

# **Pearson BTEC Award in Teamwork and Personal Skills in the Community at SCQF Level 4**

# **Pearson BTEC Certificate in Teamwork and Personal Skills in the Community at SCQF Level 4**

## **Specification**

BTEC Specialist qualification

First teaching September 2018

## **Edexcel, BTEC and LCCI qualifications**

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# 1 Introducing BTEC Specialist qualifications

## **What are BTEC Specialist qualifications?**

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BTEC Specialist qualifications are work-related qualifications available across a range of sectors, and from Entry to Level 7 on the Scottish Credit and Qualifications Framework (SCQF). They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Specialist qualifications on the SCQF have assigned credit points.

Credit points indicate how much time it takes, on average, to complete a qualification or learning programme. The SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time, which includes everything a learner has to do to achieve the outcomes in a qualification including the assessment procedures.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Award in Teamwork and Personal Skills in the Community at SCQF Level 4
SCQF award code	R590 04
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	12/09/2018
Approved age ranges	14–16 16–18 19+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
SCQF credit points	4
Assessment	Internal assessment (centre-devised assessment).
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).  Learners must be actively participating in an organisation while working towards the qualification. This can include the school, college or learning provider where they are taking the qualification.  Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.



Qualification title	Pearson BTEC Certificate in Teamwork and Personal Skills in the Community at SCQF Level 4
SCQF award code	R591 04
Qualification framework	Scottish Credit and Qualifications Framework (SCQF)
Accreditation start date	12/09/2018
Approved age ranges	14–16 16–18 19+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
SCQF credit points	14
Assessment	Internal assessment (centre-devised assessment).
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).  Learners must be actively participating in an organisation while working towards the qualification. This can include the school, college or learning provider where they are taking the qualification.  Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

## SQA award code and qualification title

The qualification title, unit titles and SQA award code are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website.

## 3 Qualification purpose

### Qualification objectives

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The Pearson BTEC qualifications in Teamwork and Personal Skills in the Community at SCQF Level 4 are for learners seeking involvement or increased involvement with their community, and who want to prepare for employment or develop teamwork and personal skills.

These qualifications give learners the opportunity to:

- develop teamwork and personal skills, as well as encouraging involvement in their local community
- develop knowledge, understanding and skills that support their personal growth and employability
- develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and working life
- achieve a nationally-recognised SCQF Level 4 qualification
- develop their own personal growth and engagement in learning
- further engage or re-engage with education and learning
- access programmes of study that enable progression to higher level qualifications.

The Award gives learners, who may require particular encouragement, the opportunity to achieve a qualification encompassing teamwork and personal skills. The Certificate gives learners, who are able to engage with a larger programme of learning, the opportunity to achieve a qualification with greater breadth.

### Relationship with previous qualifications

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These qualifications replace the Pearson BTEC Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations at SCQF Level 4 (Scotland).

### Progression opportunities

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Learners who have achieved the Pearson BTEC qualifications in Teamwork and Personal Skills in the Community at SCQF Level 4 will have developed a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and working life. Learners may progress into or within employment, and/or continue their study in vocational areas such as qualifications for uniformed and non-uniformed public services.

Learners who achieve the Pearson BTEC Award in Teamwork and Personal Skills in the Community at SCQF Level 4 can progress to the Pearson BTEC Certificate in Teamwork and Personal Skills in the Community at SCQF Level 4.

Learners who achieve the BTEC Certificate in Teamwork and Personal Skills in the Community at SCQF Level 4 can progress to Pearson BTEC qualifications such as the Pearson BTEC in Teamwork and Personal Development in the Community at SCQF Level 5.

## **Industry support and recognition**

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The qualification is a collaborative development with CVQO, a charity that provides the opportunity for members of youth and voluntary organisations to gain internationally recognised qualifications.

For more information about CVQO's work, please visit [www.cvqo.org](http://www.cvqo.org)



## 4 Qualification structures

### Pearson BTEC Award in Teamwork and Personal Skills in the Community at SCQF Level 4

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

For the Pearson BTEC Award in Teamwork and Personal Skills in the Community at SCQF Level 4, learners must achieve:

- the mandatory unit
- at least one optional unit.

Learners may take any other units in the additional units group below, however these units **will not** contribute to the minimum number of credits required – only the mandatory unit and the optional units listed below will contribute towards the qualification.

Minimum number of credits that must be achieved	4
Number of mandatory credits that must be achieved	2
Number of optional credits that must be achieved	2

Unit number	Mandatory unit	SCQF Level	Credit points	Guided learning hours
1	Working as Part of a Team	4	2	18
Unit number	Optional units group – Personal skills	SCQF Level	Credit points	Guided learning hours
2	Working Towards Goals	4	2	8
3	Maintaining Health and Wellbeing in the Outdoors	4	4	39
4	Improving Personal Exercise and Fitness	4	4	17
5	Navigating Using Map and Compass	4	2	24
6	Planning a Trip to a Visitor Attraction	4	4	11

Unit number	Optional units group – Personal Skills	SCQF Level	Credit points	Guided learning hours
7	Welcome Visitors	4	2	9
8	Working as a Volunteer	4	2	10
9	Developing Citizenship Through an Organisation	4	3	31

Unit number	Additional units group – Teamwork	SCQF Level	Credit points	Guided learning hours
10	Planning and Participating in an Event	4	4	13
11	Exploring Music Performance Skills	4	4	42
12	Planning an Enterprise Activity	4	2	17
13	Running an Enterprise Activity	4	1	12
14	Producing a Product	4	2	15

## **Pearson BTEC Certificate in Teamwork and Personal Skills in the Community at SCQF Level 4**

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Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

For the Pearson BTEC Certificate in Teamwork and Personal Skills in the Community at SCQF learners must achieve:

- the mandatory unit, which forms part of the teamwork skills set
- at least one unit from optional units group B – personal skills
- a minimum overall credit of 14.

Learners are required to achieve at least one unit in each of the skills sets – teamwork, and personal skills. As the mandatory unit forms part of the teamwork skills set, the units in optional units Group A are all optional.

Minimum number of credits that must be achieved	14
Number of mandatory credits that must be achieved	2
Number of optional credits that must be achieved	12

<b>Unit number</b>	<b>Mandatory unit</b>	<b>SCQF Level</b>	<b>Credit points</b>	<b>Guided learning hours</b>
1	Working as Part of a Team	4	2	18
<b>Unit number</b>	<b>Optional units group A – Teamwork</b>	<b>SCQF Level</b>	<b>Credit points</b>	<b>Guided learning hours</b>
10	Planning and Participating in an Event	4	4	13
11	Exploring Music Performance Skills	4	4	42
12	Planning an Enterprise Activity	4	2	17
13	Running an Enterprise Activity	4	1	12
14	Producing a Product	4	2	15
15	Preparing for Expeditions	4	3	15
16	Practising Leadership Skills with Others	4	2	18

Unit number	Optional units group B – Personal Skills	SCQF Level	Credit points	Guided learning hours
2	Working Towards Goals	4	2	8
3	Maintaining Health and Wellbeing in the Outdoors	4	4	39
4	Improving Personal Exercise and Fitness	4	4	17
5	Navigating Using Map and Compass	4	2	24
6	Planning a Trip to a Visitor Attraction	4	4	11
7	Welcome Visitors	4	2	9
8	Working as a Volunteer	4	2	10
9	Developing Citizenship Through an Organisation	4	3	31
17	Communicating Solutions to Others	4	3	27
18	Personal Behaviour for Success	4	3	32
19	Self-assessment	4	1	13
20	Developing Personal Skills for Leadership	4	2	20

## 5 Centre resource requirements

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

### General resource requirements

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Handbook*, available on our website.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010, visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

Unit	Resources required
Unit 4: Improving Personal Exercise and Fitness	Access to the practical facilities and equipment needed to administer and participate in the fitness tests listed in the unit content.
Unit 5: Navigating Using Map and Compass	Maps and compasses.
Unit 11: Exploring Music Performance Skills	Video equipment for evidence-recording purposes.



## 6 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

### **Access to qualifications for learners with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

## 7 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment; for example developing assessments with input from employers
- using 'expert witness' reports from employers to support assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 8 Assessment

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

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

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

### Language of assessment

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Assessments for internally-assessed units are in English only.

Learners taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to the section *Reasonable adjustments to assessments*, later on in this section.

### Internal assessment

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All units in these qualifications are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering these qualifications.

### Assessment through assignments

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For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

## Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that learners are asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to learners
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Further information for tutors and assessors* section of each unit. In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment.
- A learning outcome must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments, but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.
- As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if learners are carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

## Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to learners about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary, and for others learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

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

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Handbook* on our website.

## Making valid assessment decisions

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### Authenticity of learner work

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

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

Assessors must complete a declaration that:

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

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

### Making assessment decisions using unit-based criteria

Assessment decisions for the qualifications are based on the specific criteria given in each unit. Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

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

- the *Essential information for assessment* section of each unit, which gives examples and definitions related to terms used in the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When learners have completed the assessment for a unit the assessor will give an assessment outcome for the unit. To achieve a Pass, learners must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of learners completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

## **Dealing with late completion of assignments**

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

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

## **Issuing assessment decisions and feedback**

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

The information given to learners:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to learners.

## **Resubmissions and retakes**

Learners who do not successfully pass an assignment are allowed to resubmit evidence for the assignment or to retake another assignment. As a matter of best practice, it is recommended that centres apply the BTEC Firsts and Nationals retake and resubmission rules; however as these rules are not mandatory for BTEC Specialist programmes at Entry Level to Level 3 they do not need to be applied.

## **Administrative arrangements for internal assessment**

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### **Records**

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

### **Reasonable adjustments to assessments**

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (available on our website). In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are available on the policy page of our website.

### **Special consideration**

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

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

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are available on our website.



## Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, available on our website.

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

## Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## **Learner malpractice**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete *JCQ Form M1* (available at [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a *JCQ M2(a) Form* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when carrying out investigations, audits and quality-assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualification policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## 9 Recognising prior learning and achievement

### **Recognition of Prior Learning**

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Recognition of Prior Learning (RPL) is a method of assessment 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.

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

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

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

## 10 Centre recognition and approval

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

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

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

### **Approvals agreement**

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

# 11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality-assurance model will follow the process below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality-assurance systems
- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 12 Units

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

Units have the following sections.

### **Unit number**

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

### **Unit title**

This is the formal title of the unit that will appear on learners' certificates.

### **Unit code**

Each unit is assigned a unit code that appears with the unit title on the SQA Register of Qualifications.

### **SCQF Level**

All units and qualifications within the SCQF have a level assigned to them. There are 12 levels of achievement, from Level 1 to Level 12. The SCQF Level Descriptors inform the allocation of the level.

### **Unit type**

This says if the unit is mandatory or optional for the qualification. See *Section 4 Qualification structure* for full details.

### **Credit points**

Each credit point represents an average of 10 hours learning. When a learner achieves a unit, they gain the specified number of credit points.

### **Guided Learning Hours**

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

## **Unit introduction**

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

## **Learning outcomes**

The learning outcomes of a unit set out what learners know, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard learners are required to meet to achieve a learning outcome.

## **Unit content**

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit content is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

## **Relationship between unit content and assessment criteria**

Content is compulsory except when shown as 'e.g.'. Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

## **Legislation**

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.



### **Further information for teachers and assessors**

This section gives information to support delivery and the implementation of assessment. It contains the following subsections.

*Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.

*Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

*Essential resources* – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

*Suggested reading/resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

# **Unit 1: Working as Part of a Team**

<b>Unit code:</b>	<b>UM67 04</b>
<b>SCQF Level:</b>	<b>4</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit points:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>18</b>

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## **Unit introduction**

The aim of this unit is to help learners develop skills that will allow them to become active contributors when working with others in a team and when taking part in team activities. The unit also aims to enable learners to self-review progress and skills development.

Learners will develop the skills required for working in a team through involvement in a teamwork task. They will review the progress of the team and their own progress and skills development, and suggest ways they could improve. Learners will gain skills that will help them to develop a positive attitude – valuable in learning and employment.

Learners will review their achievements as individuals and as a team. They will make suggestions for ways they could improve their teamwork skills in a stress-free situation, which will help to give them increased motivation and enhanced self-esteem.

The unit begins with learners establishing the ground rules needed for teamwork. There will be the opportunity for learners to take part in planning the teamwork task and the individual activities needed to complete the team task.

Learners then participate in a team task where they will be able to demonstrate that they are able to work with others in a positive way to carry out individual tasks and achieve the aims of the team task. This includes making suggestions appropriately, dealing with instructions and feedback, supporting others and asking for support from others when needed.

Learners then appraise the progress made by the team and their own contribution. They review aspects of the task that went well and those that were less successful. Finally, they propose ways that they could improve their skills in working with others.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 how to contribute to working as part of a team in appropriate ways	1.1	Suggest appropriate ground rules for working with others
		1.2	Contribute to the planning of team and individual activities
2	Be able to work as an effective team member	2.1	Work with others in a positive way to carry out individual and team activities
		2.2	Make suggestions appropriately
		2.3	Deal with instructions appropriately
		2.4	Deal with feedback appropriately
		2.5	Support others and ask for support when required
3	Be able to review the team's progress and their contribution to it	3.1	Review the progress the team has made in working together
		3.2	Describe how they contributed to the work of the team
		3.3	Describe what went well and what went less well
		3.4	Suggest how they could improve their skills in working with others

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand how to contribute to working as part of a team in appropriate ways

##### 1.1 Establishing ground rules for working as part of a team

Clear goals, e.g. ensuring everyone is listened to, respect others' opinions and views, democratic decisions, sharing understanding of expected behaviour and attitudes, sharing tasks fairly, recognising individual strengths, taking ownership.

