the travel and tourism employment opportunities available in a region or geographical area and identify those that match their interests and abilities.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Software activity	Learners work through a computer programme, which enables them to identify their abilities, interests and career possibilities.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Mock interviews	Learners apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local travel and tourism organisations who provide individual feedback.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Job application	Learners take part in a simulation exercise to prepare a CV and apply for a job in the travel and tourism industry based on simulation of their strengths and predicted qualifications.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Personal finance session	Learners explore a range of concepts related to managing their own finances and apply them to their career plans.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Career investigation	During a careers lesson, learners plan an assignment to use the Connexions Resource Centre to investigate career paths in travel and tourism that interest them. They use the results to review their career plans.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Taster days	Learners take part in taster days in local travel and tourism businesses where they can assess which job roles match their interests and abilities.	<i>Unit 8: Travel and Tourism Study Visit</i>
Work experience	During a one-day-a-week placement, learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>

9: Learn from contact with personnel from different employment sectors		
Simulation	Learners take part in a design and make project in partnership with a local travel and tourism outlet. The outlet's manager comes to the school or college to discuss the brief with learners.	<i>Unit 6: Organising a Travel and Tourism Event</i>
Design brief	A design specialist works with learners to explore design features of a tourism outlet, such as a holiday resort or a theme park.	<i>Unit 8: Travel and Tourism Study Visit</i>

9: Learn from contact with personnel from different employment sectors		
Business mentoring	Some learners have mentors from different travel and tourism businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i> <i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
Mini-enterprise	Managers or representatives from local travel and tourism outlets act as advisers to learners during a mini-enterprise activity.	<i>Unit 6: Organising a Travel and Tourism Event</i>
Interview	Learners identify appropriate travel and tourism outlets and interview an adult they know who works in one of them about their working day.	<i>Unit 8: Travel and Tourism Study Visit</i>
Personal finance	Personnel from a local bank work with learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>Unit 1: Introduction to the Travel and Tourism Industry</i>
Work experience debriefing	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 7: Work-based Project within the Travel and Tourism Industry</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques.	<i>Unit 5: Introduction to the Business of Travel and Tourism</i>

BTEC First Diploma in Logistics

1. Recognise, develop and apply their skills for enterprise and employability		
Preparation for employment	Learners take on various roles to develop essential qualities and skills required in the world of logistics	<p><i>Unit 3: Customer Service in Logistics Operations</i></p> <p><i>Unit 4: Sourcing and Buying in the Supply Chain</i></p> <p><i>Unit 5: Transport, Distribution and Storage</i></p> <p><i>Unit 6: Warehousing Skills</i></p> <p><i>Unit 10: Sales and Profit in Logistics</i></p>
Assignment	Learners can investigate the different skills required in a range of roles in the logistics sector	<p><i>Unit 2: Business Skills in Logistics</i></p> <p><i>Unit 3: Customer Service in Logistics Operations</i></p> <p><i>Unit 4: Sourcing and Buying in the Supply Chain</i></p> <p><i>Unit 5: Transport, Distribution and Storage</i></p> <p><i>Unit 6: Warehousing Skills</i></p>
Risk Assessment	Learners can investigate risk assessment in production planning, health and safety and security.	<p><i>Unit 8: Production Planning and Quality Assurance</i></p> <p><i>Unit 9: Health, Safety, Security and Environmental Impact of Logistics Operations</i></p>
Team and Individual work	Learners can work in teams and individually to prepare presentations on a range of investigations giving recommendations on improvement or changes that could be made	<p><i>Unit 2: Business Skills in Logistics</i></p>

2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Group work	Learner will explore business skills used in logistics and methods used in customer services	<i>Unit 2: Business Skills in Logistics</i> <i>Unit 3: Customer Service in Logistics Operations</i>
Videos	Learners could use logistics training videos to investigate the differences between working practices in small/medium/large outlets	<i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i> <i>Unit 8: Production Planning and Quality Assurance</i>
Work Experience/ Shadowing	Working in a logistics environment, learners keep a record of the tasks on experiences whilst in a work placement or part-time job highlighting issues and knowledge gained	<i>Unit 2: Business Skills in Logistics</i> <i>Unit 3: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i>
3. Learn about the way business enterprises operate, working roles and conditions and rights and responsibilities in the work place		
Assignment	Investigate the scope of the supply chain, the role of Information and communication technology and the impact of e-business on logistics organisations	<i>Unit 1: Introduction to the Supply Chain</i>
Rights and Responsibilities	Learners can investigate employees and employers rights and responsibilities in relation to health, safety and security	<i>Unit 9: Health, Safety, Security and Environmental Impact of Logistics Operations</i>
Debate	Learners can debate how a cost effective and efficient logistics organisation is run	<i>Unit 4: Sourcing and buying in the supply chain</i> <i>Unit 10: Sales and Profit in Logistics</i>

4. Develop awareness of the extent and diversity of local and national employment opportunities		
Work Experience	Learners reflect on their experience of work to explain the characteristics of employment and potential career opportunities	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>

5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives`		
Assignment	During work experience learners can collect and review careers information highlighting opportunities available to them in the future	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>
Work Record	Learners can record achievements in work experience together with any other achievements, abilities, interests and skills from outside their school life	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>
Job Description	Through key skills learners can go through a job application process relating to potential jobs in the logistics sector.	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>

6. Undertake tasks and activities set in work contexts		
Assignment	Learners can investigate one of the logistics specialist areas identifying its links with other curriculum studied and the world of work	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>
Language	In a work placement learners must use correct language and vocabulary	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>

7. Learn from contact with personnel from different employment sectors		
Visits	Learners will compare the working practices seen when visiting specialist logistics areas	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>
Assignment	Learners will research in logistic outlets in order to ascertain where people have chosen their career pathway and the motivation for doing so	<i>Unit 2: Customer Service in Logistics Operations</i> <i>Unit 5: Transport, Distribution and Storage</i> <i>Unit 6: Warehousing Skills</i> <i>Unit 7: Technology and Logistics</i>

7. Learn from contact with personnel from different employment sectors		
Speakers	During visits from local logistics employers learners will be introduced to the importance of attitudes, skills and qualifications	<p><i>Unit 2: Customer Service in Logistics Operations</i></p> <p><i>Unit 5: Transport, Distribution and Storage</i></p> <p><i>Unit 6: Warehousing Skills</i></p> <p><i>Unit 7: Technology and Logistics</i></p>

8. Have experience (direct or indirect) of working practices and environments.		
Work Experience	Using evidence from their work placement, learners can compare the working practices with those of a different logistics environment	<p><i>Unit 2: Customer Service in Logistics Operations</i></p> <p><i>Unit 3: Customer Service in Logistics Operations</i></p> <p><i>Unit 4: Sourcing and Buying in the Supply Chain</i></p> <p><i>Unit 5: Transport, Distribution and Storage</i></p> <p><i>Unit 6: Warehousing Skills</i></p> <p><i>Unit 7: Technology and Logistics</i></p> <p><i>Unit 8: Production Planning and Quality Assurance</i></p> <p><i>Unit 9: Health, Safety, Security and Environmental Impact of Logistics Operations</i></p>

8. Have experience (direct or indirect) of working practices and environments.		
Hazards	Through work experience or visits learners can describe hazards found in the logistics related environment.	<p><i>Unit 5: Transport, Distribution and Storage</i></p> <p><i>Unit 6: Warehousing Skills</i></p> <p><i>Unit 7: Technology and Logistics</i></p> <p><i>Unit 9: Health, Safety, Security and Environmental Impact of Logistics Operations</i></p>

9. Engage with ideas, challenges and applications from the business world.		
N/A		

BTEC First Diploma in Construction

1. Recognise, develop and apply their skills for enterprise and employability - example teaching and learning opportunities		
Mini-enterprise	Learners take on various roles in their own simulated business to offer a range of Construction services. These services, together with the proposed business arrangements to provide them, are presented to and evaluated by a tutor/local building manager/proprietor representing the targeted client base.	<i>Unit 1: Introduction to the Construction Industry.</i>
Workplace simulation	Learners investigate Health, Safety and Welfare (H,S&W) hazards, and then apply appropriate precautions to their area of Specialist study. Learners explore the practical implementation and impact of the identified H,S&W issues, using a skilled practitioner as an adviser.	<i>Unit 2: Investigating Health, Safety and Welfare.</i> <i>Chosen Specialist units, (from Unit 3 to Unit 15).</i>
Employability workshop	Learners take part in a one-day workshop to develop enterprise and employability skills run by a manager/proprietor from a local construction business.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Chosen Specialist units, (from Unit 3 to Unit 15).</i>
Vocational Learning Simulation	Learners take part in a simulation in which a construction company or Specialist (sole trader) tenders for a contract, developing enterprise skills (including an understanding of risk and business planning). and/or Learners take part in a simulation in which they prepare a bar chart sequencing the main craft activities, based on drawings and details for a live or simulated low rise building project.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Chosen Specialist units, (from Unit 3 to Unit 15).</i>
Mock interview	Learners prepare for and take part in a mock interview with a local business person and/or a Connexions personal adviser, in which they will reflect on and articulate their skills for employability.	<i>Chosen Specialist units, (from Unit 3 to Unit 15).</i>
Guidance interview	Learners discuss their achievements and skills with their tutor and/or mentor and/or a local Specialist practitioner and/or a Connexions personal adviser, and review their career plans accordingly.	<i>Chosen Specialist units, (from Unit 3 to Unit 15).</i>

1. Recognise, develop and apply their skills for enterprise and employability - example teaching and learning opportunities		
Work experience record	Learners record situations where they have practised relevant skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Chosen Specialist units, (from Unit 3-to Unit 15). Link to Key Skills, Level 2 Communication.</i>
Visit	Learners go on a tour of a local Construction project or contractors office to observe various people at work and to talk to them about the nature of their work..	<i>Unit 1: Introduction to the Construction Industry. Chosen Specialist units, (from Unit 3 to Unit 15).</i>

2. Learn from experience (direct or indirect) of working practices and environments - example teaching and learning opportunities		
Expert practitioner	Learners work with expert practitioner to learn how materials are used in buildings and the properties that make them suitable for a particular purpose. and/or In Performing Operations unit(s), Learners work with an expert practitioner to learn how tools and equipment are selected and maintained.	<i>Unit 4: Construction Processes and Operations. Chosen Specialist units: 8/9; 11/12; 14/15.</i>
Field trip	Learners visit a local construction company or site providing services in their chosen Specialist area. They record observations and put prepared questions to the firm's operations/human resources manager about conditions of work..	<i>Unit 1: Introduction to the Construction Industry. Chosen Specialist units.</i>
Group work and simulation	During a 'working with others' exercise, Learners work in mixed Specialist teams to identify and explore areas in which inter-working practices are necessary for effective teamwork.	<i>Unit 4: Construction Processes and Operations. Chosen Specialist units.</i>
Virtual visit	Learners make a virtual visit to a company's head office through its website in order to explore company services offerings.	<i>Unit 1: Introduction to the Construction Industry.</i>
Work experience	During debriefing activities on work experience, Learners prepare and give a five-minute presentation to the class about their recent placement.	<i>Unit 1: Introduction to the Construction Industry. Chosen Specialist units.</i>

