Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)

For first teaching September 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number (QN) for the qualification in this publication is:

Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)   600/2379/X

This qualification title will appear on learners' certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This qualification is accredited by Ofqual as being Stand Alone.

Welcome to the Edexcel BTEC Level 2 qualification in Leadership Skills

We are delighted to introduce our new qualification, which will be available for teaching from September 2011. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 qualification in Leadership Skills

This qualification is designed to support the development of leadership skills within schools and colleges. It can be taught as a separate qualification or within the teaching and learning of traditional subjects such as science, technology, engineering and mathematics education. The qualification has been developed with the Centre for Science Education at Sheffield Hallam University.

This qualification has been developed to ensure that the knowledge, skills and understanding provided are relevant, current and useful for both learners in terms of future employment. The qualification has been designed to support employability.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives to ensure that they meet employer and learner needs.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate

The Edexcel BTEC Level 2 Certificate covers some of the knowledge and practical skills required for a particular vocational sector.

Key features of the Edexcel BTEC Level 2 Certificate in Leadership Skills

The Edexcel BTEC Level 2 Certificate in Leadership Skills has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Level 2 vocationally-related qualification

- progress to employment

- progress to related general and/or vocational qualifications.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 Certificate in Leadership Skills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)

1 Qualification credit value: a minimum of 13 credits.

2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.

Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)

The Edexcel BTEC Level 2 Award in BTEC Level 2 in Leadership Skills is a 13 credit qualification that consists of 5 mandatory units **plus** optional units that provide for a combined total of 13 credits (where at least 10 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)			
Unit	Mandatory units	Credit	Level
1	Developing Personal Skills for Leadership	2	2
2	Practising Leadership Skills with Others	2	2
3	Learning with Colleagues and Other Learners	2	2
4	Communicating Solutions to Others	2	2
5	Learning from More Experienced People	2	2
Unit	Optional units		
6	Self-assessment	2	2
7	Working in a Team	3	2
8	Planning an Enterprise Activity	1	2
9	Running an Enterprise Activity	1	2
10	Producing a Product	1	2

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre

- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

The Edexcel quality assurance processes for BTEC Specialist qualifications involve:

- **Centre approval** for centres not currently approved to offer BTEC qualifications

- **Qualification approval.** For existing centres, this can normally be done online via Edexcel online

- **Quality Review and Development**. This checks centre processes and prescribes remedial action where necessary.

For qualifications that include internal assessment, Edexcel's quality assurance processes also include:

- **Accreditation of lead internal verifiers**. This involves online training and standardisation of Lead Internal Verifiers via our Online Training and Standardisation system. Please note that not all qualifications are available for online training and standardisation.

- **Standards verification.** This involves sampling of assessment evidence by Edexcel's standards verifiers to ensure quality and standards. This takes place where:

  - a centre's Lead Internal Verifier has not yet achieved accreditation

  - a qualification is being sampled to confirm that it meets national standards

  - a BTEC Specialist qualification is not covered by online training and standardisation

  - learners are registered for the qualification as part of an apprenticeship programme.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' places of learning
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

Access and recruitment

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

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

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

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF) is accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

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

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

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

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

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

For more information on Recognition of Prior Learning, please see the Edexcel website (www.edexcel.com).

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

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

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

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Developing Personal Skills for Leadership

Unit code: A/503/2870

QCF Level 2 BTEC Specialist

Credit 2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the opportunity to develop their personal leadership skills. The unit covers the main features of leadership and practical leadership.

Unit introduction

The ability to understand and use effective personal leadership skills is often a desirable aspect of employability. Whether using these skills formally as a team leader for a project or activity, or informally to lead a small group of people or convey instructions to others, it is important that learners are able to develop and reflect upon their personal leadership abilities. In this unit, learners gain an understanding of the main features of leadership and how to prepare themselves to demonstrate their leadership skills in an appropriate leadership activity.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know the main features of leadership	1.1 Describe the main features of leadership
	1.2 Describe how own skills and qualities relate to the main features of leadership
2 Know how to demonstrate own leadership skills	2.1 Describe the range of skills that can be used to lead others
	2.2 Describe how own leadership skills can be put into practice in order to lead others

Learning outcomes	Assessment criteria
3 Be able to prepare for a leadership activity	3.1 Select a suitable activity to demonstrate leadership skills
	3.2 Explain how the selected activity will enable demonstration of an appropriate range of skills

Unit content

1 Know the main features of leadership

Main features of leadership: responsibility for others eg making sure the team work together and achieves goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems

Own skills and qualities: carry out a review of personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

2 Know how to demonstrate own leadership skills

Putting a range of skills into practice: giving support to others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on performance of task; making decisions eg making a decision to solve a problem, deciding on the best way of doing something

3 Be able to prepare for a leadership activity

Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with tutor and agreeing suitability; choosing an activity they can complete appropriately

Why the activity was selected: matches experience, skills or interests of the learner; allows learner to demonstrate a skill they feel confident in as well as/ or a skill they wish to improve on

Essential guidance for tutors

Delivery

In introducing this unit, tutors could help learners consider what leadership means in a broad context. This could be done in a group discussion in which the tutor asks them to identify different types of leader, what a leader does (for example what are some of the obvious leadership traits?) and the skills required to become a good leader in a team, group or organisation. Learners could discuss the responsibilities leaders have towards their employees, students or team members, for their safety and wellbeing, and in carrying out different tasks or activities in a way that benefits those they are leading. They could consider how leaders interact with other people to make decisions, the leader's role in giving instructions, offering advice and guidance to others, and in giving and receiving feedback. Learners could also identify other attributes and qualities of effective leadership which they wish to discuss. Tutors may wish to emphasise that there are different types of leadership and that leadership is not necessarily a complex concept, nor is it accessible only to a few people.

Learners should relate these leadership skills and qualities to their own skills and qualities through discussion either within a group or with the tutor. They could be encouraged to think more generally about how they have demonstrated leadership skills before (for example, they may have been a team captain in football or rugby or been a leader in a social context, such as in Guides or Scouts). They could then go on to think about how their existing skills and qualities can be used, for example if they are good listeners, confident, diplomatic, tactful, so that they understand that leadership can be demonstrated by all sorts of people at different levels.

To assist learners in their planning for learning outcome 2, tutors may wish to give the group a structured activity to consider, for example a defined project or task in which each member can be allocated a particular job, and which has a defined timescale for completion. Learners could then discuss what leadership skills might be needed in a given activity. This can be agreed in advance with their tutor and be included in their plan as appropriate.

In preparing for a leadership activity for learning outcome 3, the tutor may wish to provide examples of real-life or simulated activities where leadership skills can be demonstrated. Learners may be supported to select an appropriate activity from the examples provided.

Assessment

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion which shows learners' individual contribution, or an individual discussion with the tutor. This may take the form of a taped discussion, video evidence etc. It may also be supported by written notes from the learner or tutor. Learners must describe at least three features of leadership and explain how these relate to their own skills and qualities.

For 2.1, learners need to be able to plan how they will demonstrate some basic features of leadership. Examples of the kinds of skills that may be included in learners' plans are detailed in the unit content. The tutor may wish to support learners in discussing and agreeing the skills they are planning to demonstrate.