##### 1.2 Recognising skills and strengths to plan activities

Organising skills, e.g. encouraging contributions from everyone, motivating others, punctuality, reliability, creativity, helping others, accepting help from others, accepting constructive criticism; practical skills, e.g. computer literacy, honesty and openness, flexibility, maintaining confidentiality; individual activities, e.g. researching and finding out about resources, travel, timetables, opening times, booking travel tickets, providing food, drinks, taking notes at meetings.

#### Learning outcome 2: Be able to work as an effective team member

##### 2.1 Respect others' contribution

Listening to ideas of other team members without interrupting; agreeing team decisions; following decisions of team.

##### 2.2 Contribute to team decisions

Offering own ideas, e.g. suggesting solutions to problems faced by team, suggesting a better way of doing something, offering practical skills.

##### 2.3 Complete own task

Following instructions for task, e.g. completing agreed task on time, completing task to satisfactory standard.

##### 2.4 Respond to feedback from others

Accepting feedback positively, e.g. listening carefully, asking for clarification, asking for suggestions of ways to improve.

##### 2.5 Support other group members

Asking other team members if they need help, e.g. showing team members how to do something, helping team members to complete their task, completing task for absent team member.

##### Ask for support from others

Asking for help, e.g. when instructions need explaining, when clarification is needed, to complete aspects of task.

## What needs to be learned

### Learning outcome 3: Be able to review the team's progress and their contribution to it

#### 3.1 Team progress in working together

Team progress, e.g. all members contributed, individual strengths recognised, communication skills developed, learned to trust each other.

#### 3.2 Individual contribution to team task

Individual contribution, e.g. contributed ideas to planning, asked advice from another team member, helped another team member to complete their task.

#### 3.3 Successful aspects of team task

Successful aspects, e.g. all aspects of task completed, timeframe met, team task met aim, completed to a good standard.

Less successful aspects of group task

For example, some team members were absent, some individuals did not follow agreed instructions.

#### 3.4 Improving own skills in working with others

Improving own skills, e.g. learning about responding positively to feedback.

## Further information for tutors and assessors

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### Delivery

The emphasis in this unit is to help learners develop skills for working as an effective member of a team through involvement in a practical teamwork task.

To establish appropriate ground rules for team-working, learners could work in small teams to analyse case studies of different teamwork tasks, including some that were more successful than others. A question-and-answer session could determine the reasons for the success of the teamwork, for example some people did not complete their tasks and some team members did not follow the team agreements. From this, key points could be collated on a board or flipchart.

Learners could produce posters of team-working ground rules to display for reference throughout the unit.

At this stage of the unit, identification of the teamwork task, the team members and the individual activities is required. Learners could be involved in selecting the team task. Teams could be around four to seven people. In teams, learners could discuss possibilities for appropriate tasks and report back to the whole class.

Learners could develop a discussion to decide which teamwork tasks are manageable, achievable and match the skills and interests of the team members in 'what if' scenarios.

The teams could work together to produce a clear plan, to include all tasks involved in the teamwork, the roles and responsibilities of all individuals, and timescales. The tutor will need to use prompts to help the team to develop this plan to ensure all activities and roles for each team member have been included. A mind map or a colour-coded flowchart could act as an *aide memoire* during the teamwork task.

For learning outcome 2, learners need to implement the agreed teamwork task. Learners could work in teams to devise a checklist to log the teamwork skills they have demonstrated during the task.

Learners should be encouraged to review their own performance in the teamwork task for learning outcome 3, using evidence from their checklist. This needs to include:

- the effectiveness of their individual teamwork skills
- how their individual contribution affected the success of the overall teamwork task.

Learners could explore ways to develop their team-working skills through tutorials or small-group discussions.

## Assessment

For assessment criterion 1.1, learners will need to list at least two ground rules required for working with others. This can be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For assessment criterion 1.2, learners will need to play a part in the planning or the whole teamwork task and the allocation of individual activities. This can be presented in the form of a record of team discussions. The contribution of individuals will need to be identified and assessed, this could be through witness statements, peer team assessment or by the tutor. To meet the requirements for 1.2, documentation will need to be retained for internal and external verification.

The evidence required for assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 could be provided through a checklist completed by learners during the task. The checklist may take a variety of formats and will need to be verified by the tutor. Alternative methods of evidencing can be used, for example an observation or video recording.

For assessment criterion 3.1, learners need to assess how well the team worked together during the planning and completion of the teamwork task. Learners may use the checklist completed during the task to review their own team-working skills for 3.2 and 3.3.

For assessment criterion 3.1, learners need to give brief details about how they contributed to the work of the team.

For assessment criterion 3.3, learners need to give brief details about one aspect of their teamwork task that went well and one aspect that was less successful.

For assessment criterion 3.4, learners will need to give brief details of more than one way to develop their skills in working with others. This could be explored through a one-to-one discussion with the tutor. Responses should be recorded for verification purposes.

## Essential resources

There are no special resources needed for this unit.

## Suggested reading/resources

### Websites

<a href="http://www.careers.salford.ac.uk/page/teamwork">www.careers.salford.ac.uk/page/teamwork</a>	University of Salford website, gives information on the key employability skills of teamwork.
<a href="http://www.kent.ac.uk/careers/sk/teamwork.htm">www.kent.ac.uk/careers/sk/teamwork.htm</a>	University of Kent website, gives information on team-working skills.

## Unit 2: Working Towards Goals

Unit code: UD97 04

**SCQF level:** 4

Unit type: Optional

**Credit points:** 2

**Guided learning hours: 8**

## Unit introduction

This unit aims to help learners to understand how to identify and work towards goals. Learners examine their strengths and weaknesses in relation to personal skills development. This is a practical unit, designed to help learners identify realistic goals and work towards meeting at least one goal. Learners will explore and explain the benefits of achievement, supported by a range of people to help them build on strengths and improve on weaknesses.

Learners' will self-assess their areas of weakness then be assessed by peers and tutors. Learners will be guided in identifying a range of appropriate sources of support and will engage in structured activities that will lead to the success of a short-term goal to a specific timescale. This will promote independence in their personal and working life.

In order to identify how effective learners have been in following an agreed plan to achieve a short-term goal, they will be encouraged to prepare an action plan, review their activity progress regularly and amend their plan where necessary.

Completing this unit will contribute to learners' overall personal development. They will develop the skills needed to become independent in decision making. This will encourage them to take responsibility for planning, reviewing and achieving short-term goals.



## Learning outcomes and assessment criteria

To pass this unit, learners need 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 identify and explain their goal	1.1	Describe own strengths and what they need to improve
		1.2	Identify at least one goal which is important for their development
		1.3	Explain why achieving this goal is important
		1.4	Agree the goal with an appropriate person
2	Be able to prepare an action plan to meet their goal	2.1	Identify the activities needed to work towards the goal
		2.2	Identify timescales and deadlines for the achievement of the goal
		2.3	Identify the resources needed to support them in achieving the goal
3	Be able to review progress towards achieving their goal	3.1	Follow the activities outlined in the action plan
		3.2	Regularly review the activities and outcomes with an appropriate person
		3.3	Identify what has been achieved and what still needs to be done
		3.4	Amend the action plan to reflect their progress

## Unit content

### What needs to be learned

#### Learning outcome 1: Be able to identify and explain their goals

##### 1.1 Strengths and weaknesses

Identifying personal skills and qualities gained from education, work experience and other life experiences, e.g. computer skills, numeracy, literacy, ability to relate to others, assertiveness, communication skills, reliability, trustworthiness, patience, friendliness, team skills, punctuality, emotional responses, time management, organisation skills.

##### 1.2 Goals

Types of goal, e.g. improving numeracy, literacy, IT skills, punctuality at school/college/work, grades, changing negative behaviour, developing specific communication skills and social skills, following a healthier lifestyle, creating a CV, preparing for placement, preparing for paid or volunteer work, identifying if goals are achievable and measurable.

##### 1.3 Importance of achieving goal

Different ways of achieving a goal can be important, e.g. improved life chances and opportunities, self-esteem, confidence, wider range of options in work, education and social life, improved health and wellbeing, improved earnings, build relationships, join new social groups.

##### 1.4 Appropriate person to agree goal with

Appropriate person, e.g. careers adviser, tutor, support staff, colleagues, employer, peer group, sports coach, dietician.

## What needs to be learned

### Learning outcome 2: Be able to prepare an action plan to meet their goal

#### 2.1 Activities

Types of activity, e.g. attending training on offer by, for example employer, Jobcentre Plus, college, school; joining healthy eating or lifestyle clubs, e.g. diet group, self-help group, sports club or projects, attend study support; independent research, e.g. building a CV, applying for paid or voluntary work; recording activities, e.g. create an action plan with staff, keep a diary of events, peer- and self-assessment, create a code of conduct and agree rights and responsibilities.

#### 2.2 Timescales and deadlines

Realistic and measurable goal; specific timescale for short-term goal; duration of activities.

#### 2.3 Resources

People, e.g. careers adviser, job centre, tutor, support staff, colleagues, employer, peer group, sports coach; multimedia, e.g. internet, library books, leaflets from health centres, local newspapers.

### Learning outcome 3: Be able to review progress towards achieving their goal

#### 3.1, 3.2, 3.3, 3.4

#### Regularly review activities and outcomes

Reviewing completed tasks through discussion with peers and professionals; diary reflection; checklists and questionnaires; tutorial paperwork.

## Further information for tutors and assessors

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### Delivery

For learning outcome 1, learners could be encouraged to examine their strengths and weaknesses in personal skills. Tutors could provide a SWOT (strengths, weaknesses, opportunities, threats) analysis form and devise a checklist of skills and qualities that learners will complete to help them to identify their strengths and weaknesses.

Learners could reflect on their skills gaps and describe one area they believe would benefit their development. This could relate to school, college, work or their personal life. Learners could use their own, peer- and tutor feedback, and review paperwork, appraisal or supervision paperwork from the workplace, if applicable, to support their description of areas which need development.

Once learners have identified areas for improvement, they could be encouraged to set one realistic short-term goal and agree, with an appropriate person, a plan of how to work towards the achievement of the goal. Learners should be supported to identify the difference between long-term and short-term goals. This can be achieved by examining a range of case studies (for example real-life stories of achievement in the media). The tutor could give specific goals and ask learners to produce a chart that outlines activities required in order to achieve the goal, for example hand-out cards with a range of goals – for example finding a job, creating a CV, planning a party.

After this, learners could be encouraged to compare their peers' goals with their own and identify activities that will be required in order to achieve their own goal. Through group discussion, learners could also be encouraged to share their personal experiences of goal achievement, detailing the stages they had to go through in order to achieve the goal. The tutor must define the implied agreement and learners should sign documentation to reflect agreement of their chosen short-term goal, with an appropriate person.

For learning outcome 2, learners could begin to create an action plan that outlines their goal, lists activities planned, identifies resources needed and includes a proposed date of completion. Tutors could encourage learners to identify the steps required to achieve their goal. Case studies and recall of personal experiences can be used as a prompt for learners to consider typical stages of goal development.

Learners must be guided in selecting appropriate individuals and/or specific resources that could support them to achieve their goal, for example a dietician, sports coach, relevant textbooks, leaflets and websites. So that learners can identify relevant sources of information to use independently, a list of resources should be created by the tutor.

Learners should be made aware of the importance of allocating deadlines and working within specific timescales. They could be encouraged to consider the consequences of failing to meet deadlines through the use of case studies. Learners must estimate timescales for the achievement of their chosen goal and their action plan should reflect this. At this stage, learners should be encouraged to start recording diary entries in order to view progress that links with learning outcome 3.

For learning outcome 3, learners could follow the activities outlined in their action plan and amend appropriately wherever necessary. Learners' progress needs to be monitored and tutors should identify at least two review dates in order to assess this progress. In order to identify what has been achieved, tutors should encourage learners to reflect on their action plan, diary entries, checklist results and their discussions with peers, tutors and others.

## **Assessment**

To meet the requirements of assessment criteria 1.1 and 1.4, learners could complete a checklist showing a range of 1–5 (1 being weak, 5 being strong) of their personal and social skills, alongside a statement of their opinion on what areas need improvement, outlining the benefits of developing specific weaknesses. Learners could use tutor-review paperwork, appraisal/supervision paperwork from the workplace, if applicable, as supporting evidence.

To meet assessment criterion 1.2, evidence of a discussion with the tutor outlining learners' chosen short-term goals could be produced. To achieve assessment criterion 1.4, documentation that reflects an implied agreement of short-term goals with learners and their tutor will be sufficient (documented evidence could include an informal contract or witness statement).

To meet the requirements of assessment criteria 2.1, 2.2 and 2.3, learners could complete an action plan that lists activities they will carry out in order to achieve their goal, identifies sources of support they will be using, and outlines proposed completion dates for each activity.

In order to meet assessment criterion 3.1, to ascertain the activities that have been carried out, learners could produce appropriate evidence that supports their action plan. This could be in the form of photographs, video footage, witness statements, employer feedback, review and tutorial paperwork.

To achieve assessment criteria 3.2 and 3.3, documented evidence of learners taking part in regular reviews with their tutor will be sufficient. To achieve assessment criterion 3.4, an action plan showing amendments made by learners or appropriate others should be produced.

## **Essential resources**

There are no special resources needed for this unit.

## **Suggested reading/resources**

### **Websites**

[www.fasttomato.com](http://www.fasttomato.com)

Fast Tomato provides career guidance for 12–18 year olds and is used by schools. A joining fee applies.