2. Learn from experience (direct or indirect) of working practices and environments - example teaching and learning opportunities		
Group work	Learners investigate and discuss the working environment, specific roles and responsibilities and interactions between team members, in the context of their own experience of part-time work..	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Work experience diary	Learners keep a diary of their work experience placement, and at the end of each day jot down brief reflections on what they have learned. (this maybe informed by discussions with their work placement supervisor)	<i>Chosen Specialist units.</i>
Local skills training centre or FE college	Learners visit a local skills training centre or FE college and take part in activities to develop work-related skills in simulated project area, workshop or drawing office settings.	<i>Unit 1: Introduction to the Construction Industry.</i>

3. Engage with ideas, challenges and applications from the business world - example teaching and learning opportunities		
Survey brief	A local Client company asks Learners to undertake a review of the local demand for new recreational/sports facilities. Learners conduct research and produce summaries of their findings.	<i>Unit 1: Introduction to the Construction Industry.</i>
Mini-enterprise	Learners' mini-enterprise companies provide experiences of using spreadsheets to set up predicted and actual income and expenditure. These are used in a presentation on their mini-enterprise company for a given tender/contract.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 ICT.</i>
Enterprise project	Learners plan and organise their Leavers' Party, including costing, catering, hiring photographers, video, disco, and selling tickets.	<i>Could be linked to financial advice Tutorial session.</i>
Marketing brief	Learners develop marketing materials to promote local custom for their range of specialist skills.	<i>Chosen Specialist units.</i>
Business challenge	Learners follow up a survey with proposals for promoting the uptake of their Specialist skills by local companies and other potential customers.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Chosen Specialist units.</i>

3. Engage with ideas, challenges and applications from the business world - example teaching and learning opportunities		
Marketing investigation	In negotiation with placement providers, work-experience Learners carry out an assignment, investigating how client service might be improved, how the workshop or project area space might be organised more efficiently and how the company's advertising might appeal more to a targeted client group.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Chosen Specialist units.</i>
Enterprise	Learners take part in an after-school or weekend enterprise project with the help of a local Enterprise Business Link Organisation (EBLO).	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Chosen Specialist units.</i>

4. Use their experience of work, including work experience and part-time jobs, to extend - example teaching and learning teaching and learning opportunities - their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing and speaking about them.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>'Investigating' units 7; 10; 12.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Assignment	Learners investigate working practices in the past, compare them with those of today, and find reasons for the differences.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Unit 4: Construction Processes and Operations.</i> <i>Chosen Specialist units.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Role-play	Through role-play, Learners compare past and present working practices.	<i>Unit 4: Construction Processes and Operations.</i> <i>'Investigating' units 7; 10; 12.</i> <i>Chosen Specialist units: 8/9; 11/12; 14/15.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>

4. Use their experience of work, including work experience and part-time jobs, to extend - example teaching and learning teaching and learning opportunities - their understanding of work		
Videos	Learners investigate the differences between working practices in two work environments, eg a workshop and a site location.	<p><i>Unit 4: Construction Processes and Operations.</i></p> <p><i>'Investigating' units 7; 10; 12.</i></p> <p><i>Chosen Specialist units: 8/9; 11/12; 14/15.</i></p> <p><i>Could be linked to Key Skills, Level 2 Communication.</i></p>
Company placement	As part of their work experience, Learners spend half a day in a local company to look at leadership skills and how groups of skilled workers are organised and integrated to work effectively together. In debriefing sessions, Learners discuss the roles and responsibilities of the people they have met.	<p><i>Unit 4: Construction Processes and Operations.</i></p> <p><i>'Investigating' units 7; 10; 12.</i></p> <p><i>Chosen Specialist units: 8/9; 11/12; 14/15.</i></p> <p><i>Could be linked to Key Skills, Level 2 Communication.</i></p>
Work-related videos	Learners learn about working practices in one or two employment sectors using material from current television programmes. They review their career plans to take account of what they discovered.	<p><i>Unit 4: Construction Processes and Operations.</i></p> <p><i>'Investigating' units 7; 10; 12.</i></p> <p><i>Chosen Specialist units: 8/9; 11/12; 14/15.</i></p> <p><i>Could be linked to provision of career advice.</i></p>
Group discussion	During work-experience preparation, Learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<p><i>Unit 4: Construction Processes and Operations.</i></p> <p><i>'Investigating' units 7; 10; 12.</i></p> <p><i>Chosen Specialist units: 8/9; 11/12; 14/15.</i></p> <p><i>Could be linked to Key Skills, Level 2 Communication.</i></p>

4. Use their experience of work, including work experience and part-time jobs, to extend - example teaching and learning teaching and learning opportunities - their understanding of work

Work shadowing	Learners arrange to work shadow a skilled practitioner in their Specialist skill area. They record their observations in writing or other media.	<p><i>Unit 4: Construction Processes and Operations.</i></p> <p><i>'Investigating' units 7; 10; 12.</i></p> <p><i>Chosen Specialist units: 8/9; 11/12; 14/15.</i></p> <p><i>Could be linked to Key Skills, Level 2 Communication.</i></p>
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5. Learn about the way business operates, working roles and conditions, and rights and - example teaching and learning opportunities - responsibilities in the work place

Assignment	Learners investigate the effects of new construction and/or maintenance operations on working conditions and/ or the working environment.	<p><i>Unit 1: Introduction to the Construction Industry.</i></p> <p><i>Unit 4: Construction Processes and Operations.</i></p>
Debate	Learners take part in a debate focused on their findings in the above mentioned Assignment.	<p><i>Unit 1: Introduction to the Construction Industry.</i></p> <p><i>Unit 4: Construction Processes and Operations.</i></p> <p><i>Could be linked to Key Skills, Level 2 Communication.</i></p>
Industry day	Learners work with young managers/proprietors from local businesses to explore basic economic concepts.	<p><i>Unit 1: Introduction to the Construction Industry.</i></p> <p><i>'Investigating' units 7; 10; 12.</i></p> <p><i>Chosen Specialist units: 8/9; 11/12; 14/15.</i></p> <p><i>Could be linked to Key Skills, Level 2 Communication.</i></p>

5. Learn about the way business operates, working roles and conditions, and rights and - example teaching and learning opportunities - responsibilities in the work place		
Simulation with a local business	Learners examine management at work by taking part in a simulation with a local company manager and a shop steward or union representative from the same company.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>'Investigating' units 7; 10; 12.</i> <i>Chosen Specialist units: 8/9; 11/12; 14/15.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Role-play	Learners discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>'Investigating' units 7; 10; 12.</i> <i>Chosen Specialist units: 8/9; 11/12; 14/15.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Group work	Learners investigate and discuss some basic reasons for the differences between the roles of different types of worker within their chosen Specialist area(s).	<i>Unit 1: Introduction to the Construction Industry.</i> <i>'Investigating' units 7; 10; 12.</i> <i>Chosen Specialist units: 8/9; 11/12; 14/15.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Work experience	Learners have a health, safety and welfare induction on their placements. Afterwards they complete a quiz, which they enclose in their placement diary.	<i>Unit 2: Investigating Health, Safety and Welfare.</i> <i>'Investigating' units 7; 10; 12.</i> <i>Chosen Specialist units: 8/9; 11/12; 14/15.</i>

5. Learn about the way business operates, working roles and conditions, and rights and - example teaching and learning opportunities - responsibilities in the work place		
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>'Investigating' Units 7; 10; 12.</i> <i>Chosen Specialist Units: 8/9; 11/12; 14/15.</i>

6. Undertake tasks and activities set in work contexts - example teaching and learning opportunities		
Technical brief	A construction technical/craft Specialist works with Learners in mathematics lessons to demonstrate investigate the use of mathematical techniques to solve construction problems.	<i>Unit 3: Construction Science and Mathematics</i>
Assignment	Learners study the factors that have influenced the pattern of skills and/or business development in the region.	<i>Unit 1: Introduction to the Construction Industry.</i>
Work shadowing	In a general building company, Learners work-shadow at least two specialists technical or craft occupations, noting and later summarising their individual and inter-related activities and responsibilities.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Chosen Specialist units.</i> <i>Could be linked to Key Skills Level 2 Communication.</i>
Simulation	During a 'business and enterprise' day, Learners take part in a simulation to run a small construction company, taking on all the main roles involved.	<i>Unit 1: Introduction to the Construction Industry.</i>
Personal finance	In Tutorial s sessions, Learners work out budgets for spending and saving money earned from hypothetical jobs with realistic salaries.	<i>Chosen Specialist units.</i> <i>Could be linked to careers advice Tutorial sessions.</i>
Debate	Learners consider the issues involved in running a construction business in a multi-faith community.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level2 Communication.</i>

6. Undertake tasks and activities set in work contexts - example teaching and learning opportunities		
Work experience debriefing	During work experience, Learners meet a teacher from their school and explain their impressions of their placement, and start to identify what they are learning.	<i>Unit 1: Introduction to the Construction Industry.</i>
Talk and debate	In a Tutorial session, Learners hear a presentation on the regulations governing part-time workers under school leaving age. This is followed by a discussion on the advantages and disadvantages of working while still at school. <i>(PUWER requirements should be an important part of the discussion)</i>	<i>Unit 2: Investigating Health, Safety and Welfare.</i> <i>Tutorial session.</i> <i>Could be linked to key Skills, Level 2 Communication.</i>

7. Develop awareness of the extent and diversity of local and national employment - example teaching and learning opportunities		
Survey investigation	Learners carry out a survey of local construction sector businesses by type, size and nature.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Investigation	Learners evaluate databases of local construction sector businesses.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 ICT</i>
Business visitor	Learners meet a manager/senior representative from a multinational company and ask questions about employment opportunities with the company in the UK and abroad.	<i>Unit 1: Introduction to the Construction Industry.</i>
Careers fair	Learners visit a careers fair and find out which exhibitors have employment opportunities locally and nationally. <i>(This may link with careers or exhibition events during National Construction Week, usually in October each year)</i>	<i>Unit 1: Introduction to the Construction Industry.</i>
Labour market investigation	Learners investigate the construction sector employment opportunities available from advertisements in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 ICT.</i>

7. Develop awareness of the extent and diversity of local and national employment - example teaching and learning opportunities		
Group sessions	A Connexions personal adviser leads group sessions to help Learners understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>
Interview	During work experience, Learners interview the human resources manager/proprietor at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>
Career guidance interview	Learners explore career opportunities with their mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>