Evidence for 2.1 and 2.2 could come via a group discussion which shows the individual contribution of learners, or an individual discussion with the tutor. This may take the form of, for example, a taped discussion, presentation, or video evidence. Evidence could also come from written notes in the form of a plan by learners or written notes of a discussion from the tutor. Learners must be able to describe at least two skills they would use to lead others and explain how they would put these skills into practice when working with others. The tutor may wish to support learners in deciding how these skills could be put into practice.

In achieving 3.1, learners need to select a suitable, straightforward activity to demonstrate the skills they have chosen. This should be in agreement with the tutor and could also be a shared agreement with the group if this is appropriate.

For 3.2, learners should explain why they selected that particular activity, for example the activity was a naturally occurring opportunity to show leadership skills or was something they selected because they thought it would be useful for developing a new skill. The explanation may also involve considering how well they would be able to demonstrate a particular skill via a particular activity.

Learners must be able to explain how the activity would enable them to demonstrate the skills they have chosen in an appropriate way. They may also want to consider which skills they are strong in and which they need to develop further. They may decide (on agreement with the tutor) that the demonstration is about practising a new skill or about confirming that they are able to demonstrate a recently acquired skill.

Evidence for 3.1 and 3.2 should come from a group discussion which shows the individual contribution of learners, or an individual discussion with the tutor. This could take the form of a taped discussion, video evidence or written evidence. It may also be supported by written notes from the learner or tutor. The tutor may need to guide learners to an activity that will allow the appropriate range of skills to be demonstrated. Learners must refer to at least two different types of leadership skills that could be demonstrated.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1	Level 2
Unit 12: Developing Personal Skills for Leadership	Unit 12: Practising Leadership Skills With Others
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to delegate tasks to others.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Unit 2: Practising Leadership Skills with Others

Unit code: F/503/2871

QCF Level 2 BTEC Specialist

Credit 2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the opportunity to develop their leadership skills with others as well as assessing their effectiveness.

Unit introduction

Working alongside others provides invaluable opportunities for learning how to lead. In this unit, learners will be able to practise their leadership skills with other members of a group. Learners will gain an understanding of skills such as giving feedback, decision making and allocating of tasks and responsibilities within a leadership context. In addition to developing learners' leadership skills through working with others, the unit considers how learners can evaluate their ability to lead others and suggest areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to lead a group activity	1.1 Describe how leadership skills contribute to a given group activity
2 Be able to demonstrate effective leadership skills with others	2.1 Give support to other members of the group
	2.2 Allocate tasks and activities appropriately to other members of the group
	2.3 Give and receive appropriate feedback for members of the group
	2.4 Make decisions about tasks and activities to solve problems

Learning outcomes	Assessment criteria
3 Be able to review own leadership performance	3.1 Assess own leadership performance 3.2 Suggest areas for improvement of own leadership performance

Unit content

1 **Know how to lead a group activity**

Group activities: in a school or college (or other place of learning), in a group project eg cross-curricular project, assignment within a vocational or subject-based area

Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved eg giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 **Be able to demonstrate effective leadership skills with others**

Giving support to others: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members

Allocating tasks and activities: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members

Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of task

Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3 **Be able to review own leadership performance**

Carrying out an evaluation: different types of evaluation of leadership; formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor; using feedback from different sources when evaluating your performance; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about time set for the task

Suggesting areas for improvement: based on their own assessment (and feedback from others, if appropriate) eg get feedback and suggestions from all team members before deciding on solution to problem in the team task

Essential guidance for tutors

Delivery

Tutors may decide to link this unit and *Developing Personal Skills for Leadership* together. It may be appropriate for tutors to give a short formal input to start this unit. This could be a summary of leadership styles, the skills and qualities required of a leader and the different situations in which leadership can be displayed. The follow-up could be group/class discussions about how these leadership skills contribute to leading a group activity. The challenge for tutors is ensuring that each learner has the opportunity to demonstrate leadership skills for this unit. Opportunities could be provided or learners could use the activities they are involved in to show their leadership skills. Whatever is chosen needs to be simple, limited and well defined.

If the leadership activity is classroom based, then each learner can choose an activity or task and think about the leadership skills required and how they are going to allocate jobs to their group members.

Although time -consuming, observing learners leading group activity, giving instructions, making decisions and being involved in a dialogue with their team is probably the easiest way of making sure everybody in the class has the opportunity to be a leader. Less forthcoming learners may need to be encouraged to be a leader.

Learners will need to make use of appropriate videos, websites and magazines to find the relevant information for this unit. Valuable information can also come from tutors and visiting experts.

In considering how to lead a group activity, learners could think about leadership in contexts that are familiar to them, for example in their school or college (the headteacher, their tutors). They could also discuss leaders in their local community or whom they know socially.

For learning outcome 1, a suitable group activity could be identified in discussion with the group and the tutor, or tutors could provide examples of given activities. The activity should be straightforward in nature and the leadership required should not be complex.

For learning outcome 2, learners will need an opportunity to demonstrate some of the more obvious features of leadership, within an informal or small group context.

In giving support to other members of the group, learners will need to demonstrate that they can take responsibility for encouraging all group members to work well. The tutor could therefore encourage learners to take an appropriate level of responsibility in seeing that the task or activity is carried out appropriately and that the deadline is achieved. Where this is not appropriate or practical, learners should have the opportunity to explain what has happened and suggest ways in which they could remedy the situation. Learners should be able to provide guidance or advice to others, as appropriate, in carrying out the activity and therefore will need to have a clear idea of what the activity is and how they want to achieve it.

In allocating tasks and activities appropriately, learners should take some responsibility for making decisions about who should be allocated which activity. They may wish to review the strengths of group members and decide which members would be most suitable to carry out the tasks. They could also show that they are able to discuss and agree their allocations with others and communicate to others why decisions have been made. Tutors may wish to support learners in discussing and agreeing allocations.

In giving and receiving feedback, learners will have the opportunity to demonstrate not only communication skills but also appropriate behaviour and attitudes in dealing with other members of the group. This would include giving feedback to others in an appropriate way that supports the aims of the group. They should also be able to receive feedback from others and show that they have considered the opinions and ideas of others.

Assessment

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner, or from an individual discussion with the tutor. This could take the form of a taped discussion, video evidence, or presentation in which the learner explains how their leadership skills would contribute to the given activity. It may also be supported by written notes from the learner or tutor.

Evidence for 2.1, 2.2, 2.3 and 2.4 could come from either an observation of learners by the tutor or other designated assessor or from written evidence. Learners must demonstrate that they can support other members of the group, allocate tasks and activities appropriately, give and receive feedback and make decisions about tasks and activities.

The observation can take the form of a witness statement, observation notes or a video of the learner's presentation to the group, with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters), with a supporting commentary from the tutor, if appropriate.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor and learners or (if appropriate) a small group discussion in which learners review their performance, describing what went well and what did not go so well. Learners need to discuss at least one aspect that they felt pleased with (for example, making a good decision which improved the group's performance) and one that they did not feel went so well (for example, interrupting another member of the group). Learners must also suggest at least one area where their leadership performance could be improved.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1	Level 2
Unit 12: Developing Personal Skills For Leadership	Unit 11: Developing Personal Skills for Leadership
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners should have access to appropriate sources of information about leadership, such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task that allows them to show leadership skills.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

www.tellmehowto.net

Unit 3: Learning with Colleagues and Other Learners

Unit code: J/503/2872

QCF Level 2 **BTEC Specialist**

Credit **2**

Guided learning hours: 20

Unit aim

This unit gives learners the opportunity to learn new skills with others by considering the importance of learning with others, planning own learning, interacting appropriately with others and reflecting on the success of learning.