[www.mindtools.com/page6.html](http://www.mindtools.com/page6.html)

Provides a variety of information, including information on personal goal setting.

## **Unit 3: Maintaining Health and Wellbeing in the Outdoors**

<b>Unit code:</b>	<b>UM68 04</b>
<b>SCQF level:</b>	<b>4</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Credit points:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>39</b>

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### **Unit introduction**

The aim of this unit is to assess learners' ability to maintain their own health and wellbeing in the outdoors.

Learners will learn how to maintain their personal wellbeing and the equipment needed to take part in living in the outdoors. They will develop skills in how to erect shelters and cook food. Learners will also gain understanding of how to provide support for others when working and living outdoors.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 maintain wellbeing when living in the outdoors	1.1	Identify hazards to personal wellbeing when living in the outdoors
		1.2	Describe how to reduce risks to personal wellbeing when living in the outdoors
		1.3	Demonstrate how to manage waste safely and ethically while living in the outdoors
2	Be able to manage equipment when living in the outdoors	2.1	Demonstrate how to pack essential equipment required for living in the outdoors to make sure it remains dry and is not damaged
		2.2	Demonstrate how to manage equipment while living in the outdoors
3	Be able to erect personal shelter when living in the outdoors	3.1	Select a suitable small portable shelter for the outdoors
		3.2	Select a suitable location for the shelter in the outdoors
		3.3	Erect a small shelter suitable for living in, while in the outdoors
4	Be able to cook food when living in the outdoors	4.1	Select appropriate food for a set period of living in the outdoors
		4.2	Select appropriate safe cooking methods suitable for use in the outdoors
		4.3	Cook food in the outdoors, while ensuring they and others remain healthy and safe
5	Know how to support colleagues when living in the outdoors	5.1	State ways to support colleagues when living in the outdoors
		5.2	Review personal effectiveness of supporting colleagues when living in the outdoors

## Unit content

What needs to be learned	
<b>Learning outcome 1: Be able to maintain wellbeing when living in the outdoors</b>	
<b>1.1 Hazards</b>	Weather, terrain, location, wild animals, fire.
<b>1.2 Reducing risks</b>	Obtaining weather forecasts, avoiding extreme conditions, choice of terrain appropriate to experience, considering factors when choosing a campsite, e.g. types of wild animals, precautions to safeguard people, food, equipment; safe use of naked flames in tents, safe use of stoves and refilling.
<b>1.3 Waste</b>	Rubbish, human waste.  <b>Safe and ethical management of waste</b>  Non-solid waste management, e.g. distance from habitation, footpaths and water sources; solid waste management, e.g. distance from habitation, footpaths and water sources; burying waste, depth to be buried, alternatives to burying waste where required.
<b>Learning outcome 2: Be able to manage equipment when living in the outdoors</b>	
<b>2.1, 2.2</b>	
<b>Manage</b>	Selection and packing of essential equipment and clothing; maintaining, cleaning, repairing and repacking equipment.
<b>Learning outcome 3: Be able to erect personal shelter when living in the outdoors</b>	
<b>3.1 Selecting portable shelter</b>	Types of portable shelter; suitability for the outdoors; key requirements/specifications for shelter.
<b>3.2 Suitable locations</b>	Surrounding environment, water, flat ground, trees.
<b>3.3 Erecting small shelter</b>	Methods of erecting shelter; practical pitching skills.



What needs to be learned	
<b>Learning outcome 4: Be able to cook food when living in the outdoors</b>	
<b>4.1</b>	<b>Select appropriate food</b> Balanced diet, sufficiency, ability to cook chosen food.
<b>4.2</b>	<b>Select appropriate cooking methods</b> For example stoves, types, correct use, safe use of fuel, open fires, safety issues for use in the field, safety matches.
<b>4.3</b>	<b>Cook food</b> For example, opening packet, heating water to warm food, methods of cooking food; personal hygiene: washing hands.
<b>Learning outcome 5: Know how to support colleagues when living in the outdoors</b>	
<b>5.1, 5.2</b>	<b>Support colleagues</b> Methods of supporting others: raising morale, e.g. through teamwork, encouraging others, showing concern for others.

## Further information for tutors and assessors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

### Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence
- logbook recording.

Records of assessor observations must be available for verification purposes.

### Essential resources

Learners must have the opportunity to participate in activities in the outdoors. Centres are responsible for the supervision, safety and wellbeing of learners.

## **Unit 4: Improving Personal Exercise and Fitness**

**Unit code:** UD95 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 4

**Guided learning hours:** 17

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### **Unit introduction**

This unit aims to improve learners' personal fitness levels. It also reviews the personal benefits of participating in fitness activities.

The unit starts by introducing learners to the reasons for participating in exercise and fitness. They will participate in a range of fitness tests and measure their levels of fitness. They will then be able to plan a health-improvement programme.

Learners will have varying levels of fitness before taking this unit. They will be able to build on their strengths and identify areas for development.

The fitness aspect of the programme will be based on their fitness test results and will identify areas in which improvement can be made through regular exercise.

Learners will review their results over a period of time and consider their progress.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 considerations for taking part in exercise and fitness activities	1.1	Outline the main reasons for participating in exercise and fitness
		1.2	Identify venues/facilities for participating in exercise and fitness
		1.3	Identify health and safety requirements of participation in exercise and fitness
		1.4	Identify the different components of physical fitness
		1.5	Identify common fitness tests
2	Be able to participate in exercise and fitness activities designed to improve personal fitness	2.1	Participate in personal fitness testing
		2.2	Record results from personal fitness testing
		2.3	Actively participate in exercise and fitness activities to improve own fitness levels
		2.4	Identify the main components of a fitness session
		2.5	Outline the main purpose for warming up and cooling down
3	Be able to reflect on participation in exercise and fitness activities	3.1	Review personal fitness testing results over time
		3.2	Identify personal benefits and/or effectiveness of following a fitness programme

## Unit content

### What needs to be learned

#### Learning outcome 1: Know the considerations for taking part in exercise and fitness activities

##### 1.1 Benefits of participation in exercise and fitness

For example, improved body composition, decreased risk of diabetes and heart disease.

##### 1.2 Research exercise and fitness venues

For example, local papers, internet searches, posters, visits to local health and exercise facilities.

##### 1.3 Health and safety requirements

Physical Activity Readiness Questionnaire (PAR-Q), induction, correct clothing; correct technique, e.g. how to lift weights correctly, correct positions for stretching.

##### 1.4 Components of physical fitness

Strength, muscular endurance, aerobic endurance, flexibility, speed, body composition.

##### 1.5 Common fitness tests

Multi-stage fitness test, sit and reach test, grip test, 40 m sprint; Cooper 12-minute run; one-minute press-up test; one-minute sit-up test.

##### Common uniformed public services fitness tests

For example, army, e.g. Army Physical Fitness Test (APFT); police, e.g. Police Fitness Test (PFT); navy, e.g. Royal Navy Fitness Test (RNFT), body composition.

##### Purpose of fitness test

The component of fitness that each test measures, body mass index (BMI).

## What needs to be learned

### Learning outcome 2: Be able to participate in exercise and fitness activities designed to improve personal fitness

#### 2.1 Fitness testing

Participate in a range of fitness tests, e.g. multi-stage fitness test; sit and reach test; grip test; 40 m sprint; Cooper 12-minute run; one-minute press-up test; one-minute sit-up test.

#### 2.2 Fitness testing

Record results accurately, compare results to normative tables.

#### 2.3 Active participation

Appropriate dress for the activity, following instructions provided by the activity leader, and health and safety guidelines before, during and after activities; take part in planned sessions, perform to best of ability.

#### 2.4 Components of a fitness session

Warm up, main component, cool down.

#### 2.5 Warm up

Structure of the warm up (mobility section, pulse-raising section, stretching), reduce the risk of injury and prepare the body for exercise.

Cool down

Structure (pulse-lowering section, stretching), return the body to pre-exercise levels.

### Learning outcome 3: Be able to reflect on participation in exercise and fitness activities

#### 3.1 Review

Participation in fitness tests, self-evaluation, feedback from tutor, comparison against original results.

#### 3.2 Personal benefits

For example, improved specific component(s) of fitness; reaching personal goals; positive changes in health, increased self-confidence, increased social benefits.

## Further information for tutors and assessors

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### Delivery

This unit is based on practical activities. Some theory can be included to start delivery, with discussions on the benefits of participation in exercise and fitness, including a lower body fat composition and higher muscle mass. Reduced risks of chronic diseases, including diabetes and coronary heart disease, should also be covered.

Learners can carry out research, using the internet and local newspapers to find out about different exercise and fitness venues. Class visits to local facilities can be included so that learners can see and, where possible, take part in or use some of the vast range of exercises, fitness classes and equipment available.

When identifying health and safety requirements, learners could go to an exercise and fitness venue and take part in the induction process to use the venue's gym. They will need to complete a PAR-Q, and the instructor can discuss the reasons why people need to complete this form, including any other questionnaires the venue uses for their customers. This will help learners to understand the correct procedures for using exercise and fitness equipment, as well as basic health and safety policies.

The components of physical fitness can be taught in a practical way, with learners taking part in a circuit class with a station that exercises each of the components of fitness, with an extended length at the station that exercises aerobic endurance (20 minutes or more). This will allow learners to experience each component of fitness for themselves. At the end of the circuit, learners can work out which station worked which component of fitness.

Learners can then take part in each of the common fitness tests over a number of lessons. They will need to know the method required for each test and how to record the data from each test. Learners will work in pairs: one will help to administer the test and record the results of their partner, who will carry this out.

To experience the different components, learners can take part in a fitness session, usually the warm up followed by the main component, which consists of the training method used to train a specific component of fitness. This is then followed by the cool down.

The warm up and cool down for each activity session can be taught by the tutor or exercise instructor with each part discussed, reasons given for warm up and cool down, and the activities that should be included in the warm up and cool down. Learners can then help to deliver the different sections of the warm up and cool down.

## Assessment

To meet assessment criterion 1.1, learners need to be able to outline a range of benefits that people can gain from taking part in regular exercise and fitness. Physical health benefits should be included in the evidence.

For assessment criterion 1.2, learners need to be able to show that they know where they can go to take part in exercise and fitness, such as local facilities and venues, national chains, this can be included in the evidence presented.

For assessment criterion 1.3, learners need to know the main health and safety requirements of which people should be aware when they take part in exercise and fitness, including a health-screening questionnaire. Learners should know which clothing and footwear is appropriate for selected exercise activities. They should be able to perform the correct techniques for specific exercise activities, such as correct stretching positions or how to lift weights correctly.

For assessment criterion 1.4, each of the components of fitness listed in the unit amplification should be identified, together with an outline or example of what each component means.

For assessment criterion 1.5, fitness tests for each component of fitness need to be identified.

For assessment criteria 2.1 and 2.2, learners need to participate in a range of tests and the results need to be recorded.

For assessment criterion 2.3, learners need to have taken part in regular exercise and fitness activities that provide a training effect. They need to act to improve their fitness levels, one or more components of fitness can be targeted. The amount of training will vary depending on which component has been targeted. Learners are not expected to design a training programme so guidance from the tutor will be required to ensure that they are taking part in sufficient bouts of exercise – around three times a week for most types of training methods will provide a training effect. A logbook and witness statement/observation record can be used to provide evidence that learners have met this assessment criterion.

For assessment criterion 2.4, the main components of a fitness session need to be identified, together with a brief outline of what is involved in each component.

For assessment criterion 2.5, learners need to know what types of exercises should be carried out in a warm up and a cool down, the reasons why each type of exercise is important and how it prepares the body for exercise or returns it to pre-exercise conditions. This can be assessed practically, with learners leading parts of the warm up and/or cool down in different exercise sessions, so that each component is covered at some stage in the assessment process, together with a verbal explanation of the purpose of the warm up and cool down.

For assessment criterion 3.1, learners will need to review their personal fitness. To do this, they will need to take part in fitness tests after having taken part in regular exercise activities so that they can compare their results and determine if their exercise participation has improved their personal fitness. Use of normative tables and comparison of own scores should be included in the review so that learners are clear about their own levels of personal fitness in relation to benchmark data. They can also consider their performance in other sports or activities to help them to review their personal fitness levels and gain feedback from their tutor.



## Essential resources

For this unit, learners must have access to the practical facilities and equipment required to administer and participate in fitness tests listed in the unit content. For example, access to an appropriate sports hall, gym facilities, a tutor with a sport or physical activity qualification.

Learners should also have access to relevant up-to-date information, this should include access to the internet and trade journals.

## Suggested reading/resources

### Textbooks

Adams M et al – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010)  
ISBN 9781846906220

Barker R et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)  
ISBN 9780435460006

Dalglish J et al – *The Health & Fitness Handbook* (Longman, 2001)  
ISBN 9780582418790

Sharkey B – *Fitness and Health* (Human Kinetics, 2006)  
ISBN 9780736056144

### Websites

<a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a>	BrianMac Sports Coach provides a wide variety of information, including the topic of personal exercise and fitness.
<a href="http://www.dofe.org">www.dofe.org</a>	The Duke of Edinburgh's Award provides a variety of resources and downloads.
<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>	Provides a variety of learning resources, many of which are free to access.
<a href="http://www.topendsports.com">www.topendsports.com</a>	Provides a wide range information, including the topic of fitness.