8. Relate their own abilities, attributes and achievements to career intentions and make - example teaching and learning opportunities informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the employment opportunities available in their Specialist area and identify those that match their interests and abilities.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 Communication.</i>
Software activity	Learners work through a computer programme that enables them to identify their abilities, interests and career possibilities.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to Key Skills, Level 2 ICT.</i>
Mock interviews	Learners apply and are interviewed for hypothetical construction sector jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>
Job application	Learners take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>

8. Relate their own abilities, attributes and achievements to career intentions and make - example teaching and learning opportunities informed choices based on an understanding of the alternatives		
Personal finance session	Learners explore a range of concepts related to managing their own finances, e.g. as employed, self-employed or a sole-trader business, and apply them to their career plans.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to personal advice Tutorial sessions.</i> <i>Could be linked to Key Skills, Level 2 Application of number.</i>
Career investigation	During a careers lesson, Learners plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>
Taster days	Learners take part in taster days in local construction sector businesses where they can assess which job roles match their interests and abilities.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>
Work experience	During a one-day-a-week placement, Learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor/supervisor.	<i>Unit 1: Introduction to the Construction Industry.</i> <i>Could be linked to careers advice Tutorial sessions.</i>

9. Learn from contact with personnel from different employment sectors - example teaching and learning opportunities		
Simulation	Learners take part in a design and make project in partnership with a local builder. The firm's design director comes to the centre to discuss the brief with Learners.	<i>Chosen Specialist units.</i>
Design brief	Learners work with Specialists to consider how to interpret a customer requirement brief or specification.	<i>Chosen Specialist units.</i>
Business mentoring	Some Learners have mentors from different Specialist areas to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>Chosen Specialist units.</i> <i>Could be linked to financial advice Tutorial sessions.</i>
Mini-enterprise	School governors from different businesses act as advisers to Learners during their mini enterprise activity.	<i>Unit 1: Introduction to the Construction Industry.</i>

9. Learn from contact with personnel from different employment sectors - example teaching and learning opportunities		
Interview	In careers advice sessions, Learners identify their Specialist areas and interview an adult they know who works in one of these areas about their working day.	<i>Chosen Specialist units. Could be linked to careers advice Tutorial sessions.</i>
Personal finance	Personnel from a local bank work with Learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>Unit 1: Introduction to the Construction Industry. Could be linked to financial advice Tutorial sessions. Could be linked to Key Skills L2, Application of Number.</i>
Work experience debriefing	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 1: Introduction to the Construction Industry. Any of the three chosen Specialist units, (from Unit 3 to Unit 15).</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques.	<i>Unit 2: Investigating Health, Safety and Welfare.</i>

BTEC First Diploma in Electronics

1. Recognise, develop and apply their skills for enterprise and employability		
Working effectively	Students take on various roles when carrying out working practices and using basic electronic engineering techniques and procedures.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 9: Radio and Television Systems</i>
Workshop use	Learners explore the impact of health and safety on working practices through workplace organisation and practices.	<i>Unit 2: Working Practices</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 9: Radio and Television Systems</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Employability skills	Students take part in developing skills to use in electronics engineering.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>
Simulation	Students take part in a simulation in which electronics companies handle conflict and deploy positive communications and good working relationships.	<i>Unit 2: Working Practices</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Work experience record	Students record situations when they have practised electronics skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>
Visit	Learners go on a tour of a local electronics company to observe various people at work and to talk to the manager about different departments.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert practitioner	Learners work with the manager of a local company on activities to learn the importance of positive communication and good working relationships.	<i>Unit 2: Working Practices</i>
Field trip	Learners visit an electronics engineering company, record observations and put prepared questions to the firm's manager about conditions of work..	<i>Unit 2: Working Practices</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Students visit a local skills training centre or local college of Further Education and take part in activities to develop work related skills in an electronics workshop setting.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 9: Radio and Television Systems</i>
3. Engage with ideas, challenges and applications from the business world		
Information materials	Learners develop documents and materials to promote a range of health and safety procedures in the workplace.	<i>Unit 2: Working Practices</i>
Enterprise	Students take part in an after-school enterprise project to make an electronic product with the help of a local EBLO.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>
Assignment	Learners investigate and compare working practices including housekeeping, health and safety, working relationships and handling conflict in different electronics engineering companies and find reasons for any differences.	<i>Unit 2: Working Practices</i>
Role-play	Through role-play about minimising conflict, students experience different scenarios and find typical procedures for handling conflict.	<i>Unit 2: Working Practices</i>
Videos	Students use clips from TV programmes and other media sources to investigate the differences between working practices in two electronic engineering environments, eg an electronics workshop and an environment where domestic electrical appliances are being installed and serviced	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work-related videos	Learners learn about working practices in one or two employment sectors using material from current TV programmes or other media sources. They review their career plans to take account of what they discovered.	<i>Unit 2: Working Practices</i>
Group discussion	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit 2: Working Practices</i>
Work shadowing	Students arrange to work shadow an employee in a local electronics engineering business. They record their observations in writing or other media.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit 2: Working Practices</i>
Industry day	Students work with young managers from local businesses to explore basic electronic engineering concepts.	<i>Unit 3: Electronic Fundamentals</i>
Exploring electronics engineering in a local business	Students examine management at work by exploring aspects of electronics engineering with a manager and an electronics technician from the same company.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i>
Role-play	Learners discuss several employment tribunal cases involving health and safety in the workplace and the rights and responsibilities of personnel. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor could act as an adviser.	<i>Unit 2: Working Practices</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Group work	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence roles, conditions, rights and responsibilities.	<i>Unit 2: Working Practices</i>
Work experience	Students have a health and safety induction on their placements. Afterwards they complete a quiz, which they enclose in their placement diary.	<i>Unit 2: Working Practices</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 9: Radio and Television Systems</i>
Interview	Students interview their supervisor during work experience, or in their part-time job, about their working roles.	<i>Unit 2: Working Practices</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	An electronics technician works with learners to investigate the manufacturing process of an electronics product including health and safety procedures.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 9: Radio and Television Systems</i>
Assignment	Learners study the factors that have influenced the way electronic products are manufactured.	<i>Unit 3: Electronic Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i>
Work shadowing	Learners work with an employee from a local company to assess potential health and safety risks.	<i>Unit 2: Working Practices</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 9: Radio and Television Systems Construction and Testing</i>

6. Undertake tasks and activities set in work contexts		
Simulation	Students take part in a simulation in which electronics engineering companies handle conflict and deploy positive communications and good working relationships.	<i>Unit 2: Working Practices</i>
Debate	Learners consider the issues involved and the inter-relationships in electronics organisations.	<i>Unit 2: Working Practices</i>
Work experience debriefing	During work experience, students meet their tutor and explain their impressions of their placement and start to identify what they are learning.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>
Talk and debate	Learners hear a presentation on good housekeeping and health and safety procedures. This is followed by a tutorial discussion on the consequences of not having good housekeeping and appropriate health and safety procedures.	<i>Unit 2: Working Practices</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities

Interview	During work experience, students interview the human resources manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<p><i>Unit 2: Working Practices</i></p> <p><i>Unit 3: Electronic Fundamentals</i></p> <p><i>Unit 4: Telecommunications Technology</i></p> <p><i>Unit 5: Introduction to Digital Networks</i></p> <p><i>Unit 6: Electronic Maintenance Fundamentals</i></p> <p><i>Unit 7: Electronic Circuit Construction and Testing</i></p> <p><i>Unit 8: PC Configuration Fundamentals</i></p> <p><i>Unit 9: Radio and Television Systems</i></p> <p><i>Unit 10: Domestic Electrical Appliance Principles Technology</i></p>
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7. Develop awareness of the extent and diversity of local and national employment opportunities		
Career guidance interview	Students explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	In a visit to a local electronics company, students investigate the employment opportunities available in that vocational area and identify those that match their interests and abilities.	<i>Unit 2: Working Practices</i>
Software activity	Students install and configure standard software packages including operating systems.	<i>Unit 8: PC Configuration Fundamentals</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives

Work experience	During a one-day-a-week placement, students are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>
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9. Learn from contact with personnel from different employment sectors

Simulation	Learners take part in installing and configuring standard software packages including operating systems and carrying out “run tests”.	<i>Unit 8: PC Configuration Fundamentals</i>
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9. Learn from contact with personnel from different employment sectors		
Work experience debriefing	Students interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 2: Working Practices</i> <i>Unit 3: Electronic Fundamentals</i> <i>Unit 4: Telecommunications Technology</i> <i>Unit 5: Introduction to Digital Networks</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7: Electronic Circuit Construction and Testing</i> <i>Unit 8: PC Configuration Fundamentals</i> <i>Unit 9: Radio and Television Systems</i> <i>Unit 10: Domestic Electrical Appliance Principles Technology</i>
First aid training	Students work with members of the emergency services to learn first aid techniques and other emergency techniques.	<i>Unit 2: Working Practices</i>

BTEC First Diploma in Manufacturing Engineering

1. Recognise, develop and apply their skills for enterprise and employability		
Working effectively	Students take on various roles when carrying out working practices and using basic engineering processes and techniques.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 4: Manufacturing Technology</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 6: Engineering Drawing and Marking Out</i> <i>Unit 9: Quality Control and Measurement</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
Workshop use	Learners explore the impact of health and safety on working practices through workplace organisation and practices.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Employability skills	Students take part in developing skills to use in engineering.	<p><i>Unit 2: Working Practices</i></p> <p><i>Unit 3: Engineering Processes and Techniques</i></p> <p><i>Unit 5: Welding and Fabrication Principles and Technology</i></p> <p><i>Unit 6: Engineering Drawing and Marking Out</i></p> <p><i>Unit 7: CAD Fundamentals</i></p> <p><i>Unit 8: CNC Fundamentals</i></p> <p><i>Unit 9: Quality Control and Measurement</i></p> <p><i>Unit 10: Electronic Fundamentals</i></p> <p><i>Unit 11: Robot Technology and Programmable Controllers</i></p> <p><i>Unit 12: Electronic Circuit Construction and Testing</i></p> <p><i>Unit 13: Engineering Materials</i></p>
Simulation	Students take part in a simulation in which engineering companies handle conflict and deploy positive communications and good working relationships.	<p><i>Unit 2: Working Practices</i></p> <p><i>Unit 4: Manufacturing Technology</i></p>