Unit introduction

Colleagues and other learners are a valuable resource in the learning process, and this unit introduces learners to the importance of this resource. Learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group. Learners will also reflect on their experience of learning with a group of colleagues or other learners.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the importance of learning with colleagues or other learners	1.1 Describe how learning with one's colleagues or other learners is important for own development
2 Know how to plan the learning to be undertaken with colleagues or other learners	2.1 Select a learning goal to undertake with colleagues or other learners
	2.2 Describe ways to work towards achieving the learning goal

Learning outcomes	Assessment criteria
3 Be able to interact appropriately with colleagues or other learners in a learning situation	3.1 Respond appropriately to advice from others
	3.2 Express beliefs and opinions to others appropriately
	3.3 Give helpful feedback to others
4 Be able to review the learning undertaken with colleagues or other learners	4.1 Give examples of how learning with colleagues or other learners took place
	4.2 Describe an example of learning with others that was successful
	4.3 Discuss an example of learning with others that was not successful

Unit content

1 **Understand the importance of learning with colleagues or other learners**

Importance of learning with others: finding more effective answers and solutions to tasks or problems through interaction with other learners eg solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others eg patience, empathy, tolerance, flexibility, loyalty, reliability

2 **Know how to plan the learning to be undertaken with colleagues or other learners**

Learning goals: identifying an aspect of their learning they can undertake with other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study eg attend a course to learn new skills for future employment, work in a group to do research for school assignment

Working towards the learning goal: eg attend training course and attempt all tasks given on course, complete assigned part of group/team project, compile list of questions to ask visiting speaker during question-and-answer session

3 **Be able to interact appropriately with colleagues or other learners in a learning situation**

Responding appropriately to advice from others: thanking someone for their advice, asking an appropriate question about the advice offered, being polite in expressing that you don't agree with the advice

Expressing beliefs and opinions: preferences and dislikes, relevance of an aspect of learning, how useful the learning was

Giving helpful feedback: feedback to other learners on how useful learning was, what could be improved or changed

4 **Be able to review the learning undertaken with colleagues or other learners**

Examples of learning with others: informal learning situations eg team-building activities or development activities, day-to-day working with a group of people at the same level; formal learning situations eg training courses, induction days, classes, workshops

Reviewing the learning with others: deciding whether the experience of learning with others was successful eg whether the group task was achieved, whether the learner found out new information from others or acquired new skills from being with others; considering anything that could have been done better eg the learner should have paid more attention to the suggestions and ideas of other learners in the group

Essential guidance for tutors

Delivery

The tutor should encourage learners to talk about the importance of learning with their colleagues or other learners. They could consider, for example, how it helps their own development to learn with people at a similar level. Learners could think about how they benefit from learning alongside people working at the same level as them (for example, other group members, classmates or other learners) and people who have the same level of experience as them (for example, people they come into contact with during activities such as training courses or activity sessions). These should be people familiar to the learner and with whom they come into contact, although this may not necessarily be on a day-to-day basis.

For learning outcome 2, tutors may wish to discuss and agree the learning goal in advance with the learner. For example, this could be about learning a new skill or developing their communication skills, about learning a new IT package or finding out information relevant to their career plans. A group or team development activity (run informally or formally as appropriate to the learning) would also be useful for learning outcome 2.

Learning outcome 3 may be demonstrated during an activity such as a team building or development session where the learner's peers are also present.

For learning outcome 4, learners might find it helpful if tutors encourage them to reflect on questions about how and what they have learned with other learners. These could include 'What types of activity did I/the group carry out?', 'How did this help my learning?', 'What new skills/information did I learn?', 'Did I learn anything useful that I did not expect to learn?', 'Did I make the progress I expected towards my goal, and if not, what else do I need to do?'.

Learners should also be given the opportunity to reflect on their learning experience with others. They could consider what they thought the benefits were of learning in a group situation rather than learning on their own. They could also think about whether or not the learning experience was a positive one, and if not, what benefits they see in learning alone.

Assessment

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner, or from an individual discussion with the tutor. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or tutor. To achieve 1.1, the learner needs to describe why learning with other learners or colleagues is important for their personal development.

Evidence for 2.1 and 2.2 could come from a one-to-one discussion between the tutor and the learner in which the learner describes a learning goal they will be able to undertake with peers and explains how they will work towards achieving this learning goal.

Evidence for 3.1 to 3.3 could come either from an observation of learners by the tutor or other designated assessor or from written evidence. At least one example of each kind of behaviour is required. The evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other learners, along with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example, copies of emails, memos or letters), with a supporting commentary from the tutor, if appropriate.

Learners should be able to respond appropriately to advice from others in the group, for example advice on how to do something better. The advice given by others could be directed to the learner individually or to a group of which the learner is a part. Learners should also show that they are able to express beliefs and opinions to others appropriately. Their beliefs and opinions could relate to the general learning situation or to their own learning. Additionally, the learner must show they are able to give helpful feedback about their learning in an appropriate way. For example, if the learner is filling in a feedback form for an external activity, they could provide helpful suggestions about how to improve the programme and what they found useful or not. The information should be useful to others to improve on development activities.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor and the learner or a small group discussion in which the learner gives at least two examples of how they have learned with colleagues or other learners (for 4.1). Criteria 4.2 and 4.3 require learners to reflect on their shared learning experience, describing at least one example of what they have learned, understood or gained from the experience of learning with others. Learners should also describe at least one example of when learning with others was difficult and say why.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 17: Learning from More Experienced People
Unit 21: Learning from Work Placement	Unit 18: Learning from More Experienced People	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	Unit 26: Preparing for Work Placement
	Unit 28: Preparing for Work Placement	Unit 27: Learning from Work Placement
	Unit 29: Learning from Work Placement	

Essential resources

Learners should have access to situations where they learn alongside other learners.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

Unit 4:   Communicating Solutions to Others

Unit code: L/503/2873

QCF Level 2   **BTEC Specialist**

Credit   **2**

Guided learning hours: 20

Unit aim

This unit gives learners the opportunity to deal with problems by considering if a solution is needed, how to solve the problem and how to communicate the solution to others. Learners will also assess how successfully they communicated with others.

Unit introduction

Being able to solve problems and share solutions with others is a valuable skill for learning, employability and life in general. In this unit, learners will find out why a problem requires a solution, how to communicate possible solutions to others in an appropriate way and how to deal with responses to what has been presented. Additionally, learners will review the effectiveness of their performance in presenting a solution to others and suggest possible areas for improvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1 Know why they need to solve a problem	1.1	Describe a possible problem to solve
	1.2	Describe reasons why the problem needs a solution
	1.3	Describe a way to solve the problem
2 Be able to communicate the solution effectively to others	2.1	Explain to others how the problem was solved
	2.2	Use appropriate information to support their explanation

Learning outcomes	Assessment criteria
3 Be able to provide appropriate responses to questions or objections	3.1 Identify possible questions or objections to their solutions to a problem
	3.2 Plan how to deal with feedback and questions from others in the group
	3.3 Respond appropriately to questions or objections from others
4 Be able to assess their performance	4.1 Explain why parts of the communication were successful
	4.2 Explain why parts of the communication were not so successful
	4.3 Suggest ways to improve the communication of the solution

Unit content

1 Know why they need to solve a problem

Possible problems to solve: differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new processes/actions, need to improve or change a current situation, need to test or check new ideas, need to find information