## **Unit 5: Navigating Using Map and Compass**

**Unit code:** UM69 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 2

**Guided learning hours:** 24

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### **Unit introduction**

The aim of this unit is to enable learners to become familiar with using maps and compasses. Learners will be able to apply the concepts to practical situations when using a map. Learners will be introduced to the basics of maps and how to navigate using a map.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 purpose of a map	1.1	Identify the purpose of a map
2	Know how to care for a map	2.1	Outline how to care for a map
3	Know the features of maps	3.1	State the use of scale on a map
		3.2	Identify the conventional signs on a map
4	Be able to orientate a map	4.1	Orientate the map with a compass
		4.2	Orientate the map without a compass
5	Be able to use figure grid references	5.1	Demonstrate the use of the grid referencing system to locate a point on a map
6	Be able to navigate using a map	6.1	Identify features on the ground which aid navigation using a map
		6.2	Plan a route taking into consideration safety issues
		6.3	Calculate the distance between two points on a map

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the purpose of a map</b>	
<b>1.1 Range of different types of maps</b>	For example, sketch maps, topographic; purposes of the maps produced.
<b>Learning outcome 2: Know how to care for a map</b>	
<b>2.1 Looking after maps for various activities</b>	Correct folding to minimise refolding in use; keeping the map weatherproof; map cases.
<b>Learning outcome 3: Know the features of maps</b>	
<b>3.1 Scales</b>	For example, representation of scales, graphic scale, words, representative fractions, map sheets.
<b>3.2 Conventional signs</b>	For example, line symbols, buildings, trees and landscapes, water features, tourism, boundaries; use of the key to identify conventional signs.
<b>Learning outcome 4: Be able to orientate a map</b>	
<b>4.1 Orientating a map</b>	Purpose of orientating the map with features on the ground; method of orientating using a compass; method of using features on the ground to orientate the map.
<b>4.2 Orientating a map</b>	Purpose of orientating the map with features on the ground; method of orientating map without the use of a compass; method of using features on the ground to orientate the map.
<b>Learning outcome 5: Be able to use figure grid references</b>	
<b>5.1 Grid referencing the system</b>	The British grid system; giving and reading four- and six-figure grid references; easting and northing.

## What needs to be learned

### Learning outcome 6: Be able to navigate using a map

#### 6.1 Features

Paths; handrails, what a handrail is and what it is used for; identifying handrails from the topographic map; using the handrail as an aid to navigation.

#### 6.2 Plan a route

Use a basic route card, start, from/to, distance, time allowed, rests. Understand the relationship between time and distance, estimate timings to complete a route.

##### **Safety consideration**

Possible hazards en route.

#### 6.3 Calculating distances

For example grid lines, paper strips, measuring road distances, measuring path distances, judging distance by eye and confirming by map.

## Further information for tutors and assessors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

### Assessment

The centre will devise and mark the assessment for this unit.

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence
- logbook recording.

Records of assessor observations must be available for verification purposes.

### Essential resources

Learners must have access to appropriate resources, such as topographic maps.

### Suggested reading/resources

#### Websites

<a href="http://www.gridreferencefinder.com">www.gridreferencefinder.com</a>	Allows the user to find a grid reference on a map of the UK by clicking on the map.
<a href="http://www.nnas.org.uk">www.nnas.org.uk</a>	The National Navigation Award Scheme (NNAS), an incentive scheme for all ages to learn navigation skills.
<a href="http://www.ordnancesurvey.co.uk">www.ordnancesurvey.co.uk</a>	Provides downloadable resources, including maps of GB, UK, Europe and county maps.

## **Unit 6: Planning a Trip to a Visitor Attraction**

**Unit code:** UD98 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 4

**Guided learning hours:** 11

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### **Unit introduction**

In this unit, learners will develop their knowledge of visitor attractions. They will also develop work-related skills by planning and costing a day trip to a visitor attraction and by presenting details of the trip to the customer.

Learners will develop the skills needed to plan a day trip, researching which attractions would be appropriate for particular visitors and producing an itinerary for a planned visit, including transport and a schedule. They will also cost the visit. Learners will be able to develop their planning skills when putting together a schedule for the trip. They will develop their numerical skills when costing the trip.

Once the itinerary has been completed, learners will practise their communication skills by presenting the information. It can be presented in different ways, for example in writing, by email, on the telephone or face to face.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 suitability of visitor attractions for a given visitor	1.1	Select the most suitable attraction for a given visitor, giving reasons for your selection
2	Be able to plan and cost an itinerary for a day trip to a visitor attraction	2.1	Plan an itinerary schedule for a day trip
		2.2	Calculate the cost of the trip using whole numbers
		2.3	Record the cost of the trip accurately
3	Be able to present the itinerary	3.1	Present information about the itinerary, demonstrating communication skills for a given customer



## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the suitability of visitor attractions for a given visitor</b>	
<b>1.1 Suitability</b>	Any given constraints, e.g. distance, journey time, opening times, cost, e.g. transport, entrance fee, number of visitors, indoor environment, outdoor environment, activities and facilities available, any special requirements.
<b>Visitor profile</b>	Visitor type, e.g. elderly, school/college groups, tourists, families; reason for visit, e.g. fun, educational, cultural.
<b>Learning outcome 2: Be able to plan and cost an itinerary for a day trip to a visitor attraction</b>	
<b>2.1 Itinerary</b>	Date; departure point; arrival point; times; transport; activities to be completed, e.g. guided tour, presentation, walks, rides, eating, free time; schedule to be followed; meal arrangements; constraints, e.g. distance, budget, date, number of people, departure and arrival point, any special requirements.
<b>2.2 Costs</b>	Individual components, e.g. transport, entry fee, group discount, total, deposit needed, balance required and by when; calculations, e.g. addition, subtraction, multiplication.
<b>2.2 Recording results</b>	Clearly and accurately, cost-recording sheet.
<b>Learning outcome 3: Be able to present the itinerary</b>	
<b>3.1 Format</b>	Types of format, e.g. slide presentation, written document, giving information over the telephone.
<b>Information to be included</b>	Date, departure point, destination, transport, timings, scheduled activities, meal arrangements, cost per person.
<b>Communication skills</b>	Clear; effective; appropriate for customer; accurate grammar, spelling and punctuation (if written).

## Further information for tutors and assessors

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### Delivery

Learners should carry out as much practical-based learning as possible. A wide range of delivery methods can be used, including tutorials, presentations, videos, worksheets and research using the internet.

For learning outcome 1, learners need to access information about different visitor attractions. This could be by researching on the internet, collecting leaflets, visiting the attraction and interviewing people who have visited. To save time and to generate ideas, the tutor could give learners leaflets or information about a number of visitor attractions. Learners will need to decide which attractions are most suitable for given visitor types. Case studies and/or role-play exercises giving different scenarios might be useful in preparation for assessment.

For learning outcome 2, learners should be issued with example itineraries. They should be allowed time to practise producing different itineraries and understand the different parts of an itinerary. Learners should be able to build confidence in completing a range of itineraries for given scenarios. They could word process their itineraries to help them develop their IT skills. This will also allow them to make changes to their itineraries as they go along.

Time should be allocated for the costing aspect, and learners should be able to practise costing a trip using given examples. The costing could be presented using a simple spreadsheet or another type of written format. Learners will be able to understand and use addition, subtraction and multiplication, and complete the calculations using whole numbers. Although some costs are available on the internet, tutors may need to supply certain costs, for example if coach hire is involved.

For learning outcome 3, learners should present information on an itinerary for a day trip to a tourist attraction for a given customer. Learners could look at examples of itineraries from brochures or websites. They could choose to present the itinerary for the visit as a slide presentation or as a written document – both methods of presenting the information require learners to communicate clearly and they may need some practice. For example, learners should be given practice time to rehearse the presentation or role-play exercises could be used to allow them to practise giving the information over the telephone.

## Assessment

For assessment criterion 1.1, learners need to be able to suggest the most suitable attraction for a given visitor type. This could be based on pen portraits of different types of visitors provided by the tutor. At least two visitor types should be provided, for example a school group and an elderly couple. Learners must choose the most suitable visitor attraction for each visitor type from a selection of visitor attractions provided by the tutor. They should indicate why the selected attraction is suitable for the given visitor type. Evidence can be in any suitable format, including role play, posters, a presentation, a written pro forma, question-and-answer sessions carried out with the tutor. Observation records must be completed to support any verbal evidence.

For assessment criteria 2.1, 2.2 and 2.3, learners need to be able to plan an itinerary showing details and costing, taking into account any constraints. This can be a hypothetical visit, for example based on one of the pen portraits provided by the tutor, with individual costs also provided by the tutor, or it could be based on a real visit and real costs. Having completed practice examples and developed confidence, learners will be able to plan an itinerary schedule for assessment criterion 2.1, cost the itinerary for assessment criterion 2.2, and record the costs for assessment criterion 2.3. Learners could be provided with pro forma for this purpose, to include the date, departure point, destination, type of transport, activities, meal arrangements and schedule with times. The costing exercise should be presented clearly to show where each calculation type has taken place. This could be presented on a spreadsheet with formulae or presented in another written format.

For assessment criterion 3.1, learners must be able to present the information from an itinerary. They could present this using verbal or written methods of communication, either in a one-to-one situation with the tutor or in front of the class. Evidence could include witness statements or observation records, these will need to be retained for verification purposes. Alternatively, learners can set the itinerary out in writing, for example in a letter or an email to a 'customer'.

## Essential resources

For this unit, learners must have access to visitor attraction leaflets and guides and visitor attraction websites.

## Suggested reading/resources

### Websites

<a href="http://www.alva.org.uk">www.alva.org.uk</a>	The Association of Leading Visitor Attractions (ALVA), provides news and resources relating to visitor attractions.
<a href="http://www.britainsfinest.co.uk">www.britainsfinest.co.uk</a>	Provides information on luxury hotels, B&Bs, cottages, attractions and restaurants in Britain.
<a href="http://www.tourist-information-uk.com">www.tourist-information-uk.com</a>	Provides a wide variety of information on UK tourist attractions, accommodation and travel.
<a href="http://www.ukattractions.com">www.ukattractions.com</a>	UK Attractions – provides information on days out and holidays in the UK.
<a href="http://www.uktouristattractions.co.uk">www.uktouristattractions.co.uk</a>	Provides an online listing of attractions in England, Scotland, Wales, Northern Ireland, the Isle of Man and the Channel Islands.
<a href="http://www.visitbritain.com">www.visitbritain.com</a>	The official tourism website of Great Britain, providing information on visitor attractions and planning trips.

## **Unit 7: Welcome Visitors**

**Unit code:** UD99 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 2

**Guided learning hours:** 9

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### **Unit introduction**

This unit aims to develop learners' knowledge, skills and understanding of how to welcome visitors in a warm and inviting way, while giving them information on the venue they are visiting.

Organisations will often invite visitors to attend their meetings. The visitor will want to feel welcome and be given information on the venue, including health and safety details. Learners will learn how to communicate effectively with visitors and will understand why it is important to give a good impression.

Learners will find out why it is important to follow organisational procedures, for example asking questions on the purpose of the visit, the venue's security procedures and carrying out procedures such as signing in. Learners also need to make sure that visitors feel welcome during any waiting period.

Learners need to present a good impression of their organisation, they will learn how their verbal and body language can influence it.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 welcome visitors in a positive way	1.1	Welcome visitors and establish the purpose of their visit
		1.2	Follow organisational procedures for receiving visitors
		1.3	Answer routine questions
		1.4	Make visitors feel welcome during any waiting period
		1.5	Use appropriate tone and language, including body language, when dealing with visitors
2	Know why it is important to an organisation that visitors are made welcome	2.1	State how treating visitors politely and in a positive way benefits the organisation

## Unit content

What needs to be learned	
<b>Learning outcome 1: Be able to welcome visitors in a positive way</b>	
<b>1.1 Welcome visitors</b>	<p>Types of visitors, e.g. members of the public, primary carers, other members of the organisation; new members, greeting visitors, e.g. manner, smile, politeness; establishing purpose of visit.</p> <p>Purpose of visit</p> <p>Different types of visit, e.g. to provide information, demonstrate skills; to request information.</p>
<b>1.2 Organisational procedures</b>	<p>Security procedures, e.g. signing in, visitor badges, health and safety, evacuation procedures; contacting appropriate person in organisation; giving directions if appropriate.</p>
<b>1.3 Routine questions</b>	<p>Types of routine question that may be asked, e.g. where facilities are; whether someone in the organisation is available; how long the visitor will need to wait; the need for polite, clear and accurate responses; contacting someone else when unsure of answer.</p>
<b>1.4 Waiting</b>	<p>Directing visitors to where they can wait, e.g. a seat in reception area; giving indication of how long the visitor may need to wait if appropriate; other factors, e.g. offering tea/coffee.</p>
<b>1.5 Tone and language</b>	<p>Clarity of speech, politeness; friendly tone; body language, e.g. use of eye contact.</p>
<b>Learning outcome 2: Know why it is important to an organisation that visitors are made welcome</b>	
<b>2.1 Benefits</b>	<p>Members of the public or clients receive a positive impression of the organisation; may lead to, for example, a positive appointment or meeting.</p>

## Further information for tutors and assessors

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### Delivery

This is a practical unit. Learners will need to be able to develop and practise the skills needed to welcome visitors, such as establishing the purpose of the visit and contacting the relevant person.

Learners could find out who visits the organisation by observing more-experienced members of the organisation. Learners could work in small groups to research the types of information different visitors are likely to need from the venue. Findings could be presented to the whole group for discussion.