1. Recognise, develop and apply their skills for enterprise and employability		
Work experience record	Students record situations when they have practised engineering skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 4: Manufacturing Technology</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 6: Engineering Drawing and Marking Out</i> <i>Unit 7: CAD Fundamentals</i> <i>Unit 8: CNC Fundamentals</i> <i>Unit 9: Quality Control and Measurement</i> <i>Unit 10: Electronic Fundamentals</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i> <i>Unit 13: Engineering Materials</i>
Visit	Learners go on a tour of a local engineering company to observe various people at work and to talk to the manager about different departments.	<i>Unit 2: Working Practices</i> <i>Unit 4: Manufacturing Technology</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert practitioner	Learners work with the manager of a local company on activities to learn the importance of positive communication and good working relationships.	<i>Unit 2: Working Practices</i>
Field trip	Learners visit an engineering company, record observations and put prepared questions to the firm's manager about conditions of work, and functions in manufacturing.	<i>Unit 2: Working Practices</i> <i>Unit 4: Manufacturing Technology</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Students visit a local skills training centre or local college of Further Education and take part in activities to develop work related skills in an engineering workshop setting.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 8: CNC Fundamentals</i> <i>Unit 11: Robot Technology and Programmable Controllers</i>

3. Engage with ideas, challenges and applications from the business world		
Mini-enterprise	When using a product specification students have opportunities to use spreadsheets to set up a production plan, including predicted time and cost estimates.	<i>Unit 4: Manufacturing Technology</i>
Information materials	Learners develop documents and materials to promote a range of health and safety procedures in the workplace.	<i>Unit 2: Working Practices</i>
Enterprise	Students take part in an after-school enterprise project to make an engineered product with the help of a local EBLO.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 4: Manufacturing Technology</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 6: Engineering Drawing and Marking Out</i> <i>Unit 7: CAD Fundamentals</i> <i>Unit 8: CNC Fundamentals</i> <i>Unit 9: Quality Control and Measurement</i> <i>Unit 10: Electronic Fundamentals</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i> <i>Unit 13: Engineering Materials</i>
Assignment	Learners investigate and compare working practices including housekeeping, health and safety, working relationships and handling conflict in different engineering companies and find reasons for any differences.	<i>Unit 2: Working Practices</i>
Role-play	Through role-play about minimising conflict, students experience different scenarios and find typical procedures for handling conflict.	<i>Unit 2: Working Practices</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Videos	Students use clips from TV programmes and other media sources to investigate the differences between working practices in two engineering environments, eg a drawing office and a machining area.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 4: Manufacturing Technology</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 6: Engineering Drawing and Marking Out</i> <i>Unit 7: CAD Fundamentals</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
Work-related videos	Learners learn about working practices in one or two employment sectors using material from current TV programmes or other media sources. They review their career plans to take account of what they discovered.	<i>Unit 2: Working Practices</i>
Group discussion	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit 2: Working Practices</i>
Work shadowing	Students arrange to work shadow an employee in a local manufacturing or engineering business. They record their observations in writing or other media.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 8: CNC Fundamentals</i> <i>Unit 9: Quality Control and Measurement</i> <i>Unit 11: Robot Technology and Programmable Controllers</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit 2: Working Practices</i>
Industry day	Students work with young managers from local businesses to explore basic engineering and manufacturing concepts.	<i>Unit 4: Manufacturing Technology</i>
Exploring engineering in a local business	Students examine management at work by exploring aspects of engineering with a manager and an engineering technician from the same company.	<i>Unit 2: Working Practices</i> <i>Unit 4: Manufacturing Technology</i>
Role-play	Learners discuss several employment tribunal cases involving health and safety in the workplace and the rights and responsibilities of personnel. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor could act as an adviser.	<i>Unit 2: Working Practices</i>
Group work	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence roles, conditions, rights and responsibilities.	<i>Unit 2: Working Practices</i>
Work experience	Students have a health and safety induction on their placements. Afterwards they complete a quiz, which they enclose in their placement diary.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
Interview	Students interview their supervisor during work experience, or in their part-time job, about their working roles.	<i>Unit 2: Working Practices</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	A manufacturing technician works with learners to investigate the production process of a manufactured product including health and safety procedures.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 4: Manufacturing Technology</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 6: Engineering Drawing and Marking Out</i> <i>Unit 9: Quality Control and Measurement</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
Assignment	Learners study the factors that have influenced the way engineering products are manufactured.	<i>Unit 4: Manufacturing Technology</i>
Work shadowing	Learners work with an employee from a local company to assess potential health and safety risks.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
Simulation	Students take part in a simulation in which engineering companies handle conflict and deploy positive communications and good working relationships.	<i>Unit 2: Working Practices</i> <i>Unit 4: Manufacturing Technology</i>
Using financial data	Students use information to calculate costs of materials and components.	<i>Unit 4: Manufacturing Technology</i>
Debate	Learners consider the issues involved and the inter-relationships in manufacturing organisations.	<i>Unit 2: Working Practices</i> <i>Unit 4: Manufacturing Technology</i>

6. Undertake tasks and activities set in work contexts		
Work experience debriefing	During work experience, students meet their tutor and explain their impressions of their placement and start to identify what they are learning.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
Talk and debate	Learners hear a presentation on good housekeeping and health and safety procedures. This is followed by a tutorial discussion on the consequences of not having good housekeeping and appropriate health and safety procedures..	<i>Unit 2: Working Practices</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of local manufacturing organisations involved in engineering to identify the sector they belong to.	<i>Unit 4: Manufacturing Technology</i>
Investigation	Learners use databases of local manufacturing businesses.	<i>Unit 4: Manufacturing Technology</i>
Interview	During work experience, students interview the human resources manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Career guidance interview	Students explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	In a visit to a local engineering company, students investigate the employment opportunities available in that vocational area and identify those that match their interests and abilities.	<i>Unit 2: Working Practices</i>
Software activity	Students use a CAD system to produce engineering drawings and a CNC programme to simulate a CNC cutter pathway, which enables them to identify their abilities, interests and career possibilities.	<i>Unit 7: CAD Fundamentals</i> <i>Unit 8: CNC Fundamentals</i>
Work experience	During a one-day-a-week placement, students are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Learners take part in modifying a range of drawings for an engineering organisation. A company representative discusses the outcomes from this with the students.	<i>Unit 7: CAD Fundamentals</i>
Design brief	Learners take part in modifying a range of drawings for an engineering organisation. A company representative discusses the outcomes from this with the students.	<i>Unit 7: CAD Fundamentals</i>
Interview	Students gather information on divisional functions in a range of manufacturing organisations by interviewing several engineering managers.	<i>Unit 4: Manufacturing Technology</i>
Work experience debriefing	Students interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 2: Working Practices</i> <i>Unit 3: Engineering Processes and Techniques</i> <i>Unit 5: Welding and Fabrication Principles and Technology</i> <i>Unit 11: Robot Technology and Programmable Controllers</i> <i>Unit 12: Electronic Circuit Construction and Testing</i>
First aid training	Students work with members of the emergency services to learn first aid techniques and other emergency techniques.	<i>Unit 2: Working Practices</i>

BTEC First Diploma in Operations and Maintenance Engineering

1. Recognise, develop and apply their skills for enterprise and employability		
<p>Working effectively</p>	<p>Students take on various roles when carrying out working practices and using basic maintenance engineering techniques and procedures.</p>	<p><i>Unit 2: Working Practices</i></p> <p><i>Unit 3: Operations and Maintenance Engineering</i></p> <p><i>Unit 4: Mechanical Maintenance Fundamentals</i></p> <p><i>Unit 5: Electrical Maintenance Fundamentals</i></p> <p><i>Unit 6: Electronic Maintenance Fundamentals</i></p> <p><i>Unit 7 Fluid Power Maintenance Fundamentals</i></p> <p><i>Unit 8: Engineering Drawing and Marking Out</i></p>
<p>Workshop use</p>	<p>Learners explore the impact of health and safety on working practices through workplace organisation and practices.</p>	<p><i>Unit 2: Working Practices</i></p> <p><i>Unit 4: Mechanical Maintenance Fundamentals</i></p> <p><i>Unit 5: Electrical Maintenance Fundamentals</i></p> <p><i>Unit 7 Fluid Power Maintenance Fundamentals</i></p>

1. Recognise, develop and apply their skills for enterprise and employability		
Employability skills	Students take part in developing skills to use in maintenance engineering.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
Simulation	Students take part in a simulation in which maintenance engineering companies handle conflict and deploy positive communications and good working relationships.	<i>Unit 2: Working Practices</i>
Work experience record	Students record situations when they have practised maintenance skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Visit	Learners go on a tour of a local engineering company to observe various people at work carrying out maintenance tasks and to talk to the manager about different departments.	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert practitioner	Learners work with the manager of a local company on activities to learn the importance of positive communication and good working relationships.	<i>Unit 2: Working Practices</i>
Field trip	Learners visit an engineering company carrying out maintenance tasks, record observations and put prepared questions to the firm's manager about conditions of work..	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i>
Group work and simulation	During a discussion on methods of minimising conflict, students work in teams to develop actions that a typical company carrying out maintenance tasks may use to handle conflict. They invite representatives from local businesses to comment on their findings and methods they use. Learners investigating working practices and health and safety compare their own experience of part-time work.	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i>
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
Work experience diary	Students keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	

2. Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Students visit a local skills training centre or local college of Further Education and take part in activities to develop work related skills in a maintenance engineering setting.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>

3. Engage with ideas, challenges and applications from the business world		
Mini-enterprise	When preparing a maintenance plan students have opportunities to use spreadsheets to set up the maintenance plan, including predicted times, resource allocation and cost estimates.	<i>Unit 3: Operations and Maintenance Engineering</i>
Information materials	Learners develop documents and materials to promote a range of health and safety procedures in the workplace.	<i>Unit 2: Working Practices</i>
Enterprise	Students take part in an after-school enterprise project to carry out a maintenance activity with the help of a local EBLO.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
Assignment	Learners investigate and compare working practices including housekeeping, health and safety, working relationships and handling conflict in different engineering companies carrying out maintenance activities and find reasons for any differences.	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i>
Role-play	Through role-play about minimising conflict, students experience different scenarios and find typical procedures for handling conflict.	<i>Unit 2: Working Practices</i>
Videos	Students use clips from TV programmes and other media sources to investigate the differences between working practices in two engineering companies carrying out maintenance activities, eg an electrical maintenance activity and a mechanical maintenance activity	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work-related videos	Learners learn about working practices in one or two employment sectors using material from current TV programmes or other media sources. They review their career plans to take account of what they discovered.	<i>Unit 2: Working Practices</i>
Group discussion	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit 2: Working Practices</i>
Work shadowing	Students arrange to work shadow an employee in a local engineering business carrying out maintenance activities. They record their observations in writing or other media.	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit 2: Working Practices</i>
Industry day	Students work with young managers from local businesses to explore basic maintenance engineering concepts.	<i>Unit 3: Operations and Maintenance Engineering</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Exploring maintenance engineering in a local business	Students examine management at work by exploring aspects of maintenance engineering with a manager and a maintenance technician from the same company.	<i>Unit 2: Working Practices</i> <i>Unit 3: Operations and Maintenance Engineering</i>
Role-play	Learners discuss several employment tribunal cases involving health and safety in the workplace and the rights and responsibilities of personnel. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor could act as an adviser.	<i>Unit 2: Working Practices</i>
Group work	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence roles, conditions, rights and responsibilities.	<i>Unit 2: Working Practices</i>
Work experience	Students have a health and safety induction on their placements. Afterwards they complete a quiz, which they enclose in their placement diary.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
Interview	Students interview their supervisor during work experience, or in their part-time job, about their working roles.	<i>Unit 2: Working Practices</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	A maintenance technician works with learners to investigate the maintenance procedures and methods when planning and carrying out a maintenance activity including health and safety procedures.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i>
Assignment	Learners study the factors that have influenced the way maintenance is carried out.	<i>Unit 3: Operations and Maintenance Engineering</i>
Work shadowing	Learners work with an employee from a local company to assess potential health and safety risks.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i>
Simulation	Students take part in a simulation in which engineering companies carrying out maintenance activities handle conflict and deploy positive communications and good working relationships.	<i>Unit 2: Working Practices</i>
Debate	Learners consider the issues involved and the inter-relationships in engineering organisations carrying out maintenance activities.	<i>Unit 2: Working Practices</i>