Reasons why the problem requires a solution: eg lack of communication could lead to missed deadlines, inadequate management or knowledge means quality of work would not be so good, project cannot be undertaken unless sufficient knowledge/ resources are available, changes in technical equipment could lead to problems in producing a project, learner cannot complete project on climate change without first finding out why climate change is occurring

Ways to solve problems: eg rewrite instructions in plain English, consult team about revised plans, investigate possible effects of changing technical equipment before implementing changes, submit an application for funding for a project

2 Be able to communicate the solution effectively to others

Methods of presentation: verbal presentation either formally or informally; written presentation eg by email, project, portfolio, letter

Appropriate information: background research, evidence of where the solution has been used before successfully; what has improved since the problem was solved or what could improve once the problem is solved; who was contacted to provide support, guidance or advice

3 Be able to provide appropriate responses to questions or objections

Possible questions/objections: wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented, finding problems with the proposed solution

Responding appropriately: give clear and accurate information; provide full information; offer to provide further information if necessary; deal with questions politely and tactfully; take on board other people's views

4 Be able to assess their performance

Carrying out an evaluation: discussion with tutor either formally or informally; using a checklist or appropriate evaluation form; identifying what went well and what did not go well

Suggesting how to improve on own performance: eg not interrupt those who are asking questions about the solution, speaking more slowly when explaining how the problem was solved

Essential guidance for tutors

Delivery

In relation to learning outcome 1, tutors might find it useful to give learners the opportunity to take part in group or teamwork in which the contribution of each member of the group can be assessed. The tutor may wish to support the group in identifying a problem, and it is suggested the learner focuses on problems which are related to a work or learning context. Alternatively, learners could work individually in describing a problem to their tutor.

Tutors may wish to guide learners to carry out some simple research into methods to use in solving the problem for learning outcome 1. This could include prompts of where to find appropriate information to solve a problem requiring background research, prompts of who to contact for support or guidance either within or outside the organisation (for example, the form tutor for a problem with attendance or sickness absence, a class tutor for a problem relating to a class project), or prompts regarding some ways in which learners might tackle the problem, for example comparing advantages and disadvantages of different approaches.

Opportunities for developing and practising the communication skills needed for learning outcomes 2 and 3 may be achieved, for example, by organising learners into groups and then asking one member from a group to present their solution to another group. This could all be done informally and within small groups so that learners feel confident in their presentation. Learners could also choose other ways to communicate, for example if the people learners need to contact are not immediately available, learners could choose to draft an email or a memo which describes the problem and solution. These written documents need not be lengthy or complex.

For learning outcome 4, tutors and learners would probably find it most appropriate to discuss performance in either a one-to-one or a small group situation.

Depending on the context used within the unit, tutors may wish to access a range of information in delivering this unit. For example, the unit could be used as part of a cross-curricular project in a school or college setting. There could also be links to national schemes such as Young Engineers, BA CREST awards, mathematics challenges or apprenticeship awards.

Learners should use appropriate texts, websites and magazines. Valuable information can also come from tutors, guest speakers and visiting experts.

Assessment

Evidence for 1.1, 1.2 and 1.3 could come from a group discussion which shows the individual contribution of the learner, or from an individual discussion with the tutor. This may take the form of a taped discussion, video evidence or some other appropriate format. It may also be supported by items such as written notes or photographic evidence from the learner or tutor. Learners need to describe a possible problem, explain why it needs to be solved and describe one possible way of solving it.

The problem described by the learner should not be overly complex and the learner must be able to describe at least one way in which it could be solved. The solution need not be sophisticated but must evidence that the learner has arrived at it through some research or discussion with others. Learners need to explain why the problem is actually a problem, for example, it may be that something is a problem because it results in a piece of work being completed too slowly and so a deadline is missed, or something may be a problem because, unless it is solved, a team goal cannot be reached.

Evidence for 2.1 and 2.2 could come either from an observation of the learner by the tutor, supervisor or other designated person, or from written evidence. Learners must demonstrate that they can explain how the problem was solved and use appropriate information to support their explanation.

The observation can take the form of a witness statement, observation notes or a video of the learner's presentation to the group, with supporting notes. If written, evidence of the learner's written communication must be provided (for example, copies of emails, memos or letters), with supporting commentary from the tutor if appropriate.

Evidence for 3.1, 3.2 and 3.3 could come either from an observation of the learner by the tutor or other designated assessor, or from written evidence. Learners must identify two possible questions and/or objections that others might have concerning the solution they are presenting. Learners must also be able to plan how they would respond to such questions or objections and then show that they can respond in the appropriate way as intended. Whether interacting with others via written means or face-to-face, the learner needs to respond clearly and politely to any questions or objections raised.

The observation could take the form of a witness statement, observation notes or a video of the learner's presentation to the group with supporting notes. If written, evidence of the learner's communication should be provided (for example, copies of emails, memos or letters), with supporting commentary from the tutor if appropriate.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor and the learner in which the learner evaluates how effective they were in communicating their solution to others. Criterion 4.1 requires learners to identify at least one aspect that was successful (for example, the learner was able to answer all the questions raised by others) while 4.2 requires learners to identify one that was less successful (for example, the learner forgot to run a spelling check on their presentation documents). For 4.3, the learner needs to suggest at least two areas for improvement in their performance (for example, have more supporting information available when presenting a solution).

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 17: Solving Work-related Problems	Unit 15: Communicating Solutions to Others	Unit 23: Solving Work-related Problems
Unit 19: Speaking Confidently at Work	Unit 24: Solving Work-related Problems	

Essential resources

Learners should be able to access appropriate sources of information on communicating solutions to problems.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

www.tellmehowto.net

www.wikihow.com

www.worketiquette.co.uk

Unit 5: Learning from More Experienced People

Unit code: D/503/2876

QCF Level 2   BTEC Specialist

Credit   2

Guided learning hours: 20

Unit aim

The aim of this unit is to give learners the skills and knowledge to learn from more experienced people. The unit describes the benefits of working with more experienced people and how learners can use this learning to enhance their own skills.

Unit introduction

One of the key ways in which people learn and develop is by interacting with others who are more experienced in a particular field of work or study. These may be visiting experts, colleagues who are senior, or others working at a similar level who have spent longer in that particular field. In this unit, learners will find out how to recognise what they have learned from senior or more experienced people, evaluate the usefulness of what they have learned and put these skills into practice for themselves.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1 Know about situations where they might interact with more experienced people	1.1	Select situations where learners can interact with experienced people
	1.2	Describe ways to benefit from working with more experienced people
2 Know ways in which more experienced people work effectively	2.1	Describe effective working methods demonstrated by a more experienced person
	2.2	Describe why these ways of working are effective

Learning outcomes	Assessment criteria
3 Know how to improve performance by learning from those who have more experience	3.1 Select examples of a skill or process learnt from others with more experience
	3.2 Describe how to use what has been learnt to improve own performance
	3.3 Describe the advantages of learning from more experienced people
	3.4 Describe the disadvantages of learning from more experienced people
	3.5 Select a skill or process which needs to be improved
	3.6 Outline the plan to improve the skill or process with the help of more experienced people

Unit content

1 **Know about situations where they might interact with more experienced people**

   More experienced people: more experienced team members or learners eg heads of department, tutors; people in other teams eg external experts or consultants, members of other teams or groups, tutors, teachers