Learners could visit different organisations to see how people in the workplace deal with customers. The reception desks of different types of organisations receive different types of visitor but being polite to visitors is always essential. The reception desk in an office-based business will receive different types of customers from a builder's merchant for example, and a warehouse will have visiting salespeople. When learners return to the centre, they should discuss what they have observed before taking part in role-play exercises. Videos of learners practising role play would help to point out good and bad practice. Learners need to be made aware of different organisational procedures.

To practise the required communication skills, learners could role play greeting visitors. They could work in pairs, taking turns to carry out the role of the visitor and the receptionist. It is important that learners understand that the receptionist represents the public face of the organisation and must always present a positive image to visitors, as well as to staff and colleagues.

### Assessment

Most of the assessment criteria for learning outcome 1 could be evidenced through role-play scenarios, with evidence taking the form of witness statements or observation reports completed and signed by the tutor.

To achieve assessment criterion 1.1, learners must demonstrate welcoming a visitor in an appropriate manner and asking simple questions to establish the purpose of the visit.

To achieve assessment criterion 1.2, learners must demonstrate that they can follow at least two types of organisational procedure when welcoming visitors, for example contacting the correct person in the organisation and ensuring that visitors sign the visitor book.

To achieve assessment criterion 1.3, learners need to answer at least two routine questions correctly and clearly.

To achieve assessment criterion 1.4, learners need to make sure that the visitor feels welcome during a period of waiting by offering them a place to sit and/or a hot or cold drink.

To achieve assessment criterion 1.5, learners must be observed using appropriate tone, language and body language while dealing with the visitor.

Assessment criterion 2.1 can be achieved through group discussions or a one-to-one discussion or question-and-answer session with the tutor. Alternatively, it could be evidenced through a written statement. Learners should give at least one benefit for the organisation of treating visitors positively and politely.



## Essential resources

There are no special resources needed for this unit.

## Suggested reading/resources

### Textbook

Ashley V and Ashley S – *Student Handbook: Level 1 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 9780955092022

### Websites

[www.cfa.uk.com](http://www.cfa.uk.com)

Skills CFA, promoting skills and qualifications in the workplace and covering a whole range of business skills.

[www.hse.gov.uk](http://www.hse.gov.uk)

The Health and Safety Executive, providing information on workplace health and safety.

## **Unit 8: Working as a Volunteer**

**Unit code:** UD92 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 2

**Guided learning hours:** 10

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### **Unit introduction**

In this unit, learners will develop an understanding of the volunteer role and the skills required for different types of voluntary work. Learners will participate in a voluntary work activity.

Working as a volunteer can be very rewarding and enjoyable. It is also a good way to meet people of different ages, cultural backgrounds and nationalities who have similar interests. Working as a volunteer can give learners the opportunity to gain new skills that can be transferred to paid employment.

The focus of this unit is to help learners understand the importance of volunteers in a range of situations, for example working in a charity shop on a regular basis, helping out at a local marathon or completing community involvement as part of the Duke of Edinburgh's Award. Learners will consider where volunteers are used and the skills required by volunteers in different areas of voluntary work. Learners will have the opportunity to carry out a voluntary activity in an area that interests them.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 role volunteers play in different volunteering situations	1.1	Identify different situations where volunteers are used
		1.2	Explain why the role of volunteers is important in different volunteering situations
2	Be able to undertake voluntary work	2.1	Identify the skills required for different types of voluntary work
		2.2	Complete a voluntary work activity according to a given brief

## Unit content

What needs to be learned	
<b>Learning outcome 1: Understand the role volunteers play in different volunteering situations</b>	
<b>1.1 Volunteering situations</b>	Volunteering roles, e.g. charity shops, conservation projects, animal sanctuaries, shelters for homeless people, youth clubs, lunch clubs, street collections to raise funds, emergency relief work, Voluntary Services Overseas (VSO).
<b>1.2 Roles of volunteers in different situations</b>	Back office functions, e.g. sorting and pricing goods for a charity shop; customer-facing functions, e.g. serving in a charity shop, working on a stall during fundraising events; specialist roles, e.g. cooking for a lunch club or homeless shelter, working as an adviser for a telephone advice line, emergency relief work.  <b>Importance of volunteers</b>  To provide expertise, time, extra help, new ideas; to respond in an emergency.
<b>Learning outcome 2: Be able to undertake voluntary work</b>	
<b>2.1 Skills for voluntary work</b>	General skills, e.g. cheerfulness, empathy, reliability, punctuality; communication skills, e.g. verbal, written, teamworking skills, receiving and giving instructions, confidentiality, being non-judgemental; specific skills or abilities needed for some types of voluntary work, e.g. driving, cooking, using a computer, being able to communicate using sign language, physical fitness.
<b>2.2 Voluntary work</b>	Work that matches skills and interests, e.g. gardening for a person with a disability, helping at a youth club or uniformed youth organisation, helping at an animal sanctuary, craft activity in a residential home for elderly people.

## Further information for tutors and assessors

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### Delivery

The emphasis of this unit is to:

- make learners aware of the importance of voluntary work to all those involved
- develop an understanding of the range of skills required to take part.

Delivery methods could include tasks such as group work, research and presentations in which learners can explore a wide a range of volunteering situations. Case studies could help learners understand the skills required for different types of volunteering activities.

Learners could answer questions on a worksheet, identifying the skills that a volunteer needs. They could work in pairs to determine which skills are common to all areas of voluntary work and which are specific to particular volunteering work, for example communication skills for visiting the elderly, physical skills and fitness for outdoor work, and then report back to the rest of the group. Learners can design posters to show the generic and specific skills required by volunteers.

Centres should be able to cover learning outcome 2 through practical activities that could include completing real or simulated application forms for volunteering work, writing application letters and role-play telephone conversations.

Learners must complete a brief period of voluntary work for learning outcome 2.

In order to arrange a brief period of suitable voluntary work, tutorials will give tutors the opportunity to discuss the interests and skills of individual learners.

Tutors should provide learners with guidance about the voluntary work, the skills required, the timescale to complete the work and any supervision arrangements.

### Assessment

To meet assessment criterion 1.1, learners must identify at least three situations where volunteers are used. For assessment criterion 1.2, learners must provide a short explanation of why volunteers are important for the three situations they identified in 1.1.

For assessment criterion 2.1, learners must be able to identify the skills required for a range of types of voluntary work. Tutors may use one-to-one discussions to assess the criteria but must record all responses for verification purposes.

Learners could complete a log or diary to record the tasks completed in their voluntary work experience for assessment criterion 2.2. The supervisor of the voluntary work will verify learners' work.

## Essential resources

For this unit, learners must participate in some form of voluntary work. A specified time for the voluntary work is not given but it must be sufficient to give learners time to gain the knowledge and experience needed to meet the learning outcomes.

## Suggested reading/resources

### Websites

<a href="http://www.knowhownonprofit.org">www.knowhownonprofit.org</a>	Provides knowledge and elearning for charities, social enterprises and community groups. It includes links to resources on volunteering and a study zone providing courses such as working for a charity. Membership fees may apply
<a href="http://www.ncvo.org.uk">www.ncvo.org.uk</a>	NCVO (The National Council for Voluntary Organisations) promotes the voluntary sector and volunteering. The website provides a variety of articles, research and ways to become involved.
<a href="http://www.vinspired.com">www.vinspired.com</a>	The UK's leading volunteering charity for 14–25-year-olds. It provides resources on volunteering, and ways to become involved.
<a href="http://www.voluntaryworker.co.uk">www.voluntaryworker.co.uk</a>	A reference source to volunteering in the UK and overseas.

# Developing Citizenship through an Organisation

**Guided learning hours: 31**

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 role of organisations in developing citizenship	1.1	Identify organisations involved in citizenship development
		1.2	Outline the role of a specific organisation in citizenship development
2	Understand how participation in an organisation can contribute to self-esteem	2.1	Explain how participation in an organisation contributes to the development of self-esteem
3	Know how an organisation contributes to the community	3.1	Identify how a specific organisation has made a contribution to the local community
4	Know how an organisation can contribute to personal citizenship development	4.1	Outline personal citizenship skills developed through participation in an organisation
		4.2	Outline how developing personal skills contributes to citizenship
5	Be able to demonstrate skills that contribute to community activities	5.1	Review own skills that contribute to community activities
		5.2	Contribute to the planning of activities that contribute to a community
		5.3	Demonstrate skills while contributing in a community activity
6	Understand how participation in an organisation has influenced personal citizenship	6.1	Describe how participation in community activity has influenced own contribution as a citizen



## Unit content

What needs to be learned	
<b>Learning outcome 1: Know the role of organisations in developing citizenship</b>	
<b>1.1 Organisations</b>	Local, e.g. sports teams, neighbourhood groups, schools, colleges, clubs, societies; national, e.g. uniformed organisations, charities, voluntary organisations.
<b>1.2 Role of specific organisation</b>	Aim of the organisation, role of the organisation, membership and/or participation; promoting citizenship through, for example, working together, promoting stronger community ties, promoting life skills and personal development; working on behalf of the local community, e.g. fundraising, volunteering, speaking on behalf of others.
<b>Learning outcome 2: Understand how participation in an organisation can contribute to self-esteem</b>	
<b>2.1 Contribution of participation to self-esteem</b>	Builds self-esteem, pride, purpose, motivation, sense of belonging, develops new skills, involvement in activities of the group.
<b>Learning outcome 3: Know how an organisation contributes to the community</b>	
<b>3.1 Contribution to the community</b>	What the organisation does, who it works with, how it helps, how it provides opportunities for members and those who participate.
<b>Learning outcome 4: Know how an organisation can contribute to personal citizenship development</b>	
<b>4.1 Personal citizenship skills</b>	For example showing concern for others, representation, informing opinions, teamwork, personal organisation, self-reliance, time-management skills, employability skills.
<b>4.2 Personal development</b>	For example confidence, personal responsibility, ability to work with others, organisational skills.
	<b>Contribution to citizenship</b>
	For example role of the citizen, involvement, volunteering, concern for others, democracy, rights and responsibilities, fairness, equal opportunity, making a difference, advocacy.

## What needs to be learned

### Learning outcome 5: Be able to demonstrate skills that contribute to community activities

#### 5.1 Skills review

Current skills and strengths; required skills and strengths.

#### 5.2 Activities

For example, distributing information on safety, raising awareness for charities or groups; improving/restoring neighbourhood facilities, e.g. cleaning a local park, helping at local events, organising sporting events/tournaments, fundraising.

#### 5.3 Skills contributing to community activities

For example, planning activities to raise funds for a cause, organisation skills to help at local events.

### Learning outcome 6: Understand how participation in an organisation has influenced personal citizenship

#### 6.1 Influence on personal contribution as a citizen

For example, increased awareness of the role of the citizen, more engaged in local community, increased awareness of the needs of individuals and groups in the community, increased understanding of local community values, ability to act as an advocate.

## Further information for tutors and assessors

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### Delivery

It is recommended that this unit is delivered first in the programme. It is important that the delivery and assessment of this unit is practical in focus, encouraging learners to fully participate.

Learning outcome 1 gives learners the opportunity to research a range of organisations in the community. As the amplification is very broad (covering sports teams, faith groups, charities, voluntary organisations, neighbourhood groups, schools, colleges, clubs and societies, and uniformed organisations) it is recommended that either different groups of learners are directed to research specific types of organisations or that the research is directed to organisations that are relevant to the learner group. The outcomes of the research could be displayed for other learners to review and discuss.

For assessment criterion 1.2, learners should be directed to select a specific organisation (of which they are a member or one in which they participate) and find out the aim, role, membership or participation. Learners should look at how the organisation can promote citizenship through working together, community ties, life skills and personal development, and how it works on behalf of the local community.

For learning outcome 2, this research will be extended to review how individual learners' contributions can help them to become involved in the activities of the group and so build their skills, self-esteem and sense of belonging.

For learning outcome 3, learners will carry out teacher-led research into what different organisations contribute to the community. Use of external speakers from relevant organisations would support this research.

Learners will then carry out a project (individual or group), focusing on a specific organisation and how it contributes to the community, for example by improving the environment, raising awareness, supporting community goals, making a financial contribution.

For learning outcome 4, learners will have the opportunity to research the personal skills that can be developed through participation in organisations, and then review how development of personal skills enhances individual citizenship.

Learning outcome 5 is practical and learners should be set a specific individual or group project. Learners will discuss how to review their own skills and then plan specific activities that will contribute to their community. Using their plan, they will contribute to a community activity and demonstrate their skills while being involved in the activity. This could be in their school, club or organisation as long as it is a voluntary role.

For learning outcome 6, learners will be able to review how participation in a community activity has affected own citizenship. A whole-group discussion, led by the tutor, will enable learners to consider if their participation has increased their awareness of the role of citizen, allowed them to become more engaged in the community, increased their awareness of the needs of individuals and groups in the community, and their understanding of community values.

## Assessment

Learners must meet all assessment criteria to pass the unit, so any assessment must ensure that all assessment criteria are targeted across the assessments set.

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.

For assessment criteria 1.1 and 1.2, learners can use the outcome of their group research to design a poster, identifying at least four organisations, selecting one specific organisation from the four for 1.2.

A second poster or an information sheet could be produced in which learners outline the aim, role, membership or participation of their chosen organisation and how that organisation promotes citizenship by, for example, working together and on behalf of the community promoting community ties, life skills and personal development.

Alternatively, to evidence this criterion the centre could devise a worksheet for learners to complete.

For assessment criterion 2.1, learners could prepare a short presentation in which they explain how their participation in a specific organisation has contributed to developing their self-esteem. Alternatively, the assessor could have an oral discussion with learners and this could be recorded (a written record or an audio recording supported by an assessor observation record).