6. Undertake tasks and activities set in work contexts		
Work experience debriefing	During work experience, students meet their tutor and explain their impressions of their placement and start to identify what they are learning.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
Talk and debate	Learners hear a presentation on good housekeeping and health and safety procedures. This is followed by a tutorial discussion on the consequences of not having good housekeeping and appropriate health and safety procedures.	<i>Unit 2: Working Practices</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Interview	During work experience, students interview the human resources manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
Career guidance interview	Students explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives

Labour market investigation	In a visit to a local electronics company, students investigate the employment opportunities available in that vocational area and identify those that match their interests and abilities.	<i>Unit 2: Working Practices</i>
Work experience	During a one-day-a-week placement, students are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>

9. Learn from contact with personnel from different employment sectors

Work experience debriefing	Students interact daily with their work experience supervisor during their placements to check their progress.	<i>Unit 2: Working Practices</i> <i>Unit 4: Mechanical Maintenance Fundamentals</i> <i>Unit 5: Electrical Maintenance Fundamentals</i> <i>Unit 6: Electronic Maintenance Fundamentals</i> <i>Unit 7 Fluid Power Maintenance Fundamentals</i> <i>Unit 8: Engineering Drawing and Marking Out</i> <i>Unit 9: Engineering Materials</i>
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9. Learn from contact with personnel from different employment sectors		
Interview	Students gather information on maintenance methods and procedures in a range of engineering organisations carrying out maintenance activities by interviewing several maintenance managers.	<i>Unit 3: Operations and Maintenance Engineering</i>
First aid training	Students work with members of the emergency services to learn first aid techniques and other emergency techniques.	<i>Unit 2: Working Practices</i>

BTEC First Diploma in IT Practitioners

1: Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	<p>In Unit 1: <i>Computer Systems</i> learners, as part of a project, engage in the following aspects of enterprise to create a business proposal:</p> <ul style="list-style-type: none"> • Markets/customers • Identification of business trends • Marketing • Resourcing • Financial issues <p>Prior to starting the activity, learners identify what skills and knowledge will be necessary in order to reach a successful outcome.</p>	<p><i>Unit 1: Computer Systems</i></p>
Office simulation	<p>The Qualification as a whole is designed to prepare learners for employment in the IT sector.</p> <p>Unit 2: <i>Uses of IT</i> specifically provides learners with an overview of general and specialist office applications and tasks are completed by learners in a training office. The learners can relate their skills to their context by the simulating the real world environment as far as possible.</p> <p>The Business Project in Unit 11 provides further opportunity to bring in a virtual office environment in the activities leading up to the business proposal itself. Learners are directed to meet and work on the project in the training office.</p>	<p><i>Unit 2: Uses of IT</i></p> <p><i>Unit 11: Business IT Project</i></p>
Employability workshop	<p>The nature of the qualification would lend itself to the setting up of an employability workshop that would most effectively be attached to Unit 6 within employability and organisations section. Potential employers provide input in the form of presentations as to their needs eg soft skills as well as the ICT skills.</p>	<p><i>Unit 6: Communications and Organisations</i></p>

1: Recognise, develop and apply their skills for enterprise and employability		
Simulation	<p>Unit 4 aims to provide learners with an introduction to the support required to users of IT. Learners will be expected to take part in a simulation whereby problems and faults can be diagnosed and recorded, solutions can be presented and actions evaluated.</p> <p>In Unit 6: <i>Communications and Organisations</i> could be used to give learners experience of the tasks and information requirements of various functions within it, as well as the practical use of communications software.</p>	<p><i>Unit 4: User Support</i></p> <p><i>Unit 6: Communications and Organisations</i></p>
Mock interview	Employers, connexions or career advisors provide mock interviews for a range of jobs identified by learners related to the variety of types of activity involved in Unit 1: <i>Computer Systems</i> (Technical computer systems), Unit 8 general IT applications work. In addition the scope of IT related activities identified in Units 6, 9 and 11 would also provide background to the wider range of jobs.	<p><i>Unit 1: Computer Systems</i></p> <p><i>Unit 8: Business Applications</i></p>
Guidance interview	Learners would, as a follow up to the employability workshop in tutor led activities, discuss with staff external to the teaching team (Connexions or careers advisors) their prospects, strengths and weaknesses that could then be used to develop action plans for development.	<i>Unit 6: Communications and Organisations</i>
Work experience record	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt.	<p><i>After delivery of Unit 1: Computer Systems and Unit 2: Uses of IT</i></p>

1: Recognise, develop and apply their skills for enterprise and employability		
Visit	<p>Students have a number of visits to different companies. The visits are prepared in advance to gain perspectives of the following:</p> <ul style="list-style-type: none"> • IT job roles • IT related systems and procedures • IT platforms , hardware and software used 	<p><i>Unit 6: Communications and Organisations</i></p> <p><i>Unit 1: Computer Systems</i></p> <p><i>Unit 3: Information Systems</i></p>

2: Learn from experience (direct or indirect) of working practices and environments		
Expert witness	<p>Experienced technical support staff are invited in to answer questions about their work – individuals prepare questions in advance to cover aspects of the technical environment, platforms, software, methodologies as well as the general work environment. Appropriate for integration with Unit 1 and 6.</p> <p>For the networking guest speakers representing network users and administrators would be very useful to provide a variety of perspectives into how networks are managed and on what basis decisions are made about systems.</p>	<p><i>Unit 1: Computer Systems</i></p> <p><i>Unit 6: Communications and Organisations</i></p> <p><i>Units 16-19: Networking units</i></p>
Field trip	<p>Students have a number of visits to different companies. The visits are prepared in advance to gain perspectives of the following:</p> <ul style="list-style-type: none"> • IT job roles • IT related systems and procedures • IT platforms , hardware and software used <p>Individual students are required to focus on particular aspects of the companies they have visited and use the information to give presentations to the whole group.</p>	<p><i>Unit 6: Communications and Organisations</i></p> <p><i>Unit 1: Computer Systems</i></p> <p><i>Unit 3: Information Systems</i></p>

2: Learn from experience (direct or indirect) of working practices and environments		
Group work and simulation	Unit 11: <i>Business IT Project</i> requires that learners work in groups – individuals within the groups adopt different specific roles within the activity. Meetings are formally called and run, minutes taken and distributed. At the end of the activity, perhaps providing evidence for team working key skills, individuals receive feedback as to their role from their peers that has to be formally reported and responded to.	<i>Unit 11: Business IT Project</i>
Virtual visit	As part of Unit 6, student's research different companies on the net to identify particular the types of organisation needs in respect of information. In addition learners access where possible directly or through e-mail, the staffing structures and then relate these to job functions.	<i>Unit 6: Communications and Organisations</i>
Work experience	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. The learner at the end of the work experience to produce reports uses records of activities in the form of daily diaries and presentations that reflect on their placement and share with others what they have learnt.	<i>After delivery of Mandatory Units 1: Computer Systems and Unit 2: Uses of IT.</i>
Group work	Unit 11 and 19 both lend themselves well to group work. Learners should be encouraged to work within a group environment with allowance given to project briefings, updates and planning sessions. At the end of the activity, perhaps providing evidence for team working key skills, individuals receive feedback as to their role from their peers that has to be formally reported and responded to.	<i>Unit 11: Business IT Project</i> <i>Unit 19: Network Development Project</i>
Work experience diary	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt	<i>After delivery of Unit 1: Computer Systems and Unit 2: Uses of IT.</i>

2: Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Prior to arranging work experience, an advisor from the local skills centre gives a presentation to encompass both the general picture in respect of skills shortage and then a more locally focussed perspective that takes into account local companies and their situation and working practices. Ideally a representative from a local large employer would provide specific and more focussed information.	<i>Unit 1: Computer Systems</i> <i>Unit 2: Uses of IT</i> <i>Unit 6: Communications and Organisations</i>

3: Engage with ideas, challenges and applications from the business world		
Survey brief	Learners are asked to design a survey based on a brief supplied which aims to find out which software and hardware are in common use within the local community. Results are summarised in groups, analysed and presented to the whole class by each group.	<i>Unit 2: Uses of IT</i>
Mini-enterprise	For Unit 10, learners develop individual small spreadsheets as financial viability models for individual activities.	<i>Unit 10: Financial Modelling</i>
Enterprise project	In Unit 11, learners, as part of a substantial project, engage in the following aspects of enterprise to create a business proposal: Markets/customers: Identification of business trends: Marketing Resourcing Financial issues	<i>Unit 11: Business IT Project</i>
Marketing brief	See above	<i>Unit 11: Business IT Project</i>
Business challenge	See above	<i>Unit 11: Business IT Project</i>
Marketing investigation	See above	<i>Unit 11: Business IT Project</i>
Enterprise	As part of the web development unit, learners are asked to respond to briefs that require the web site be attached to a new enterprise. The web site is required to be developed to the needs and challenges identified in the brief and this explicitly must identify the users and the needs of the market.	<i>Unit 13: Web Development</i>