   Situations of interaction with more experienced people: receiving advice, instruction or teaching from more experienced people in formal and informal contexts eg classes, presentations, activities, workshops; working alongside more experienced people eg working in a team with more experienced colleagues or learners, observing more experienced people for activities eg work shadowing, attending an event, attending a presentation

   Benefits of learning from more experienced people: application of skills to the learning environment eg experience of dealing with tutors or peers, skills and knowledge of how to adapt to the different working conditions eg weather, materials

2 **Know ways in which more experienced people work effectively**

   Examples of effective ways of working and why they are effective: doing things effectively has positive impact for individuals and the organisation, school or college eg treating other learners/staff/customers with respect makes people feel valued and meets expected standards of the place of learning, meeting deadlines for handing in an assignment keeps people on track for a given schedule or timetable, producing high-quality work raises the person's self-esteem, participating in meetings or group activities helps others learn or do their work effectively, modelling good personal conduct has an impact on a class by setting high standards for behaviour and work

3 **Know how to improve performance by learning from those who have more experience**

   Skills or processes learned from more experienced person: new or improved skills eg how to write a summary, how to test a physics theory, how to manage personal finances, how to set a goal

   Using what has been learned to improve own performance: eg using new skills in personal finance to save money for a specific purpose, using new knowledge about a microscope to use it more easily and quickly in next science experiment

   Assessing the skills, knowledge or understanding learned from more experienced people: how easy or difficult it was to learn something new from someone with more experience; how completely/successfully the new skill, knowledge or understanding has been learned; how relevant or useful the new skill, knowledge or understanding is to the learner's work or learning situation

Essential guidance for tutors

Delivery

Via group or individual discussion, learners will need the opportunity to describe situations in which they might interact with more experienced people in a school, college or other place of learning. Examples of more experienced people could include other learners they have identified as being more experienced, tutors and visiting experts or consultants. Tutors could encourage learners to talk about the relationship they have with the more experienced people in their college or school. For example, is this a formal or informal relationship? What differences and similarities are there in the different relationships they have?

Learners would find it useful to discuss what effective working looks like in their particular place of learning. This may be about interacting with other people appropriately, for example colleagues, tutors or visiting consultants. The discussion might also include examples such as producing high-quality reports or pieces of work and fulfilling responsibilities in the school, college or other place of learning.

In relation to learning outcomes 2 and 3, learners need opportunities to observe more experienced people demonstrating skills, knowledge, processes and ways of working. This could come about via a wide range of activities such as work shadowing, presentations by visiting experts, interviews with more experienced learners, or even day-to-day interaction with more experienced people in a place of learning.

Learners may need support in making the connection between effectiveness and having a positive impact on the learning environment. It would be helpful to direct learners to the question of why what they observed in a more experienced person was effective. For example, did the piece of work they completed inform new developments in a certain area of study or help other colleagues to make informed decisions about solving a problem?

Assessment

Evidence for 1.1 – 3.5 could come from a group discussion which shows the individual contribution of the learner, or from an individual discussion with the tutor. Evidence may take the form, for example, of a taped discussion, video evidence or presentation. It may also be supported by written notes from the learner or the tutor.

In achieving 1.1, learners must describe at least two situations in which they might interact with more experienced people and how they interact with these people. The situations selected should involve people either familiar to the learner or people the learner could reasonably expect to come into contact with in their college, school or place of learning. For 1.2, learners should be able to describe at least two benefits from working with more experienced people.

For 2.1 and 2.2, learners need to describe at least two effective ways of working demonstrated by a more experienced person and explain why each way of working was effective.

Criterion 3.1 requires learners to select at least two examples of skills, knowledge or understanding they have learned from more experienced people. For 3.2, the learner will need to describe clearly how the specific skills, understanding or knowledge could be used to improve their performance in their own learning situation.

For 3.3 and 3.4, learners need to describe at least two advantages and two disadvantages of learning from people with more experience. The learner may consider how easy or difficult it was to learn a new skill or process from someone who had no problem completing the process or using the skill. Learning on the job can be easy or difficult. Noise and interruptions can make concentration difficult. Learning the skill in context makes more sense and therefore can make it easier for the learner to see the relevance of the skill.

For 3.5 and 3.6, learners need to consider their skills they require. Evidence for 3.5 and 3.6 is possibly most effectively derived from a one-to-one discussion between the tutor and the learner, in which the learner carries out an review of what they have learned. This may be supported by written notes from the learner.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 18: Learning from More Experienced People	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	Unit 26: Preparing for Work Placement
	Unit 28: Preparing for Work Placement	Unit 27: Learning from Work Placement
	Unit 29: Learning from Work Placement	

Essential resources

There should be a variety of people available in the school or college who can demonstrate positive behaviours to learners. These people can also answer questions and support learners with work shadowing.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk

www.mindtools.com

Unit 6:   Self-assessment

Unit code: **F/503/2868**

QCF Level 2   **BTEC Specialist**

Credit value: **2**

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop the skills to assess their own strengths, weaknesses, skills and qualities to inform personal goal-setting and to review personal achievements over time.

Unit introduction

The aim of this unit is for learners to assess their strengths, weaknesses, skills and qualities so that they can use this understanding of themselves to make progress in their work and personal lives. Additionally, learners will use this information to set their own personal goals. Learners will gain an understanding of the importance of self-assessment and will find out how to set their own long-term and short-term personal goals and review personal achievements over time.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1 Understand self-assessment	1.1	Explain why it is important to assess personal strengths and weaknesses
	1.2	Explain why it is important to assess personal skills and qualities
2 Be able to reflect on personal strengths and weaknesses	2.1	Describe own personal strengths and weaknesses
	2.2	Explain why it is important to continue to develop own strengths
	2.3	Explain why it is important to improve on own areas of weakness

Learning outcomes	Assessment criteria
3 Be able to reflect on own skills and qualities	3.1 Describe own skills and qualities
	3.2 Explain why skills and qualities identified are important for own career and personal life
4 Be able to set personal goals	4.1 Identify sources of information for learning and progression
	4.2 Identify personal long-term goals
	4.3 Describe short-term goals required for meeting long-term goals
	4.4 Describe ways in which goals may be tracked over time
	4.5 Devise a plan for learning, showing responsibility for own learning
	4.6 Implement own plan for learning, showing responsibility for own learning
5 Be able to review personal achievements	5.1 Identify achievements over a given period
	5.2 Give reasons for success in achievements
	5.3 Explain why goals may not be reached within a set period of time

Unit content

1 **Understand self-assessment**

Importance of self-assessment of personal strengths and weaknesses: identify personal strengths; identify personal weaknesses; plan future; set achievable goals; plan to develop strengths and weaknesses

Importance of personal skills and qualities: recognise personal skills; recognise personal qualities making realistic career choices and plans; setting achievable long-and short-term goals; successful relationships at work and in personal life

2 **Be able to reflect on it is important to assess personal strengths and weaknesses**

Describe strengths and weaknesses: self-assessment; use of tools; feedback from others

Importance of developing strengths: may benefit career, may benefit personal life, may improve self-esteem, career plans may be changed, enhanced or confirmed as a result, understanding your strengths helps in setting personal goals

Importance of improving on areas of weakness: helps in setting realistic goals, may benefit personal life, can improve employment or career prospects

3 **Be able to reflect on own skills and qualities**

Describe own skills and qualities: use strengths and weaknesses analysis tool, reflect on past performances and achievements, consider talents and interests, receive feedback from appropriate people