Holistic assessment is encouraged when learners are presenting evidence for assessment, so assessment could be devised to also cover learning outcome 6.

For assessment criterion 3.1, learners must select a specific organisation and identify how that organisation contributes to the local community, considering factors such as how they provide opportunities for those who participate and how they increase involvement and participation: creating harmony and community cohesion, safer neighbourhoods; improvement to environment; raising awareness for a cause; supporting community goals; making financial contributions.

This could be presented as an information sheet or the centre could produce a worksheet for learners to complete.

Assessment for criterion 3.1 could also be designed to link to learning outcome 1.

Assessment criteria 4.1 and 4.2 could be evidenced by an interview/oral discussion between assessors and learners, in which learners outline personal citizenship skills and how those skills can enhance personal development and contribute to citizenship. This interview/discussion would need to be recorded (written notes or audio recording) and accompanied by an assessor observation record.

For learning outcome 5, learners should be set a specific individual or group project that allows them to review their skills, plan activities that contribute to a community, and carry out that activity, demonstrating the required skills.

For assessment criterion 5.1, learners should be given a template that enables them to carry out a skills review. They should identify at least three current skills, and compare them with the skills needed for community activities and action planning for personal skills development.

For assessment criterion 5.2, learners should plan, individually or as part of a group, at least two activities that would contribute to their local community. A formal plan for these activities should be submitted. This could also be observed by the assessor and an assessor observation record could be used as part of the evidence.

Assessment criterion 5.3 requires learners to contribute to the planned activities and demonstrate their skills. Learners' accounts should be submitted, supported by an assessor observation that confirms the contribution made by individual learners. A peer-witness testimony could also be used to add weight to the portfolio of evidence. Video or photographic evidence is also recommended.

Assessment criterion 6.1 requires learners to review how their personal participation in a community activity has influenced their contribution as a citizen. This could be evidenced through a discussion with the assessor or by learners' accounts (ideally based on a centre-devised template) in which learners carry out their review.

## **Essential resources**

Learners must be actively involved in a local organisation. This can include their school, college or learning provider.

## **Suggested reading/resources**

### **Websites**

[youngcitizens.volunteernow.co.uk/millennium-volunteers](http://youngcitizens.volunteernow.co.uk/millennium-volunteers)

The page for the Millennium Volunteers programme, available for those aged 11–25.

[www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

This website encourages young people to take part in society as equal members. There are various resources and ways to get involved.

[www.gwirvol.org](http://www.gwirvol.org)

The website of Gwirvol, a partnership of organisations in Wales, promoting and representing youth volunteering in Wales.

[www.iwill.org.uk](http://www.iwill.org.uk)

iwill is a UK-wide campaign, aiming to make social action part of life for 10–20-year-olds. The website provides a variety of resources and ways to get involved.

[www.ncvo.org.uk](http://www.ncvo.org.uk)

The National Council for Voluntary Organisations (NCVO) promotes the voluntary sector and volunteering, the website provides a variety of articles, research and ways to become involved.

[www.skillsyouneed.com](http://www.skillsyouneed.com)

Provides a wide variety of information and resources on essential life skills.

[www.vinspired.com](http://www.vinspired.com)

vinspired is the UK's leading volunteering charity for 14–25- year-olds.

# **Unit 10: Planning and Participating in an Event**

**Unit code:** UE01 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 4

**Guided learning hours:** 13

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## **Unit introduction**

This unit aims to give learners the opportunity to work as part of a team in planning, participating in and reviewing the success of an event.

Learners will investigate different aspects of planning events before planning their own event. The event will be a small-scale, one-off event that requires planning and organisation over a period of time, and learners will need to meet specific customer or client requirements. The type of event could be a charity or fundraising event, a trip, an end-of-term dance or a sporting event.

Learners will participate in running the event and they will review its success. They will use information collected from all of those involved, including the team, the tutor, customers and the client.

Throughout the unit, each learner will be able to develop their individual role as well as being part of a team. They will need to keep records and consider any problems, and suggest how to respond to them.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 for an event as a team member	1.1	Contribute to the planning of a chosen event by undertaking a key role in a team
		1.2	Produce a plan for the event
		1.3	Identify potential risks and problems
2	Be able to participate in the organisation of an event	2.1	Participate in the organisation of a chosen event
3	Be able to contribute to the running of an event	3.1	Contribute to the running of a chosen event by undertaking a key role in the team
4	Be able to review the success of the event	4.1	Review the event using feedback received
		4.2	Outline the success of the event against the original plan



## Unit content

### What needs to be learned

#### Learning outcome 1: Be able to plan for an event as a team member

##### 1.1 Planning process

Aims of the event, e.g. to raise money, celebration, educational; type of event; size of event, e.g. minimum and maximum numbers; location; target audience; date and timings; available resources, e.g. other team members, equipment; budget, e.g. costs, materials for displays; identifying roles and responsibilities; producing clear and accurate records; health and safety considerations.

Events

Type of event, e.g. charity or fundraising event, visit or day out, meal, dance, sporting event.

Team member

For example respecting others, cooperating with and supporting others, negotiating/persuading, contributing to discussions, awareness of interdependence on others.

##### 1.2 Plan

Type of event; aims; resources and budget available; date; times; location; to meet customer requirements; roles and responsibilities; how the event will be reviewed.

##### 1.3 Risks and problems

Types of risk, e.g. weather; change in numbers within team; equipment or materials not available; identifying problem; making suggestions on how to solve problem; creative thinking.

#### Learning outcome 2: Be able to participate in the organisation of an event

##### 2.1 Participation

Roles and responsibilities; teamwork; communication, e.g. discussing activities with colleagues, tutor; health and safety, e.g. safe use of equipment, setting up to minimise hazards; timekeeping, e.g. attendance; punctuality; setting up and taking down within agreed timeline; promotion of event, e.g. posters; financial, e.g. selling tickets, collecting money, paying in money; recording participation, e.g. logbook.

## What needs to be learned

### Learning outcome 3: Be able to contribute to the running of an event

#### 3.1 Setting up

Signs; rooms, e.g. furniture; equipment, e.g. for stalls, displays; being aware of health and safety; dealing with problems, e.g. equipment not available or not working; allowing enough time to set up.

#### During event

For example, welcoming customers, listening to customers, responding to questions, ensuring customers complete feedback sheets, front of house, event management.

#### Clearing event

For example, disposing of waste, removing signs, clearing room, clearing equipment safely.

### Learning outcome 4: Be able to review the success of the event

#### 4.1 Review

Sources of feedback, e.g. customer feedback sheets, other team members, tutor.

#### 4.2 Success

Against original plan.

## Further information for tutors and assessors

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### Delivery

To achieve this unit, learners must be given the opportunity of planning, organising and running an event of a suitable type. Although learners will work in a group, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment criteria. Evidence is likely to take the form of checklists, observation records and witness statements.

This unit is predominantly practical in nature and should be delivered to give learners maximum opportunities to take responsibility and ownership for the planning and running of an event. Before they embark on their event, learners will need input on the processes involved in the planning of an event. The purpose of this unit is to develop learners' planning and organisational skills by working as part of a team and by taking individual responsibility for specific tasks. In planning the event, records of discussions and agreement of roles and responsibilities need to be identified.

Tutors could encourage learners to investigate the planning of local events, for example a summer fete. Visits to local venues, such as hotels and conference centres, give a valuable insight into the planning involved in organising events. Visits to events may help learners when investigating the requirements of the event-planning process. Guest speakers, such as event organisers, could be invited to talk about the event-planning process. Learners can use the knowledge gained from visits and guest speakers to help them with their event planning and the running of their event.

The event should be regarded as a one-off that requires planning, for example charity or fundraising, and sporting events. To meet the learning outcomes, the tutor must provide a client brief for learners to work from, detailing customer or client requirements.

The tutor must take overall responsibility for the event but each learner should take responsibility for their own role and the individual responsibilities identified in the planning process. Risk assessments should be completed by the tutor but shared with learners for compliance. Communication is vital in the event-planning process and each learner is expected to complete a log of the stages involved in the process.

Finally, learners will need to review the success of the event in different ways. This may be by collecting feedback from customer comment cards designed by learners, or from other team members and their tutor, and comparing the feedback with the aims for the event. The tutor should complete an observation record for individual learners, based on their observed level of participation.

## Assessment

To meet assessment criteria 1.1 and 1.2, learners can be given a customer brief, from which they will work together to produce an outline plan for their chosen event. This plan must state the type of event, its aims, resources and budget available, date, time and location to meet customer requirements. The plan must include roles and responsibilities allocated to members of the team in setting up and running the event, and also how the event will be reviewed afterwards.

Evidence for assessment criterion 1.1 could be in the form of records of team meetings, discussions, observation records and a personal log. A pro forma could be provided to record the details of the plan for assessment criterion 1.2.

To meet assessment criterion 2.1, learners must show evidence of their participation in the organisation of their event. This can be evidenced by means of an observation record signed by the tutor. To meet assessment criterion 2.2, the log should include the identification of at least one risk and one problem, with suggestions for how they might be overcome. Alternatively, the tutor could question learners on possible risk, problems and record answers on the observation record.

To meet assessment criterion 3.1, learners must produce evidence to show that they contributed to and participated in running the event. The evidence should include task sheets produced before the event, together with logbooks, witness statements and observation records showing that learners have been involved at all stages of the event: setting up, during the event and during taking down and clearing away.

For assessment criterion 4.1, learners must decide how they are going to review and evaluate their event and its success. They will need to have evidence of collecting feedback from customers, other team members and the tutor. They must also show evidence that they collected feedback following the event.

For assessment criterion 4.2, learners must measure the success of the event against the original plan. Evidence for this could be in the form of a discussion supported by observation records or in written format.

## Essential resources

There are no special resources needed for this unit, although learners may need guidance on finding out about and booking a suitable venue.

## Suggested reading/resources

### Textbook

Shone A and Parry B – *Successful Event Management*, 2nd Edition  
(Cengage Learning Business Press, 2004) ISBN 9781844800766

### Journal

*Event Magazine* – Haymarket Publications

### Websites

[www.businessballs.com](http://www.businessballs.com)

A free online resource covering all aspects of business skills, including ideas for team building.

[www.wilderdom.com](http://www.wilderdom.com)

Gives ideas for team-building activities.

# **Unit 11: Exploring Music Performance Skills**

**Unit code:** UM66 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 4

**Guided learning hours:** 42

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## **Unit introduction**

Most of us have, at some time, dreamed of being a music star! This unit allows learners to explore some of the skills a musician requires, whether they are a violinist or thrash guitarist.

This unit aims to give learners an idea of what it is like to work as a musician, preparing and performing a piece of music solo or in a group. Learners will develop confidence in the use of vocal and/or instrumental skills. They will learn how to plan a performance, practise and rehearse, and how to present themselves to an audience.

Learners will learn the importance of reliability, a positive attitude and respect for others in relation to music performance work. This will develop learners' employability skills.

The unit will conclude with a performance of a prepared solo or group piece to an invited audience, for example peers, friends, family members.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 take part in practical music-making activities	1.1	Take part in practical music-making activities
2	Be able to prepare for a solo or group music performance	2.1	Take part in preparations for a musical performance
3	Be able to use music skills in performance	3.1	Perform with a degree of musical accuracy in performance
		3.2	Perform with a sense of musical style in performance
		3.3	Use stage presentation techniques
4	Be able to demonstrate employability skills through participation in practical activities	4.1	Be reliable in practical activities
		4.2	Show a positive attitude to the work practical activities
		4.3	Be respectful to others in practical activities

## Unit content

What needs to be learned	
<b>Learning outcome 1: Be able to take part in practical music-making activities</b>	
<b>1.1 Activities</b>	Singing and/or instrumental e.g. solo playing/singing, ensemble playing/singing, warm-ups, technical exercises, practice routines, repertoire development
<b>Learning outcome 2: Be able to prepare for a solo or group music performance</b>	
<b>2.1 Preparations</b>	e.g. considering target audience and venue; selection of appropriate performance pieces e.g. length of piece, difficulty; running order, rehearsals, audience type e.g. children, young adults; venue e.g. acoustics
<b>Learning outcome 3: Be able to use music skills in performance</b>	
<b>3.1 Musical skills</b>	Sense of pitch; sense of rhythm; sense of timing; musicality; expression; confidence; presentation techniques e.g. communicate effectively with accompanist/band, communication with the audience
	<b>Performance</b> Solo or ensemble performance
<b>Learning outcome 4: Be able to demonstrate employability skills through participation in practical activities</b>	
<b>4.1 Reliability</b>	Attendance; punctuality; being ready to work
<b>4.2 Positive attitude</b>	e.g. focus, enthusiasm, motivation, willingness to try
<b>4.3 Respect for others</b>	Tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback



## Further information for tutors and assessors

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### Delivery

This unit should be delivered through a series of tutor-led practical workshops designed to allow learners to develop a range of skills associated with musical performance. Learners should be encouraged to develop good practice in terms of preparing and warming up for class and maintaining of their instrument as appropriate. The nature of delivery will depend on the skills of learners at entry in terms of the musical instruments they play. It is, however, possible for learners who do not already play a musical instrument to participate and succeed in this unit through using the voice as an instrument or through playing tuned and/or untuned percussion instruments.

Early sessions should concentrate on building confidence as well as musical ability. Learners should take part in practical music making activities, which could include performance of simple ensemble arrangements for instrumentalists and rounds and/or partner songs for vocalists. Pieces can be taught 'by ear' or with the use of musical scores as appropriate. In terms of technical ability, tutors should guide learners in a range of appropriate practice techniques and learners should be encouraged to keep a practice log to track their progress. Observation of and listening to professional performers will also be useful in the identification of appropriate performance techniques.