4: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit 6: Communications and Organisations</i> <i>Unit 9: e-commerce</i>
Assignment	Learners investigate different software and hardware used in other European countries, compare them with those of the UK and find reasons for the differences.	<i>Unit 2: Uses of IT</i>
Role-play	Within Unit 6: <i>Communications and Organisations</i> individuals within small groups adopt roles (eg manager with strategic responsibility for IT, technical support worker, IT manager) and through role-play learners carry forward through discussions the impact and timescale of a proposed significant software change. Each individual has to state what they need out of the meetings.	<i>Unit 6: Communications and Organisations</i>
Videos	Learners use clips from TV programmes to bring in experiences of environments that are beyond the reach of direct visit – in particular bringing in a European dimension to an understanding of platforms, systems and procedures.	<i>Unit 6: Communications and Organisations</i> <i>Unit 9: e-commerce</i> <i>Unit 1: Computer Systems</i> <i>Unit 2: Uses of IT</i>
Community placement	As part of citizenship studies, learners spend half a day in a local voluntary or community organisation to look at their IT needs.	<i>Unit 1: Computer Systems</i> <i>Unit 2: Uses of IT</i> <i>Unit 8: Business Applications</i>
Work-related videos	In careers lessons, learners learn about working practices in the IT sectors, using material from current television programmes. They review their career plans to take account of what they discovered.	<i>After delivery of Unit 1: Computer Systems and 2: Uses of IT.</i>
Group discussion	During work-experience evaluation, learners discuss recent placement and/or their part time jobs and the working practices they have encountered.	<i>After delivery of Unit 1: Computer Systems and 2: Uses of IT.</i>
Work shadowing	All learners shadow one of the IT technicians within their centre for at least one full day to understand the nature of the jobs they do and the detail of the activities. Although it will be valuable for a number of units, it will specifically relate to Unit 4.	<i>Unit 1: Computer Systems</i> <i>Unit 4: User Support</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate the responsibilities that health and safety regulations have on the employee in respect of the use of IT equipment.	<i>Unit 2: Uses of IT</i>
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work and specifically related to the implications of IT systems and technologies.	<i>Unit 2: Uses of IT</i>
Industry day	Timetable for learners is suspended for one day and a series of workshops and other activities is planned in conjunction with careers and representatives from local firms – activities should be engaging rather than passive	<i>Unit 1: Computer Systems</i> <i>Unit 2: Uses of IT</i> <i>Unit 3: Information Systems</i>
Simulation with a local business	A representative from a local company is invited in to take part in a simulation involving updating their IT application packages. Issues to be discussed will include the ability of the hardware to cope and the implications of the new packages on the workers.	<i>Unit 1: Computer Systems</i> <i>Unit 2: Uses of IT</i> <i>Unit 8: Business Applications</i>
Role-play	Learners identify the issues that users have when reporting faults to help desks and also they work to identify the issues that help desk staff have in responding to calls. This information can be based on real information taken from help desk records. After summarising and briefing, pairs of learners act out interactions and finally create a simple guidance list that users can be given when they are reporting faults.	<i>Unit 4: User Support</i> <i>Unit 1: Computer Systems</i> <i>Unit 2: Uses of IT</i>
Group work	In groups, learners evaluate the good and bad aspects of working in IT support – based on a presentation from a technician with supporting information such as a typical contract of work and job description. Summary of discussions in bullet points are fed back to the whole group	<i>Unit 1 - Computer Systems</i>

5: Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Work experience	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt. A specific aspect to the presentation will be to prepare a list of what their rights and responsibilities were when in the work placement.	<i>After delivery of Unit 1: Computer Systems and 2: Uses of IT.</i>
Interview	Learners interview in small groups, one of the technicians in respect of their working roles.	

6: Undertake tasks and activities set in work contexts		
Technical brief	Learners formally create a technical brief prior to the development of applications and systems. This aspect is present in a number of units – for example Unit 7: <i>Database</i> , Unit 5: <i>Software Development</i> and Unit 13: <i>Web development</i> .	<i>Unit 5: Software Development Unit 7: Databases Unit 13: Web development</i>
Assignment	All tasks are to take account of the work context; it is explicit in the guidelines to centres.	<i>All units</i>
Work shadowing	All learners shadow one of the IT technicians within their centre for at least one full day to understand the nature of the jobs they do and the detail of the activities. Although it will be valuable for a number of units, it will specifically relate to Unit 4. Where possible, learners will actually undertake some tasks under the direct supervision of the technician.	<i>Unit 1: Computer Systems Unit 4: User Support</i>
Simulation	Hardware installation and upgrading is simulated through the use of testbed machines in the workshop. The activities chosen – eg upgrade memory, add/replace new hard drive, install software, should be based on a simulated but realistic need of an individual.	<i>Unit 1: Computer Systems</i>
Personal finance	Spreadsheet examples chosen for assignments include one to capture income and expenses of learners	<i>Unit 2: Uses of IT Unit 10: Financial Modelling</i>
Debate	Individuals are asked to prepare background notes prior to taking part in a debate – ‘IT is a force for improving peoples lives’	<i>Unit 2: Uses of IT</i>

6: Undertake tasks and activities set in work contexts		
Work experience debriefing	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt. Individuals meet with their personal tutor and use outputs to target developments needs of the students.	<i>After delivery of Unit 1: Computer Systems and 2: Uses of IT.</i>
Talk and debate	Learners hear a presentation by a visiting speaker on the regulations governing the data protection act. This is followed by a tutorial discussion on the advantages and disadvantages of this act.	<i>Unit 2: Uses of IT Unit 7: Databases</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of job opportunities in IT. Learners design a survey form and create a spreadsheet or database to store the information and categorise them	<i>Unit 2: Uses of IT Unit 6: Communications and Organisations Unit 7: Databases</i>
Investigation	Learners investigate a database of problems and queries stored in the centres fault logs to identify common problems	<i>Unit 4: User Support</i>
Business visitor	Learners meet an IT manager from a local company and ask questions about employment opportunities with the company in the UK and abroad. Learners are responsible for the organisation of the visit, the reception and management of the visitor while on site.	<i>Unit 1: Computer Systems Unit 6: Communications and Organisations</i>
Careers fair	Learners visit an IT careers fair and find out which exhibitors have employment opportunities locally and nationally.	<i>Unit 6: Communications and Organisations</i>
Labour market investigation	Learners collect information on the range of employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>Unit 6: Communications and Organisations</i>

7: Develop awareness of the extent and diversity of local and national employment opportunities		
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment in the ICT industry.	<i>Unit 6: Communications and Organisations</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners collect information on the range of employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts. This information is used to support other information about their personal skills and aspirations within tutorials and careers interviews.	<i>Unit 6: Communications and Organisations</i>
Software activity	The qualification requires learners to become confident in a very wide range of software packages as used and applied within business scenarios.	<i>All units</i>
Mock interviews	Employers, connexions or career advisors provide mock interviews for a range of jobs identified by learners related to the variety of types of activity involved in Unit 1: <i>Computer Systems</i> (Technical computer systems) and Unit 8: <i>Business Applications</i> and Unit 6: <i>Communications and Organisations</i> .	<i>Unit 1: Computer Systems</i> <i>Unit 8: Business Applications</i> <i>Unit 6: Communications and Organisations</i>
Job application	Learners prepare a CV and apply for a job based on simulation their strengths and predicted qualifications. This done within the uses of IT unit where the impact of layout and style are considered as well as the application of specific word processing skills.	<i>Unit 1: Computer Systems</i>
Personal finance session	Spreadsheet examples chosen for assignments include one to capture income and expenses of learners. This spreadsheet is used to project potential models of the learner in different situations. Assumptions are made in terms of probable income in different jobs and expenses based on scenarios such as the learner living at home, in a shared flat or buying a house are considered.	<i>Unit 2: Uses of IT</i> <i>Unit 1: Computer Systems</i>
Career investigation	During a careers lesson, learners plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit 6: Communications and Organisations</i>

8: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Taster days	Learners take part in taster days in local businesses where they can assess which job roles match their interests and abilities.	<i>Unit 6: Communications and Organisations</i>
Work experience	<p>Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt.</p> <p>The report is used in meetings with tutors and careers advisors to inform plans and decisions about job applications, potential career development or applications to courses.</p>	<i>After delivery of Unit 1: Computer Systems and Unit 2: Uses of IT.</i>

9: Learn from contact with personnel from different employment sectors		
Simulation	Employers are approached to offer discrete activities that can be simulated using appropriate software. Examples can be chosen in spreadsheets for Unit 10: <i>Financial Modelling</i> activities and Unit 11: <i>Business IT Project</i> . The aim of these units is to familiarise learners with solving financial problems by modelling situations using spreadsheets. The unit will develop the knowledge and skills required for learners to design and implement spreadsheets which will model a variety of straightforward financial problems.	<i>Unit 11: Business IT Project</i> <i>Unit 10: Financial Modelling</i>
Design brief	Employers are approached and provide a variety of design briefs for web sites. Learners are encouraged to maintain the relationship with the employer as client to gain feedback on how the product met the brief at the end of the activity.	<i>Unit 1: Computer Systems 3</i>
Business mentoring	Employers are approached and provide a variety of design briefs for web sites. Learners build a relationship with an experienced designer of sites from the employer during the process of building the web site in order to gain knowledge and understanding to inform the project.	<i>Unit 1: Computer Systems 3</i>

9: Learn from contact with personnel from different employment sectors		
Interview	Employers provide mock interviews opportunity for a range of jobs identified by learners related to the variety of types of activity involved in Unit 1 - Computer Systems (Technical computer systems), Unit 8 - general IT applications work. In addition the scope of IT related activities identified in units 6, 9 and 11 would also provide background to the wider range of jobs.	<i>Unit 1: Computer Systems</i> <i>Unit 8: Business Applications</i>
Work experience debriefing	Learners are sent out on work experience in the second term of their studies to learn how skills and knowledge apply to the commercial and industrial environment. Records of activities in the form of daily diaries are used by the learner at the end of the work experience to produce reports and presentations that reflect on their placement and share with others what they have learnt. A specific aspect to the presentation will be to prepare a list of what their rights and responsibilities were when in the work placement.	<i>After delivery of Unit 1: Computer Systems and 2.</i>
First aid training	The BTEC Firsts for IT Practitioners is practically based and so health and safety issues are encountered throughout the programme. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Learners will also explore health and safety issues within the IT industry, particularly in Unit 2 - Uses of IT. Learners in pairs do risk assessments with an experienced member of staff and report their findings is an example of a discrete activity in Unit 2 - Uses of IT. For Unit 1 - Computer Systems, following a talk from a First Aider, learners can practice safety procedures and resuscitation based on a simulated electric shock incident in the computer lab because of a faulty PC power supply.	<i>Unit 2: Uses of IT</i>