Why skills and qualities identified are important for own work and personal life: in relation to own career choices, career plans and career goals; in relation to goals for personal life

4 **Be able to set personal goals**

Sources for learning and progression: eg job advertisements, college prospectuses and websites, company websites, libraries, careers advice services

Goal-setting process for short-term goals and long-term goals: using a stepped process, assess strengths and weaknesses, assess skills and qualities; goal needs to be important to the individual; goal to be achievable; importance of defining the goal clearly; use SMART targets, short-term goals must link logically and progressively to long-term goal

Tracking goals over time: periodically check plan of action to be taken; have short-term targets; measure achievement by comparing current and intended performance

Devise plan: to include goals, skills required, and timeframe

Implement plan: recording achievements against goals

5 **Be able to review personal achievements**

Review personal achievements: successful achievements and why something was successful eg successful work placement as supervisor was supportive and learner was consistently punctual; less successful achievements and why something was less successful eg coursework not fully completed as learner did not ask for necessary help, unrealistic goals

Essential guidance for tutors

Delivery

The emphasis of this unit is on allowing learners to analyse their strengths, weaknesses, skills and attributes in order to set long-term and short-term goals. For much of the delivery of this unit, learners will need to focus on their personal attributes in order to develop a plan to achieve goals; a mixture of tutor-led input and individual learner reflection is therefore, required.

Learners at this level will be working towards developing some autonomy in setting goals.

To complete this unit, learners could record their self-analysis, goal setting and evaluations through the completion of logbooks (or similar method of recording the appropriate information). Tutors are encouraged to use a variety of methods of recording information in the log, wherever possible or appropriate.

The tutor could start delivery of this unit by inviting guest speakers to talk about their experiences of self-assessment. Learners would find it useful to prepare questions to ask speakers about how self-assessment was of benefit to them in their careers and personal lives.

For learning outcome 2, the strengths and weaknesses of individual learners could be explored through tutorials or one-to-one discussions. Learners could then work on their own to consider why it is important to improve areas of weakness. Learners could conduct personal research using the internet or other appropriate resources for information on some ways of improving areas of weakness. If appropriate, recognised personality profiling and self-assessment tools may be used in a strengths and weakness analysis. The results of the research could be shared with the group. Recognising and investigating areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of caution and respect, with an emphasis on the fact that everyone has strengths and weaknesses and that it is important to continue developing and accentuating the positive while finding ways to address weaknesses and achieve self-improvement in the desired areas.

The importance of skills and qualities for all areas of life could be explored through different case studies for learning outcome 3. A question-and-answer session could be a useful way of determining the key points.

In order for learners to understand the concept of goal setting for learning outcome 4, it would be useful to develop a mind map or similar learning tool with learners, using prompts and question-and-answer sessions for each of the factors involved in goal setting, until a picture is complete. Learners will need to develop and implement their own plan for drawing together their learning from previous learning outcomes.

The importance of reviewing personal achievements could be explored through group discussion to include the value of reflecting on failures as well as successes.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. The logbook could include a variety of methods of recording the appropriate information, depending on the needs of individual learners. Alternative methods of evidencing learning may be used. Evidence from tutorials or taped discussions verified by the tutor may be included in the log.

For 1.1, learners will need to give two reasons why it is important to assess personal strengths and weaknesses. For 1.2, learners will need to give two reasons why it is important to assess personal skills and qualities. The responses for 1.1 and 1.2 may be generic or may refer to the importance of self-assessment for their own career plans and personal life.

For 2.1, learners will need to give clear details about both their strengths and weaknesses. They need to refer to at least two areas of strength and two areas of weakness.

Criterion 2.2 requires learners to give at least two reasons why it is important to continue developing the strengths identified in 2.1.

For 2.3, learners need to give two reasons why it is important to improve the areas of weakness described in 2.1.

Learners need to give details about their skills and qualities for 3.1.

For 3.2, learners will need to explain why two skills or qualities identified in 3.1 are important to their work or personal life.

Criterion 4.1 requires learners to identify the sources that inform their goal setting. For 4.2 and 4.3, learners will need to identify two specific, measurable, attainable, realistic long-term goals and the short-term goals planned for each long-term goal. The evidence for this may be a plan included in the logbook or similar recording tool.

Details of how the success of the goals will be tracked need to be included for 4.4. In 4.5 learners should develop a learning log that incorporates their goals, skills needed and a timeframe for achievement. They should implement this and record achievements over a short period of time sufficient for them to collect evidence to meet 4.6.

For 5.1, learners should identify their achievements over a stated period of time.

For 5.2, learners should give two reasons why they were able to accomplish the achievements (identified in 5.1).

For 5.3, learners need to explain why goals may not be reached within a set period of time. Examples may be provided to support the explanation, which may be generic or in relation to learners' own experiences.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	Unit 22: Setting and Meeting Targets at Work
Unit 16: Setting and Meeting Targets at Work	Unit 23: Setting and Meeting Targets at Work	

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.career-advice.monster.com

www.careersserviceni.com/Cultures/en-GB/CareerService

www.lifecoachexpert.co.uk

www.mindtools.com

www.reed.co.uk/CareerTools/SelfAssessments.aspx

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Unit 7: Working in a Team

Unit code: Y/503/2875

QCF Level 2   BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

Unit introduction

Teamworking skills are extremely valuable in the workplace and are transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will understand how to reflect on their own and the team's effectiveness in completing the task. They will consider their individual contribution to the team's performance and areas where the team could improve their teamworking skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the advantages and disadvantages of having a team complete a task	1.1 Assess advantages of having a team complete a task
	1.2 Assess disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 Create a code of conduct for effective team work
	2.2 Explain likely consequences of team members not following a code of conduct

Learning outcomes	Assessment criteria
3 Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team
	3.2 Assess relevant strengths, skills and experiences that other members bring to a particular team
4 Be able to allocate roles and responsibilities within the team in relation to a given task	4.1 Agree with other team members the roles and responsibilities of each member of the team
	4.2 Describe how each role contributes to the team's objectives and the completion of the team task
5 Be able to work positively as a member of a team	5.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task
	5.2 Devise a team plan to solve a problem when working with others
	5.3 Make a contribution to a team by sharing skills and knowledge
	5.4 Offer help, support or advice to team members when appropriate
	5.5 Respond positively to advice and constructive criticism
	5.6 Follow a plan to complete a task or activity on time
6 Be able to reflect on the performance of a team	6.1 Discuss how individual performance contributed to the overall performance of the team
	6.2 Describe ways in which the team as a whole performed effectively
	6.3 Select areas in which the team could improve its team work skills

Unit content

1 **Understand the advantages and disadvantages of having a team complete a task**

Advantages of teamwork: employee/learner strengths and weaknesses can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person; task may require directing by a leader

2 **Understand the need for a team to work to an agreed code of conduct**

Code of conduct for teamwork: eg every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

Consequences of team members not following code of conduct: team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

3 **Be able to recognise the different strengths, skills and experiences different people bring to a team**

Teamwork skills, strengths and experiences: practical skills eg ability to cook, paint, use a computer, good with numbers and money; interpersonal skills eg patient, friendly, enthusiastic, loyal; communication skills eg confident speaker, good listener; motivational skills eg good at encouraging or helping others; organisational skills

4 **Be able to allocate roles and responsibilities within the team in relation to a given task**

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 **Be able to work positively as a member of a team**

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Team task plan: including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, divisions of labour, timelines, expected outcomes

Give help, support or advice to others: offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task while fellow team member is absent

Respond positively to advice or constructive criticism: value of the advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks

Complete own task successfully and on time: carry out own task to appropriate standard within agreed timescale eg finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline

6 **Be able to reflect on the performance of a team**

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team members worked well together, every team member made contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance for tutors

Delivery

The unit has been designed to be practical, therefore learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. In understanding this concept, learners may find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners may find it useful to ask questions of other colleagues regarding the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be agreed before considering learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around 4-8 people who have the potential to complete the set task. If the teamwork task is not assigned to an existing team known to the learner, the learner will need some time to get to know the other team members in order to be able to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable and achievable and which match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor for this purpose. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to during the rest of the unit.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their contribution to the whole task and report back for the team to agree.