Learners will then apply the skills they have developed to a piece or pieces of music, which will be rehearsed under the direction of the tutor and performed to an audience. Learners can prepare a solo piece or work on an ensemble piece. In helping learners to choose pieces tutors should take into account the abilities. The choice of a simple piece, that allows a learner to perform well, is preferable to a more complex piece that they may struggle with. Learners should be encouraged to consider the target audience for their piece when making choices.

Learners should rehearse under the direction of the tutor. They should develop an understanding of the rehearsal process and be encouraged to develop good practice in terms of rehearsal discipline and taking direction. It would be useful for early rehearsal sessions to be recorded. Learners may then revisit these recordings to hear how they have improved and set targets for further development.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, perform their piece(s) to a small audience of family and friends. It would also be appropriate for the piece(s) to be shown as part of a larger showcase that might include work prepared in other units.

## **Assessment**

Evidence for this unit will be generated through learners' log books, practical music making sessions, rehearsals and a performance. Achievement of 1.1, 2.1, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in activities in a positive manner contributing to activities and rehearsals.

Performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. To achieve 3.1 learners must perform with a degree of musical accuracy in terms of timing and pitch. For 3.2, they should be able to demonstrate musicality in their performance work and stage presentation techniques such as communication with the audience and other performers for 3.3.

To achieve 4.1 learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2 learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

## **Essential resources**

For this unit, learners should have access to a practical space to work in and perform. Video equipment will be needed for evidence-recording purposes. Video recordings of musical performances and concert visits will also be a useful resource. Learners will need to provide their own musical instruments. Centres should provide larger instruments such as pianos and drum kits, as appropriate.

## **Suggested reading/resources**

Musical scores may not be appropriate. However, the Kaleidoscope Series published by Chester Music includes arrangements of classical and pop standards for mixed groups of instruments.

## **Unit 12: Planning an Enterprise Activity**

**Unit code:** **UM74 04**

**SCQF level:** **4**

**Unit type:** **Optional**

**Credit points:** **2**

**Guided learning hours:** **17**

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### **Unit introduction**

The aim of this unit is to give learners the skills and knowledge to be able to plan an enterprise activity. Learners will generate ideas for products or services. They will consider the roles and skills required, and the likely costs and promotional materials needed.

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is on learners developing an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will consider the skills required for an enterprise activity and how to promote it.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 select a suitable enterprise activity	1.1	Identify strengths of ideas generated for an enterprise activity
		1.2	Identify weaknesses of ideas generated for an enterprise activity
2	Know appropriate roles and skills required for the enterprise activity	2.1	Identify roles required for the enterprise activity
		2.2	Identify the practical and personal skills required for the enterprise activity
3	Know the costs involved in producing and selling a product or service	3.1	Identify the cost of items and processes related to producing and selling the product or service
		3.2	Identify the final pricing of the product or service using basic calculations
4	Be able to use an appropriate promotional technique	4.1	Use an appropriate method to promote a product or service

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know how to select a suitable enterprise activity</b>	
<b>1.1, 1.2</b>	<p><b>Strengths and weaknesses of enterprise activity ideas</b></p> <p>Availability and cost of resources, e.g. human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition.</p>
<b>Learning outcome 2: Know appropriate roles and skills required for the enterprise activity</b>	
<b>2.1 Roles required</b>	<p>For example, planner, salesperson, manufacturer, administrator, financial controller.</p>
<b>2.2 Practical and personal skills required</b>	<p>Planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills.</p>
<b>Learning outcome 3: Know the costs involved in producing and selling a product or service</b>	
<b>3.1 Production costs</b>	<p>Ingredients, components, equipment, facilities, skills, time.</p>
<b>Selling costs</b>	<p>Advertising, printing of leaflets or flyers; facilities, e.g. hire of stall at charity event or local market.</p>
<b>3.2 Pricing of the product or service</b>	<p>Realistic pricing; covering costs and making a profit.</p>
<b>Learning outcome 4: Be able to use an appropriate promotional technique</b>	
<b>4.1 Promotional materials and methods</b>	<p>Selection of relevant media for promotion, e.g. poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies, e.g. special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive, e.g. information about location, availability, contact information, features of product or service.</p>

## Further information for tutors and assessors

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### Delivery

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

An enterprise activity does not have to be a large-scale activity. It can be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or washing cars. The unit should be delivered to give learners as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 13: Running an Enterprise Activity* and *Unit 14: Producing a Product*.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated for different types of products and services. These ideas could be explored individually or through group activity. It is important to emphasise that learners must be able to carry out the activity using the skills they already have.

A question-and-answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles in an enterprise activity and the personal skills involved. Learners could interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful if they watched clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point-of-sale advertising could be a useful resource as it is readily available. Specific information on selling skills could be gathered from a range of services, including books, the internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as Dragons' Den.

Learners could investigate the costs of their chosen enterprise idea through active research 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 the prices customers are prepared to pay for a product or service. Business people could be interviewed for advice on how to set a realistic profit margin.

As learners decide on the appropriate promotional materials for their enterprise activity they could explore and research a variety of advertising media and promotional events. This will complete the unit.

## Assessment

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

For assessment criterion 1.1, learners should, before deciding on the strengths and weaknesses of the ideas, be given the opportunity to discuss possible ideas for an enterprise activity. This could be a group discussion with a tutor or take place as an individual activity. Learners must identify more than one type of product or service before choosing one enterprise idea to pursue further. To achieve assessment criterion 1.1, learners need to identify at least one strength and one weakness in two different enterprise ideas.

To achieve assessment criteria 2.1 and 2.2, learners need to identify the different key roles for their enterprise activity. These could include examples such as the roles of researcher, promoter, salesperson and keeping financial records. Additionally, learners must be able to identify the practical and personal skills required for the enterprise activity.

To achieve assessment criterion 3.1, learners need to identify a range of costs and processes related to producing and selling their product or service. This could be presented as a brief poster or a written presentation.

To achieve assessment criterion 3.2, learners are required to use basic calculations to show how they will work out their final sale price for their product or service. This could be included as part of the poster or the presentation produced for assessment criterion 3.1.

For assessment criterion 4.1, learners must produce some promotional material for their product or service, such as a flyer or poster that contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

## Essential resources

There are no special resources needed for this unit.

## Suggested reading/resources

### Websites

[www.makeyourmark.org.uk](http://www.makeyourmark.org.uk)

This website encourages people aged 16–24 to start business ventures and work for themselves.

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

This website provides resources such as case studies of young people who have been involved in enterprise.

## **Unit 13: Running an Enterprise Activity**

**Unit code: UM77 04**

**SCQF level: 4**

**Unit type: Optional**

**Credit points: 1**

**Guided learning hours: 12**

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### **Unit introduction**

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, choosing products, marketing and setting prices in relation to costs.

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to give learners the opportunity to carry out an enterprise activity. They will demonstrate selling a product or service, taking into account the practical and personal skills required.

Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.



## Learning outcomes and assessment criteria

To pass this unit, learners need 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 increase the likelihood of success in an enterprise activity	1.1	Identify features that would lead to the effective delivery of a chosen enterprise activity
2	Be able to complete an enterprise activity	2.1	Prepare the product or service for the enterprise activity, incorporating required features
		2.2	Create appropriate advertising for the product or service
		2.3	Set an appropriate price for the product or service offered
		2.4	Demonstrate appropriate sales and communication skills
3	Be able to review the success of the enterprise activity	3.1	Produce records to show the successes and failures of the enterprise activity
		3.2	State what would be done differently should there be another enterprise activity

## Unit content

What needs to be learned
<b>Learning outcome 1: Know how to increase the likelihood of success in an enterprise activity</b>
<b>1.1 Features leading to effective delivery</b> Identify customers and what customers want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who is best able to provide them.
<b>Learning outcome 2: Be able to complete an enterprise activity</b>
<b>2.1, 2.2, 2.3, 2.4</b> <b>Selling a product using practical and personal skills</b> Suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated.
<b>Learning outcome 3: Be able to review the success of the enterprise activity</b>
<b>3.1, 3.2</b> <b>Producing records</b> Show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made; reasons for success or failure, e.g. quality of the product, venue, cost, weather, advertising.

## Further information for tutors and assessors

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### Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group work and group discussion would be appropriate, even where learners' 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 greeting cards, biscuits, sweets, jewellery, or providing a service such as selling ice cream or washing cars. The unit should be delivered to give learners as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 12: Planning an Enterprise Activity* and *Unit 14: Producing a Product*.

At this level, activities will require learners to carry out some multi-stepped tasks. In the tasks, learners should demonstrate appropriate planning and preparation skills. They must be given the opportunity to show competency in organisational skills, and the skill of reviewing the success (or failure) of the enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity but they should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. In order to identify the knowledge and skills that have been developed, learners will require supervisory guidance and regular monitoring and review of progress.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that learners understand how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could seek advice or opinions from visiting guest speakers or other business people, about consumer demand and how the enterprise activity might meet consumers' needs.

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

Learners' enterprise activity 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.

Learners could seek guidance from record-sheet templates that suggest the key financial information that needs to be recorded to evaluate the overall successes and/or failures of the enterprise activity. They could look for advice from entrepreneurs or business people on the financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

## Assessment

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

For assessment criterion 1.1, learners must be able to identify key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features will depend on the nature of the enterprise activity but typically learners should be able to discuss at least two key features for success.

For assessment criteria 2.1, 2.2, 2.3 and 2.4, learners must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared, incorporating the features specified in assessment criterion 1.1, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by learners. The prepared product or service may be something learners have produced themselves (for example jewellery they have made), or something produced by someone else (for example ice cream bought by learners and sold on a stall at a trade fair). Photographic or video evidence can be used as well as a tutor witness statement.

For assessment criterion 3.1, some simple records need to be provided, showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by the tutor can be used for this purpose. For assessment criterion 3.2, learners should be able to state what would be done differently should there be another enterprise activity. Consideration should be given to venue, time of the enterprise activity, the marketing, quality of the product or service and the communication skills used.

## Essential resources

There are no special resources needed for this unit.

## Suggested reading/resources

### Websites

[www.makeyourmark.org.uk](http://www.makeyourmark.org.uk)

This website encourages people aged 16–24 to start business ventures and work for themselves.

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

This website provides resources such as case studies of young people who have been involved in enterprise.

## **Unit 14: Producing a Product**

**Unit code:** UM76 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 2

**Guided learning hours:** 15

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### **Unit introduction**

In this unit, learners will gain the knowledge and skills needed to be able to produce a product or item safely. They will consider the skills required to make the product, the necessary precautions to ensure safety, and will assess the finished item.

Being involved in a production activity can help learners to develop a range of basic entrepreneurial skills. They will find out how to make a product or item safely, understand the skills required in making the product or item, and evaluate the quality of the product or item. Learners will also consider whether the quality of the finished item is in line with original expectations.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 make a product or item	1.1	Produce a plan to make a product or item
		1.2	Identify the materials and equipment required
		1.3	Identify any relevant safety points
2	Understand the skills required to make the product or item	2.1	Outline the skills required to make the product or item
		2.2	Identify any new skills that might be required
3	Be able to produce the product or item safely	3.1	Produce a product or item using relevant skills, materials and equipment
		3.2	Take appropriate measures to produce the product or item safely
4	Be able to assess how well the product or item was made	4.1	State what parts of the finished product or item met with expectations
		4.2	State what parts of the finished product or item did not meet the original expectations
		4.3	Outline what changes would be made if the product or item were to be produced again

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know how to make a product or item</b>	
<b>1.1, 1.2, 1.3</b>	<p><b>Plan for making a product or item</b></p> <p>Choice of appropriate product or item to make, record steps to be followed in making the product or item, list and obtain resources and materials needed for product or item, plan for effective use of different types of equipment, e.g. tools, measuring instruments, appliances, containers, plan for safe use of equipment, use of safety clothing if required.</p>
<b>Learning outcome 2: Understand the skills required to make the product or item</b>	
<b>2.1, 2.2</b>	<p><b>Skills required to make the product or item</b></p> <p>Technical, personal or practical skills required to make the product; identify any skills gaps.</p>
<b>Learning outcome 3: Be able to produce the product or item safely</b>	
<b>3.1</b>	<p><b>Producing the product or item</b></p> <p>Using appropriate materials and equipment.</p>
<b>3.2</b>	<p><b>Steps to safely produce the product or item</b></p> <p>Use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first-aid supplies available; produce safe item or product.</p>
<b>Learning outcome 4: Be able to assess how well the product or item was made</b>	
<b>4.1, 4.2, 4.3</b>	<p><b>Quality of the finished product or item</b></p> <p>Quality of materials used, quality and use of equipment; comparing quality of final product or item against original plans for quality of product or item.</p>

## Further information for tutors and assessors

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### Delivery

This unit has been designed to be as practical as possible. Group work and group discussion would be appropriate, even where learners' own assessment evidence needs to be recorded separately.

Learners should be encouraged to gain an understanding of producing a product or item. While producing their product or item, learners need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

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 that might require the use of workshop facilities.

It would be helpful if learners could visit a production line 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 about the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with, such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners 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.

Learners need regular assessor support and guidance, with reviews of progress carried out by the tutor or line manager to identify the knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

The unit focuses on developing the skills needed to make a product or item under some supervision.

Activities can be carried out individually, or a group of learners can work together to make an item or product. The item or product itself can be very simple in design as it is learners' learning experiences and contributions to this which are important.