BTEC First Diploma in Art and Design

1. Recognise, develop and apply their skills for enterprise and employability		
Production simulation	Learners take part in an Art and Design production activity producing a finished outcome.	<i>Final Major Project. All specialist units.</i>
Mock interview	Learners prepare for and take part in a mock interview with a Connexions personal adviser or a local business person in which they will reflect on and articulate their skills for employability.	<i>Final Major Project.</i>
Guidance interview	Learners discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their career plans accordingly.	<i>Final Major Project.</i>
Work experience record	Learners record situations during their work experience when they have practised key skills, to be discussed with their supervisor and in school debriefing sessions.	<i>All units.</i>
Visit	Art and Design learners go on a tour of a local Art and Design practice's premises or studios to observe people at work and to talk to artists, designers or employees about their roles.	<i>All units.</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	Learners are given a talk by a local artist or designer and ask her/him questions.	<i>All units.</i>
Visit	Art and Design learners go on a tour of a local Art and Design practice's premises to observe artists or designers at work and to talk to them about their roles.	<i>All units.</i>
Production simulation	Learners work in teams to design and produce CD mock-ups of covers for their favourite groups. They sell them to 'buyers' from local businesses.	<i>Unit 5: Working to Graphic Design Briefs.</i>
Virtual visit	Learners make a virtual visit to a local artist's website during an assignment exploring the Art and Design practice.	<i>Unit 10: Working to Multimedia Briefs.</i>
Work experience	During debriefing activities on work experience, learners prepare a five-minute presentation to the class about their recent placement.	<i>All units.</i>
Work experience diary	Learners keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	<i>All units.</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Local skills training centre	Learners visit a local skills training centre and take part in activities to develop work related skills in appropriate Art and Design practice settings.	<i>All units.</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	Learners undertake a survey of the audience for an Art and Design product aimed at the teenage market.	<i>Unit 3: Explore and Develop ideas.</i>
Marketing investigation	Learners produce ideas for material to promote their town or city in any medium.	<i>All specialist units.</i>
Business challenge	They investigate how to include local businesses in return for sponsorship for producing the materials.	<i>All specialist units.</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>All units.</i>
Assignment	Learners give a presentation showing how they would find a job of the type they observed during their work experience .	<i>All units.</i>
Videos	Learners use clips from TV programmes to investigate the differences between working practices in two work environments, eg a Graphic Design studio or an artist's studio.	<i>All units.</i>
Work-related videos	In careers lessons, learners learn about working practices in one or two employment sectors using material from current television programmes. They review their career plans to take account of what they discovered.	<i>All units.</i>
Group discussion	During work-experience preparation, learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>All units.</i>
Work shadowing	Learners arrange to work shadow a parent or family friend. They record their observations in writing or other media.	<i>All units.</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate the Art and Design sector and job roles in that sector.	<i>All units.</i>
Simulation with a local business	Learners take part in a simulation with a local Art and Design practice.	<i>All units.</i>
Role-play	Learners discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.	<i>All units.</i>
Health and Safety	Learners have a health and safety induction at the beginning of one of their specialist units. Afterwards they complete a quiz.	<i>All specialist units.</i>
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>All specialist units.</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	Learners work to a brief to create an Art and Design product, and evaluate their work in the production process.	<i>All units.</i>
Assignment	Learners study the factors that have led to the setting up of an Art and Design practice in their region.	<i>Unit 2: Vocational Contexts.</i>
Work shadowing	Learners spend a day shadowing someone in an Art and Design practice.	<i>All units.</i>
Production simulation	Learners take part in the creation of an Art and Design product, taking on all the roles involved.	<i>All units.</i>
Finance	Learners work out a hypothetical budget for a production they have proposed.	<i>Final Major Project.</i>
Debate	Learners consider the issues involved in running a Art and Design business in a multi-ethnic community.	<i>All units.</i>
Work experience debriefing	During work experience, learners meet a teacher from their school and explain their impressions of their placement and start to identify what they are learning.	<i>All units.</i>

6. Undertake tasks and activities set in work contexts		
Talk and debate	In a year group assembly, learners hear a presentation on the regulations governing part-time workers under school leaving age. This is followed by a tutorial discussion on the advantages and disadvantages of working while still at school.	<i>All units.</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Business investigation	Learners carry out a survey of local Art and Design practices by type, size and nature.	<i>All units.</i>
Business visitor	Learners meet a manager from a major Design company and ask questions about employment opportunities with the company in the UK and abroad.	<i>All units.</i>
Careers fair	Learners visit a careers fair and find out which exhibitors have Art and Design opportunities locally and nationally.	<i>All units.</i>
Labour market investigation	Learners collect information on the range of Art and Design opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>All units.</i>
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment and trends in different employment sectors.	<i>All units.</i>
Interview	During work experience, learners interview the human resources manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>All units.</i>
Career guidance interview	Learners explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>All units.</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the employment opportunities available in their vocational area and identify those that match their interests and abilities.	<i>Unit 2: Vocational Contexts.</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Mock interviews	Learners apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>All units.</i>
Job application	Learners prepare a CV.	<i>All units.</i>
Career investigation	Learners use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>All units.</i>
Taster days	Learners take part in taster days in local Art and Design practices where they can assess which job roles match their interests and abilities.	<i>All units.</i>
Work experience	During a one-day-a-week placement, learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>All units.</i>

9. Learn from contact with personnel from different employment sectors		
Production simulation	Learners take part in the creation of an Art and Design product, taking on all the roles involved.	<i>All units.</i>
Design brief	Learners work to a brief to create an Art and Design product, and evaluate their work in the production process.	<i>All units.</i>
Business mentoring	Some learners have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>All units.</i>
Interview	Learners identify Art and Design industries in their region and interview an adult they know who works in one of them about their working day.	<i>All units.</i>
Personal finance	Personnel from a local bank work with learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>All units.</i>
Work experience	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>All units.</i>

9. Learn from contact with personnel from different employment sectors

First aid training	Learners work with members of the emergency services to learn first aid techniques that might apply to accidents related to particular Art and Design work activities.	<i>All technical units.</i>
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BTEC First Certificate and Diploma in Performing Arts

1. Recognise, develop and apply their skills for enterprise and employability		
Mini-enterprise	Learners take on various roles in their own company to perform to a public audience	<i>Core unit: Production Project</i>
Office simulation	Working as a front of house team to support a production activity.	<i>Core unit: Production Project</i> <i>Unit A1: The Performing Arts Business</i>
Employability workshop	Learners take part in a one-day workshop to develop enterprise and employability skills run by an employer from an arts related business.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Simulation	Learners take part in a Production process organising all aspects of business and preparation for production	<i>Core unit: Production Project</i> <i>Unit B1: The Music Business</i> <i>Unit C1: Lighting Operations</i>
Mock interview /Audition	Learners prepare for and take part in a mock interview / audition with a local arts related employer in which they will reflect on and articulate their skills for employability.	<i>Unit A1: The Performing Arts Business</i> <i>Unit A9: Acting</i> <i>Unit B3: Performing Music</i>
Guidance interview /feedback	Learners discuss their achievements and skills with their tutor and/or mentor and/or the personal adviser, and review their career plans accordingly.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i> <i>Core unit: Production Project</i>
Work experience record	Learners record situations when they have practised key skills, to be discussed with their supervisor and in school debriefing sessions.	<i>Core unit: Production Project</i>

1. Recognise, develop and apply their skills for enterprise and employability		
Visit	Drama / Music Learners go on a behind-the-scenes tour of their local theatre to observe various people at work and to talk to the theatre manager about staging productions or gigs.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i> <i>Core unit: Production Project</i> <i>Unit A5: Performing Plays</i> <i>Unit B3: Performing Music</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	A performer master class with the Learners exploring career background and performance techniques.	<i>Unit B1: The Music Business</i> <i>Unit B2: Understanding Music</i> <i>Unit B3: Performing Music</i> <i>Unit A4: Performing Dance</i>
Field trip	Site specific performance or tour or possible residential would help the Performing Arts learner focus on other types of performance circumstance	<i>Core unit: Production Project;</i> <i>Unit B3: Performing Music</i> <i>Unit A4: Performing Dance</i> <i>Unit A5: Performing Plays</i>
Group work and simulation	Project work working as small groups devising performance	<i>Core unit: Production Project</i> <i>Unit A2: Devising Plays</i> <i>Unit A4: Performing Dance</i> <i>Unit A5: Performing Plays</i> <i>Unit A9: Acting</i> <i>Unit B7: DJ Technology</i> <i>Unit C3: Crewing</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Virtual visit	Learners search National Theatre based web site to explore career routes and role descriptions	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i> <i>Unit C3: Crewing</i> <i>Unit C4: Set Construction</i>
Work experience	During debriefing activities on work experience, Learners prepare a five-minute presentation to the class about their recent placement.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Group work	Working collaboratively on a touring show with prior research focused on receiving venue or audience	<i>Unit B3: Performing Music</i> <i>Unit B4: Composing</i> <i>Unit B7: DJ Technology</i> <i>Unit A7: Contemporary Dance</i> <i>Unit A3: Understanding Dance</i> <i>Unit A4: Performing Dance;</i> <i>Unit A5: Performing Plays</i>
Work experience diary	Learners keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Local skills training centre	Learners visit a local Arts centre and take part in activities to develop work related skills in workshop and Front of house office settings.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i> <i>Core unit: Production Project</i>