Learners could compile a logbook which could include the agreed roles and responsibilities of all the team. The logbook will help the learner to monitor their performance, which is required for learning outcome 5.

For learning outcome 6, learners could discuss both the performance of individuals and that of the team as a whole as part of a group exercise. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

In order to achieve 1.1 and 1.2, learners will need to assess at least two advantages and two disadvantages of teamwork. Practical examples of team-work situations could be given to support the explanation.

For 2.1, the code of conduct could be produced in a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include at least two likely consequences of team members not following the code of conduct for 2.2.

For 3.1, learners must describe how at least one of their strengths, skills and experiences is relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. The evidence for 3.1 and 3.2 could be recorded in an appropriate format such as a logbook.

To achieve 4.1, the role played by the learner in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor to show that the learner has played an appropriate role in this regard.

For 4.2, learners must describe how each team member's role contributes to the team's objectives and the completion of the team task. Learners could compile a logbook to record the explanations for 4.2. The logbook could take a variety of formats, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 may be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor. Alternative methods of evidencing, such as witness statement or observation may be used.

6.1, 6.2 and 6.3 may be evidenced in group discussion. Responses should be recorded for verification purposes.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 16: Positive Attitudes and Behaviours at Work	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	

Essential resources

Learners must be given the opportunity to participate in a teamworking task.

Indicative resource materials

Websites

www.career-advice.monster.com

www.lifecoachexpert.co.uk

www.projectsmart.co.uk/team-building.html

www.worksmart.org.uk/career

Unit 8: Planning an Enterprise Activity

Unit code:	R/503/2888
QCF Level 2	BTEC Specialist
Credit	1
Guided learning hours: 10	

Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. This unit aims to provide learners with a broad introduction for preparing to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1 Know how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service
	1.2	Describe why people might want to buy their product or service
2 Be able to prepare a plan for implementing an enterprise activity	2.1	Describe the tasks that need to be completed to carry out the enterprise activity
	2.2	Present the timelines required to carry out the tasks identified
	2.3	Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified

Learning outcomes	Assessment criteria
3 Understand the risks involved in running the enterprise activity	3.1 Assess main risks that may occur in implementing the enterprise activity
	3.2 Discuss ways to minimise the risks

Unit content

1 **Know how to choose a viable enterprise activity**

Key aspects of a viable product or service: providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place

Possible customers: having a clear idea of what the product or service is and what it will do or provide for the customer eg handmade gift wrap will provide customer with high-quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants eg people with busy schedules or a disability are likely to make use of dog-walking service, people who are interested in fashion might wish to buy handmade jewellery

2 **Be able to prepare a plan for implementing an enterprise activity**

Planning to implement the enterprise activity: key activities needed eg administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience

3 **Understand the risks involved in running the enterprise activity**

Assess main risks: different types of risks eg lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks eg start-up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support

Essential guidance for tutors

Delivery

To make this unit realistic the tutor should look at *Running an Enterprise Activity* and *Producing a Product* and decide in which order to deliver them. *Producing a Product* may provide the products/services for use in *Running an Enterprise Activity* and this unit.

This unit has been designed to make the key topics practically based wherever possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. The activity can be either producing a product, for example greetings cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required in order for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

It would be helpful if learners were given the opportunity to identify a range of products and services before choosing which idea to pursue further in this unit. A question-and-answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion as to what is needed for the planning of a successful enterprise activity. A plan does not need to be as detailed as a business plan, which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question-and-answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be completed before trading begins. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as 'Dragons' Den'.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be gained through watching TV programmes such as 'Dragons' Den' or gained making use of magazines and websites that provide information and advice for entrepreneurs. The risk assessment involves not only health and safety but other factors such as supplies, production methods, marketing and selling, which will affect the success of the enterprise.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

To achieve 1.1, learners must clearly describe their choice of product or service, what it will provide to the customer and how it will be provided. For 1.2, learners need to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

In order to achieve 2.1 the learner will need to describe the tasks to be done. This could include the research about customer needs as well as what materials they require before they start the enterprise activity. Criterion 2.2 requires learners to estimate and present a timeline showing how long it will take to carry out the tasks.

To achieve 2.3, learners must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and they must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

Criterion 3.1 requires the learner to assess at least two risks that could affect the success of their enterprise activity, while for 3.2 they should offer at least two suggestions of ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

There are no special resources required for this unit.

Indicative resource materials

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 9: Running an Enterprise Activity

Unit code: Y/503/2889

QCF Level 2   BTEC Specialist

Credit   1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity. This unit will help learners to understand the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly, as well as developing the ability to evaluate the success of their activity and review their personal involvement.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Be able to provide a strategy to ensure the success of an enterprise activity	1.1 Identify what is required in an operational plan
	1.2 Create an operational plan for the actual enterprise activity

Learning outcomes	Assessment criteria
2 Be able to carry out an enterprise activity using appropriate skills and procedures	2.1 Demonstrate a range of skills and techniques to sell the product or service
	2.2 Demonstrate good customer care
	2.3 Demonstrate correct handling money procedures for an enterprise activity
	2.4 Explain the importance of correct handling money procedures for an enterprise activity
3 Be able to evaluate the profitability of the enterprise activity	3.1 Present financial records to show the set up costs, running costs and other costs
	3.2 Present financial records showing sales and profit or losses
	3.3 Give reasons for the financial success or financial failure of the enterprise activity
4 Know how to review their personal involvement in an enterprise activity	4.1 Describe skills gained from running the enterprise activity
	4.2 Describe personal strengths which were demonstrate during the enterprise activity
	4.3 Describe skills that need to be improved as a result of participating in the enterprise activity

Unit content

1 **Be able to provide a strategy to ensure success of an enterprise activity**

Features of an operational plan: research eg current marketplace provision, customer research, product research, competitors; practical implementation eg facilities, resources, quality assurance, skills, finance and cash-flow

Features of an effective strategy for success: importance of planning for success eg conducting market research, establishing customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of personal and practical skills in running the enterprise activity, identifying gaps in required skills

2 **Be able to carry out an enterprise activity using appropriate skills and procedures**

Selling the product or service using appropriate skills, techniques and materials: suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated

Customer care: communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems eg defective goods, unsatisfactory level of service, incorrect price charged

Importance of handling money correctly: knowing correct procedures to follow in order to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation

3 **Be able to evaluate the profitability of the enterprise activity**

Using financial records to explain the success or failure of the enterprise: evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity

4 **Know how to review their personal involvement in an enterprise activity**

Role in the enterprise activity and skills gained: roles eg salesperson, planner, team motivator, finance person, administrator, overseeing production; skills eg planning and organisation skills, research skills, promotion and sales skills, record-keeping skills, motivational skills, problem-solving skills

Identify strengths and weaknesses of their personal involvement: strengths eg strong leadership skills, good customer relations, effective selling techniques; weaknesses eg lack of time management

Essential guidance for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can be either producing a product, for example greetings cards, baking biscuits, making sweets, making jewellery, or providing a service, for example selling ice cream or car washing.

Learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Planning an Enterprise Activity* and *Producing a Product*.

Learners should be able to think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question-and-answer sessions with visiting business people.

Learners' enterprise activities could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to them. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could be invited to participate in a question-and-answer session with learners during which they would share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct individual research, such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

Assessment

Assessment of this unit centres on the completion of an enterprise activity.

For 1.1, learners need to identify what needs to be included in their operational plan. Learners should consider the customer, what they intend to do, resources, and how and when they are going to do it. This assessment criterion can form the basis of material for 1.2.

For 1.2, learners must produce a plan for achieving success in a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, as video-based evidence or completion of a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event and the venue and the proposed date or dates when the enterprise event will take place. The plan should include reference to the times, the venue, the staffing, quality control, and any additional relevant information such as health and safety, special arrangements for dealing with cash..

To achieve 2.1, learners must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been adequately prepared, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve 2.2, learners must be able to demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may comprise something the learner has produced themselves (for example, jewellery) or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). To achieve 2.3, learners must demonstrate appropriate handling of money, eg, the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

Criterion 2.4 requires the learner to explain at least two reasons why it is important for an enterprise activity to handle money correctly.

For 3.1 and 3.2, simple financial records need to be provided, showing costs and revenue for the enterprise activity. These should be accompanied, for 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

To achieve 4.1, learners should describe the skills they have learned in the course of their activity. For 4.2, learners should evaluate their involvement in the activity and offer comments on the skills they have gained through the activity describing at least two personal strengths. For 4.3, learners need to describe at least two skills that need to improve. This could be provided, for example, in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

There are no special resources required for this unit.

Indicative resource materials

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Unit 10:   Producing a Product

Unit code: L/503/2890

QCF Level 2   BTEC Specialist

Credit   1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as be able to assess the quality of the finished product.

Unit introduction

Having practical experience in producing a product or item will equip learners with a variety of skills useful for future employment. This unit offers learners the opportunity to identify these skills and understand how they will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely and to a desired standard. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1 Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required
	1.2	Outline the safety measures to be taken to ensure the production process is safe
	1.3	Outline the expected quality of the finished product
2 Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item
	2.2	Discuss how and where new skills will be learned

Learning outcomes	Assessment criteria	
3 Be able to produce the product or item in line with the plan and outlined safety requirements	3.1	Make the product using the materials and equipment specified in the plan
	3.2	Describe how the safety requirements were met during the production process
4 Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1	Identify the parts of the plan that were successful
	4.2	Identify the parts of the plan that were not successful
	4.3	Make suggestions on how to improve the plan
	4.4	Outline the positive and negative points of the product or item
	4.5	Make suggestions on how the product could be improved

Unit content

1 **Be able to plan the manufacture of a product or item**

Planning to make the product or item: logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment eg knowledge of using equipment

Safety factors: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment eg tools, measuring instruments, appliances, containers

Expected quality of product: eg appearance, durability, effectiveness, taste, size, shelf life

2 **Understand the new skills required to make the product or item**

New skills needed to make the product or item: personal skills eg creativity, determination, confidence; practical skills eg using new equipment, using new techniques or processes, problem-solving skills

How and where new skills will be learned: undertake training, consult training manuals, user guides, the internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item

3 **Be able to produce the product or item in line with the plan and outlined safety requirements**

In line with the plan: use materials and equipment as listed in the original plan, follow suggested timelines and production methods

Planned levels of safety in producing the product or item: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first–aid supplies and a qualified first aider available; produce safe item or product

4 **Be able to assess the plan and the finished product or item and make suggestions for improvements**

Impact of the original product plan on quality of the product: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified

Future improvements: suggestions for changes to plan in the light of experience eg change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly

Essential guidance for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items with which they are familiar, such as making a cup of coffee or tea. Learners can then concentrate on the process and thinking about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product.

At this level, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Learners may also want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet may also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be very simple in design, it is the learning experiences which are of most importance.

Assessment

This unit can be assessed through a series of structured tasks or activities.

A range of assessment activities can be used. Methods such as photographs, video and audio recordings could add to the range of evidence suggested.

To achieve 1.1, learners must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

Learners must give reasons for the chosen materials and equipment, as well as outlining any potential difficulties or disadvantages.

For 1.2, learners do not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

The outline of the intended quality of the product or item for 1.3 can be brief but must be clear and considered.

Tutors may support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence may be used for 1.1–1.3, such as a planning log, written proposal, PowerPoint presentation, video clip or leaflet.

Criterion 2.1 requires learners to assess at least two new skills that they will need to acquire in order to produce the product or item. It may be a personal skill and a practical skill. For 2.2, learners should explain how and where the new skills referred to in 2.1 will be acquired.

To achieve 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. To achieve 3.2, learners need to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures they took when producing the product or item.

For 4.1 and 4.2 the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused problems in the production of the product or item. The learner should be able to give at least two suggestions how to improve the plan with regard to the final quality of the product or item.

Criteria 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question-and-answer session with a witness statement may be used. If learners use a written plan for 1.1, they could cross-reference the quality of the product or item against the relevant aspects described in the planning template

To achieve 4.4 and 4.5 the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. The evidence could take the form of a recorded discussion or a written outline.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

Learners will need access to an area suitable for the practical activities undertaken, for example a workshop or practical workroom. A variety of materials, including wood, metal, soft cottons and fabrics, will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and the location of first-aid supplies and support need to be known.

Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.

Indicative resource materials

Websites

www.businesslink.gov.uk

www.enterprise-education.org.uk

www.enterpriseinschools.org.uk/enterpriseinschools/index.php

www.makeyourmark.org.uk

www.speakeasydragons.com

www.stridingout.co.uk

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)

- Functional skills publications – specifications, tutor support materials and question papers

- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008

- the current Edexcel publications catalogue and update catalogue.

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

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

Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied

- is designed to be supportive and thought provoking

- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for MySkills

Progression opportunities within the framework.

Level	BTEC specialist courses
3	Edexcel BTEC Level 3 Award and Certificate in WorkSkills (QCF)
2	Edexcel BTEC Level 2 Award, Certificate, Extended Certificate and Diploma in WorkSkills (QCF) Edexcel BTEC Level 2 Award and Certificate in Employability Skills (QCF) Edexcel BTEC Level 2 Certificate in Science, Technology, Engineering and Mathematics Leadership Skills (QCF)
1	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate and Diploma in WorkSkills (QCF) Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Mathematics Leadership Skills (QCF)
Entry	Edexcel BTEC Entry 3 Award and Certificate in WorkSkills (QCF)

BA027226 – Specification – Edexcel BTEC Level 2 Certificate specialist qualification in
Leadership Skills (QCF) – Issue 1 – July 2011 © Pearson Education Limited 2011

Annexe B

Wider curriculum mapping

Edexcel BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website – see: 'Accreditation Information'.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional Qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional Qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional Qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional Qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist Qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist Qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist Qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 Qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist Qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level Qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes

Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Llywodraeth Cynulliad Cymru
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Rewarding Learning