3. Engage with ideas, challenges and applications from the business world		
Audience Survey brief	Define the nature of a target audience and the strategy to involve it in the learners work	<i>Core unit: Production Project</i> <i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Mini-enterprise	Learners' mini-enterprise companies provide experiences of using spreadsheets to set up predicted and actual income and expenditure, which are developed further in admin aspects of production.	<i>Core unit: Production Project</i>
Enterprise project	Learners plan and organise outside touring performance	<i>Core unit: Production Project</i> <i>Unit A2: Devising Plays</i> <i>Unit B3: Performing Music</i>
Enterprise project	Learners plan, organise and support a fashion show .	<i>Unit A1: The Performing Arts Business</i>
Marketing brief	During planning phase for performance project learners develop a marketing brief for production.	<i>Core unit: Production Project</i>
Business challenge	Learners produce a town trail for the local council to promote. They investigate how to highlight leading local businesses in return for sponsorship for producing the trail materials.	<i>Core unit: Production Project</i>
Marketing investigation	In negotiation with placement providers, work-experience Learners carry out an assignment, investigating how customer service might be improved, how the office space might be organised more efficiently and how the company's advertising might appeal more to young people.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Enterprise	Learners take part in an after-school enterprise project with the help of a local EBLO.	<i>Unit A2: Devising Plays</i> <i>Unit A4: Performing Dance</i> <i>Unit A5: Performing Plays</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	In Performing Arts, Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Assignment	Learners investigate working practices in the industry, make a comparison with those public funded companies and private organisations, and find reasons for the differences.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Role-play	Through role-play, or a drama or music production about working life, Learners compare past and present working practices.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Videos	Learners use videos to investigate the differences between working practices in two work environments	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Community placement	As part of citizenship studies, Learners spend half a day in a local voluntary or community organisation to look at leadership skills and how volunteers are organised. In debriefing sessions, Learners discuss the roles and responsibilities of the people they have met.	<i>Core unit: Production Project</i>
Work-related videos	In careers lessons, Learners learn about working practices in one or two employment sectors using material from current television programmes. They review their career plans to take account of what they discovered.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Group discussion	During work-experience preparation, Learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Work shadowing	Learners arrange to work shadow a administrator or technician. They record their observations in writing or other media.	<i>Unit C3: Crewing</i> <i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners define the nature of work roles in the industry	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Debate	Learners take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Industry day	Learners work with young managers from local businesses to explore basic economic concepts.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Simulation with a local business	Learners examine management at work by taking part in a simulation with a local company. Devising work suitable for that company	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i> <i>Unit B2: Understanding Music</i> <i>Unit A3: Understanding Dance</i>
Role-play	Take on the role of diverse member of a production company.	<i>Core unit: Production Project</i>
Group work	Take on the role of diverse member of a production company.	<i>Core unit: Production Project</i> <i>Unit A2: Devising Plays</i> <i>Unit B2: Understanding Music</i> <i>Unit A5: Performing Plays</i> <i>Unit B3: Performing Music</i>
Work experience	Learners have a health and safety induction on their placements. Afterwards they complete a quiz, which they enclose in their placement diary.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>Wider curriculum</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	Develop costings for a set construction	<i>Unit C4: Set Construction</i>
Assignment	Explore the booking and sale of a production in an external venue	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Work shadowing	In a rehearsal by a professional music group (eg orchestra or army band), Learners who play an instrument sit in the relevant section and play along with the professional musician in selected pieces.	<i>Unit B3: Performing Music</i> <i>Unit A3: Understanding Dance</i> <i>Unit A5: Performing Plays</i> <i>Unit C3: Crewing</i>
Simulation	During a 'business and enterprise' day, Learners take part in a simulation to run a performance venue, taking on all the roles involved.	<i>Core unit: Production Project</i>
Personal finance	In careers lessons, Learners work out budgets for spending and saving money earned from hypothetical but realistic job salaries.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Debate	, Learners consider the issues involved in running a business in a multi-ethnic community.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Work experience debriefing	During work experience, Learners meet a teacher from their school / college and explain their impressions of their placement and start to identify what they are learning.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Talk and debate	Learners hear a presentation on the regulations governing part-time workers in the industry. They then have the opportunity to discuss free lance work with an arts worker.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Survey investigation	Learners carry out a survey of local related businesses by type, size and nature.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Investigation	Learners evaluate databases of national businesses and related companies.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Business visitor	Learners meet an arts worker and ask questions about employment opportunities with the company in the UK and abroad.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Careers fair	Learners visit a careers fair and find out which exhibitors have employment opportunities locally and nationally.	<i>Wider curriculum</i>
Labour market investigation	Learners collect information on the range of employment opportunities available from adverts in specialist newspaper and identify patterns in the labour market and trends in employment.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Group sessions	Arts workers leads group sessions to help Learners understand the characteristics of different types of employment and trends in different employment sectors.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Interview	During work experience, Learners interview the centre manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Career guidance interview	Learners explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>Wider curriculum</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the employment opportunities available in that vocational area and identify those that match their interests and abilities.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Software activity	Learners work through a computer programme, which enables them to identify their abilities, interests and career possibilities.	<i>Wider curriculum</i>
Mock interviews / Selection process	Learners develop strategies for employment in appropriate jobs.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Job application	Learners take part in a simulation exercise to prepare a CV and apply for a job based on simulation their strengths and predicted qualifications.	<i>Wider curriculum</i>
Personal finance session	Learners explore a range of concepts related to managing their own finances and apply them to their career plans.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Career investigation	, Learners plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>
Taster days	Learners take part in taster days supporting their peers in the process of workshop and induction	<i>Unit A6: Body Workshop</i>
Work experience	During a one-day-a-week placement, Learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>Unit A1: The Performing Arts Business</i> <i>Unit B1: The Music Business</i>

9. Learn from contact with personnel from different employment sectors		
Simulation	Learners take part in a design and make project in partnership with a local manufacturer. The firm's design director comes to the school to discuss the brief with Learners.	<i>Wider curriculum</i>

9. Learn from contact with personnel from different employment sectors		
Design brief	An artist in residence works with GCSE art and design Learners to design and make wooden sculptures for the school grounds.	<i>Wider curriculum</i>
Business mentoring	Some Learners have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>Wider curriculum</i>
Mini-enterprise	School governors from different businesses act as advisers to Learners during their mini enterprise activity.	<i>Wider curriculum</i>
Interview	In careers lessons, Learners identify the Standard Occupational Categories and interview an adult they know who works in one of them about their working day.	<i>Wider curriculum</i>
Personal finance	Personnel from a local bank work with Learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>Wider curriculum</i>
Work experience debriefing	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>Wider curriculum</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques.	<i>Wider curriculum</i>

BTEC First Certificate and Diploma in Media

1. Recognise, develop and apply their skills for enterprise and employability		
Production simulation	Learners take part in a media production activity, taking various production roles.	<i>Final Major Project. All specialist units.</i>
Mock interview	Learners prepare for and take part in a mock interview with a Connexions personal adviser or a local business person in which they will reflect on and articulate their skills for employability.	<i>Final Major Project.</i>
Guidance interview	Learners discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their career plans accordingly.	<i>Final Major Project.</i>
Work experience record	Learners record situations during their work experience when they have practised key skills, to be discussed with their supervisor and in school debriefing sessions.	<i>All units.</i>
Visit	Media learners go on a tour of a local media company's premises to observe people at work and to talk to employees about their roles.	<i>All units.</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Expert witness	Learners are given a talk by a local media worker and ask her/him questions.	<i>All units.</i>
Visit	Media learners go on a tour of a local media company's premises to observe people at work and to talk to employees about their roles. They record observations and put prepared questions to the firm's human resources manager about conditions of work..	<i>All units.</i>
Production simulation	Learners work in teams to design and produce CD mock-ups of covers for their favourite groups. They sell them to 'buyers' from local businesses.	<i>Unit 6: Print Production. Unit 7: Advertising Production. Unit 9: Photography Techniques.</i>
Virtual visit	Learners make a virtual visit to a local company's head office in Europe or the United States through its website during a module exploring the media industries.	<i>Unit 1: Understanding the Media.</i>
Work experience	During debriefing activities on work experience, learners prepare a five-minute presentation to the class about their recent placement.	<i>All units.</i>

2. Learn from experience (direct or indirect) of working practices and environments		
Work experience diary	Learners keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.	<i>All units.</i>
Local skills training centre	Learners visit a local skills training centre and take part in activities to develop work related skills in appropriate media industry settings.	<i>All units.</i>

3. Engage with ideas, challenges and applications from the business world		
Survey brief	Learners undertake a survey of the audience for a media product aimed at the teenage market.	<i>Unit 1: Understanding the Media.</i>
Marketing investigation	Learners produce ideas for material to promote their town or city in any medium.	<i>All specialist units.</i>
Business challenge	They investigate how to include local businesses in return for sponsorship for producing the materials.	<i>All specialist units.</i>

4. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work		
Work experience	Learners reflect on their experience of work and report their reflections by writing or speaking about them.	<i>All units.</i>
Assignment	Learners give a presentation showing how they would find a job of the type they observed during their work experience .	<i>All units.</i>
Videos	Learners use clips from TV programmes to investigate the differences between working practices in two work environments, eg a TV news unit and a newspaper office, or a theatre and a TV drama production studio.	<i>All units.</i>
Work-related videos	In careers lessons, learners learn about working practices in one or two employment sectors using material from current television programmes. They review their career plans to take account of what they discovered.	<i>All units.</i>
Group discussion	During work-experience preparation, learners discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.	<i>All units.</i>
Work shadowing	Learners arrange to work shadow a parent or family friend. They record their observations in writing or other media.	<i>All units.</i>

5. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place		
Assignment	Learners investigate media industries and job roles in those industries.	<i>All units.</i>
Simulation with a local business	Learners take part in a simulation with a local media company manager.	<i>All units.</i>
Role-play	Learners discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.	<i>All units.</i>
Health and Safety	Learners have a health and safety induction at the beginning of one of their specialist units. Afterwards they complete a quiz.	<i>All specialist units.</i>
Interview	Learners interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.	<i>All specialist units.</i>

6. Undertake tasks and activities set in work contexts		
Technical brief	Learners work to a brief to create a media product, and evaluate their work in the production process.	<i>All units.</i>
Assignment	Learners study the factors that have led to the setting up of a media industry in their region.	<i>Unit 1: Understanding the Media.</i>
Work shadowing	Learners spend a day shadowing someone in a media company.	<i>All units.</i>
Production simulation	Learners take part in the creation of a media product, taking on all the roles involved.	<i>All units.</i>
Finance	Learners work out a hypothetical budget for a production they have proposed.	<i>Final Major Project.</i>
Debate	Learners consider the issues involved in running a media business in a multi-ethnic community.	<i>All units.</i>
Work experience debriefing	During work experience, learners meet a teacher from their school and explain their impressions of their placement and start to identify what they are learning.	<i>All units.</i>
Talk and debate	In a year group assembly, learners hear a presentation on the regulations governing part-time workers under school leaving age. This is followed by a tutorial discussion on the advantages and disadvantages of working while still at school.	<i>All units.</i>

7. Develop awareness of the extent and diversity of local and national employment opportunities		
Business investigation	Learners carry out a survey of local media businesses by type, size and nature.	<i>All units.</i>
Business visitor	Learners meet a manager from a major media company and ask questions about employment opportunities with the company in the UK and abroad.	<i>All units.</i>
Careers fair	Learners visit a careers fair and find out which exhibitors have media employment opportunities locally and nationally.	<i>All units.</i>
Labour market investigation	Learners collect information on the range of media employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.	<i>All units.</i>
Group sessions	The Connexions personal adviser leads group sessions to help learners understand the characteristics of different types of employment and trends in different employment sectors.	<i>All units.</i>
Interview	During work experience, learners interview the human resources manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.	<i>All units.</i>
Career guidance interview	Learners explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.	<i>All units.</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Labour market investigation	Learners investigate the employment opportunities available in their vocational area and identify those that match their interests and abilities.	<i>All units.</i>
Mock interviews	Learners apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.	<i>All units.</i>
Job application	Learners prepare a CV.	<i>All units.</i>
Career investigation	Learners use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.	<i>All units.</i>

8. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives		
Taster days	Learners take part in taster days in local businesses where they can assess which job roles match their interests and abilities.	<i>All units.</i>
Work experience	During a one-day-a-week placement, learners are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.	<i>All units.</i>

9. Learn from contact with personnel from different employment sectors		
Production simulation	Learners take part in the creation of a media product, taking on all the roles involved.	<i>All units.</i>
Design brief	Learners work to a brief to create a media product, and evaluate their work in the production process.	<i>All units.</i>
Business mentoring	Some learners have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online.	<i>All units.</i>
Interview	Learners identify media industries in their region and interview an adult they know who works in one of them about their working day.	<i>All units.</i>
Personal finance	Personnel from a local bank work with learners to help them understand how pay slips are made up, and the basic operation of the income tax system.	<i>All units.</i>
Work experience	Learners interact daily with their work experience supervisor during their placements to check their progress.	<i>All units.</i>
First aid training	Learners work with members of the emergency services to learn first aid techniques that might apply to accidents related to particular media work activities.	<i>All technical units.</i>