Delivery of this unit could be carried out in conjunction with *Unit 12: Planning an Enterprise Activity* and *Unit 13: Running an Enterprise Activity*.



## 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 and video and audio recordings could add to the range of evidence suggested.

For assessment criteria 1.1, 1.2 and 1.3, learners must produce a straightforward plan for how the product or item will be produced, listing any materials and equipment needed, as well as the safety points to be aware of. Tutors or line managers could provide examples of planning templates, but learners must be able to independently select the best way to present their plan and decide the information required in the plan. Alternatively, a brief poster or PowerPoint® presentation witnessed by the tutor could be used.

For assessment criterion 2.1, a question-and-answer session could be used as evidence for learners to describe the skills required to make the product or item. Alternatively, learners could include an outline of the required skills as part of the plan submitted for assessment criterion 1.1. Learners must outline at least two skills needed to make the product or item. These may be personal or practical skills. Learners must also be able to identify any new skills that might need to be acquired in order to make the product or item.

Assessment criteria 3.1 and 3.2 should be combined so that learners demonstrate that they have taken appropriate safety measures while making the product or item, or an aspect of the product or item safely. This evidence will be observed by the tutor or designated person. The evidence need to be recorded.

For assessment criteria 4.1 and 4.2, the tutor or line manager may prompt learners with questions or comments about the item or product, but learners must show that they are able to make an independent judgement about the quality of the item or product they have produced and whether it has met their original expectations. Learners could write a statement about the quality of the final product or item.

For assessment criterion 4.3, the tutor or line manager may prompt learners with questions or comments about the item or product but learners must be able to show that they can outline changes that they would make to improve the item or product.

Alternatively, for assessment criteria 4.1, 4.2 and 4.3, the tutor could record a discussion in which learners comment on the quality of the finished item or product, and any proposed changes. A question-and-answer session with a witness statement may be used to review how well the product or item was made, whether it has met the original expectations of the plan and how the plan could be modified. Alternatively, if a planning template was used for assessment criterion 1.1, learners could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

## Essential resources

There are no special resources needed for this unit.

## Suggested reading/resources

### Websites

[www.makeyourmark.org.uk](http://www.makeyourmark.org.uk)

This website encourages people aged 16–24 to start business ventures and work for themselves.

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

Provides resources such as case studies of young people who have been involved in enterprise.

# Preparing for Expeditions

**Guided learning hours: 15**

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 prepare for an expedition	1.1	Identify the key factors to consider when planning an expedition
		1.2	Outline the use of a route card
		1.3	Select expedition equipment
2	Be able to site a camp	2.1	Outline the essential features of siting a camp
		2.2	Identify the safety considerations when siting a camp
3	Know how to respond to an emergency during an expedition	3.1	List potential emergency situations in an expedition
		3.2	Respond appropriately to a given emergency situation which can occur during an expedition

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know how to prepare for an expedition</b>	
<b>1.1, 1.2, 1.3</b>	<b>Preparing for an expedition</b>  Factors to consider, e.g. weather, location, duration; route cards; expedition equipment, e.g. personal, group, care of equipment, packing; clothing and footwear; safety considerations.
<b>Learning outcome 2: Be able to site a camp</b>	
<b>2.1</b>	<b>Features of siting a camp</b>  Campcraft, siting camp, pitching camp, striking camp; location.
<b>2.2</b>	<b>Safety considerations</b>  Safety when cooking, waste management, soiled ground, wild animals.
<b>Learning outcome 3: Know how to respond to an emergency during an expedition</b>	
<b>3.1, 3.2</b>	<b>Emergency situations</b>  Injuries; minor, major, evacuation.  Appropriate responses  Immediate response, e.g. reassure casualty, assess situation, seek help from qualified person; call emergency services, methods of attracting attention; communication skills, e.g. transferring clear information on location, number of casualties, what has happened, state of casualty, casualty age and gender; listening to instructions; record incident following relevant procedures.

## Further information for tutors and assessors

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### Delivery

The delivery of this unit should be practical and participative, with an emphasis on personal development and developing responsibility through structured activities.

### Assessment

The emphasis is on assessment through recorded observation of performance and oral questioning. Assessment methods include:

- assessor observation of the demonstration of practical skills
- written and oral questioning
- portfolio-based evidence
- logbook recording.

Records of assessor observations must be available for verification purposes.

### Essential resources

There are no special resources needed for this unit.

# **Unit 16: Practising Leadership Skills with Others**

**Unit code:** UM75 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 2

**Guided learning hours:** 18

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## **Unit introduction**

The aim of this unit is to give learners the opportunity to practise and assess leadership skills in group tasks.

Leadership skills need to be developed when working alongside others, and evaluated in light of interaction with others. Learners will be able to practise their leadership skills with other members of a group and understand what sort of skills they are demonstrating. They will also understand how to contribute to a group's tasks and activities in a leadership role and consider the effectiveness of the leadership skills they have practised.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 which leadership skills to use with others	1.1	Identify leadership skills to use with others
		1.2	Identify situations that require leadership skills
2	Be able to demonstrate leadership skills in a group	2.1	Identify instances when leadership skills have been demonstrated
		2.2	Use an appropriate leadership skill
3	Be able to review own practice of leadership skills	3.1	Outline why use of a leadership skill was a success
		3.2	Identify one aspect of leadership that did not go well
		3.3	Explain why use of a leadership skill was not so successful



## Unit content

What needs to be learned
<b>Learning outcome 1: Know which leadership skills to use with others</b>
<b>1.1, 1.2</b>  <b>Leadership skills</b>  Leadership skills that involve interaction with others, e.g. relaying instructions, explaining a goal or aim to others, working with others to solve problems, helping to encourage or motivate others, making decisions, helping others see what they are good at, giving and receiving feedback.
<b>Learning outcome 2: Be able to demonstrate leadership skills in a group</b>
<b>2.1, 2.2</b>  <b>Leadership skills</b>  Giving instructions, e.g. allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, setting deadlines for tasks to be completed; making decisions, e.g. making a decision to solve a problem, deciding on the best way of doing something, deciding which team member will do which activity; giving and receiving feedback, e.g. written reports, appraisals, verbal feedback to individuals, feedback to a team on performance of a task.
<b>Learning outcome 3: Be able to review own practice of leadership skills</b>
<b>3.1, 3.2, 3.3</b>  <b>Carrying out a review</b>  Different ways of evaluating leadership, e.g. formal evaluation such as assessment forms, checklists or informal evaluation, e.g. discussion with tutor/line manager; effectiveness of leadership, e.g. whether or not group or team achieved its goals, appropriateness of decisions made by the leader, feedback received from group or team members about the leader, whether group understood the purpose of the activity and what needed to be done to achieve the purpose; identifying what went well and what did not go well, e.g. clear instructions were given to the group but time taken to give the instructions was too long.

## Further information for tutors and assessors

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### Delivery

Learners should make use of appropriate video, websites, documentaries and magazines to find the relevant information for this unit. Valuable information can also come from line managers or tutors and visiting experts.

In achieving learning outcome 1, learners could be encouraged to think about leadership in contexts that are familiar to them, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the headteacher, the principal, their tutors). They could also be encouraged to discuss leaders in their local community or those they know socially. They should be able to describe how they can practise the skills needed for leadership within a group situation. This could be talking about responsibilities a leader has towards a group of people, how leaders should carry out their jobs, how they consult others in making decisions, how leaders give guidance or instructions to others and that leaders should be able to give and receive feedback from others. Learners may also suggest other attributes and qualities of leadership that can be practised in group settings and which they may want to discuss.

For learning outcome 2, learners need the opportunity to explain that they have demonstrated basic leadership skills within an informal or small group context, which the tutor or line manager could also observe if appropriate. Learners could be encouraged to think about appropriate local opportunities to practise and demonstrate leadership skills with others, for example volunteering to lead part of a class assignment or showing a newcomer how to carry out a straightforward task in the workplace. Participating in voluntary work or being involved in positive alternatives to paid work, such as sports, training courses or the Duke of Edinburgh's Award, may also provide learners with opportunities to practise leadership skills with others.

In achieving learning outcome 3, tutors and learners could discuss their performance either in a one-to-one or a small-group situation.

This unit has particular links with *Unit 20: Developing Personal Skills for Leadership*.

### Assessment

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion that shows learners' individual contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or presentation. It may also be supported by written notes from learners or the tutor/line manager. Learners need to discuss at least two different leadership skills they could practise with others and at least two situations where they could use their leadership skills.

Evidence for assessment criteria 2.1 and 2.2 could come from an observation of learners using their leadership skills, or an individual discussion between learners and the tutor/line manager. Evidence may take the form of a taped discussion, video evidence, presentation or copies of written statements from learners, in which they give examples of when they showed leadership skills. It may also be supported by written notes from learners or the tutor/line manager. Learners must give at least one example of how they have demonstrated their leadership skills.

The discussion may be supported by observation notes from the tutor/line manager of learners taking part in a group activity.

An example for assessment criterion 2.2 could be making a decision about who should do a particular task, in which case learners need to demonstrate that they can make a decision about a non-complex task based on appropriate information, for example the skill or talents of the people available to do the task. Tutors should support learners to identify who would suit a particular task and how to communicate this to the relevant person or persons. The decision could be given either verbally or, for example, via email, diagram or flipchart, but it must be clear and understandable to the recipient or recipients.

Evidence for assessment criteria 3.1, 3.2 and 3.3 could come from a one-to-one discussion between the tutor/line manager and the learner, or (if appropriate), a small-group discussion in which learners need to identify one aspect of their leadership performance that went well and one that did not go so well (for example giving clear instructions to the group or not giving clear feedback to a member of the group).

### **Essential resources**

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

### **Suggested reading/resources**

#### **Websites**

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

This website provides career advice, including leadership skills.

[members.scouts.org.uk/supportresources](http://members.scouts.org.uk/supportresources)

The members' area of the Scouts website provides free downloadable resources on the topic of leadership skills.

[www.monster.co.uk](http://www.monster.co.uk)

Monster is a job-search site, that also provides career advice, including on leadership.

# **Unit 17: Communicating Solutions to Others**

**Unit code:** UM70 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 3

**Guided learning hours:** 27

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## **Unit introduction**

This unit allows learners to develop their skills in communicating solutions, both orally and in writing. Learners will review the effectiveness of their communication.

Being able to solve problems and share your solutions with others is a valuable skill for employability, learning and life in general. There are many ways in which solutions to problems may be communicated, including different types of presentation skills.

Learners will identify the information needed to communicate a solution and will be introduced to the ways in which they can communicate the solution to a problem they have solved. Learners will find out how to respond appropriately to the views of other people on what has been communicated. Learners will also consider how effectively they have communicated a solution to others.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 solve problems	1.1	Identify an appropriate problem that can be solved
		1.2	Identify a way in which to solve the problem
2	Know how to communicate the solution appropriately to others	2.1	Identify appropriate communication methods to present the solution to others
		2.2	Identify appropriate information to communicate the solution
3	Be able to communicate the solution appropriately to others	3.1	Present the solution to others in an appropriate way
		3.2	Respond appropriately to others' views
4	Be able to review own performance	4.1	Identify one aspect that went well and one that did not go so well
		4.2	Suggest a solution for the aspect that did not go so well

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know how to solve problems</b>	
<b>1.1 Identify a problem to solve</b>	Different types of problems, e.g. differences of opinion, poor instructions, lack of knowledge, changes in situation or environment, need for new services/processes/products, need to improve or change current situation, desire to test or check new ideas.
<b>1.2 Ways to solve a problem</b>	Find out all information required; use all sources of help; consider all possible solutions; evaluate different approaches, e.g. advantages and disadvantages of possible solutions; choose course of action; amend action if necessary; review effectiveness of strategy.
<b>Learning outcome 2: Know how to communicate the solution appropriately to others</b>	
<b>2.1 Methods of communication</b>	Verbal, e.g. a formal or informal meeting with other people; written, e.g. an email, project, memo, letter.
<b>2.2 Information needed</b>	What the problem was, who was involved, the chosen strategy for solving the problem, whether the problem was solved, how the strategy was used.
<b>Learning outcome 3: Be able to communicate the solution appropriately to others</b>	
<b>3.1 Methods of presentation</b>	Verbal presentation either formally, e.g. as part of a meeting or informally, e.g. in a discussion group; written presentation, e.g. by email, flowchart, diagrams, letters, charts, posters.
<b>3.2 Responding to others views</b>	Answering questions appropriately, listening politely to what others have to say, making suggestions.
<b>Learning outcome 4: Be able to review own performance</b>	
<b>4.1, 4.2</b>	
<b>Carrying out a review</b>	Discussion with tutor/line manager either formally or informally; identifying what went well and what did not go well, e.g. learners included all relevant information in presenting the solution, but found it difficult to answer questions from others about the problem that had been solved.

## Further information for tutors and assessors

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### Delivery

In relation to learning outcome 1, tutors/line managers might find it useful to give learners the opportunity to take part in group work or teamwork, in which the contribution of each member of the group can be assessed. The tutor/line manager may wish to support the group in identifying a problem. It is suggested that learners focus on problems related to a work or learning context.

In achieving learning outcome 1, learners should be supported in looking at a range of strategies to use in finding relevant information about what caused the problem and how to solve it. This could include prompts of where to find appropriate information to solve a problem requiring some background research, ideas on who to contact for support or guidance either within or outside of the organisation (for example the finance department for a problem about invoices, a tutor for a problem relating to a class project), or prompts on ways in which learners might tackle the problem, for example weighing up advantages and disadvantages of one approach versus another.

Opportunities for developing and practising the communication skills needed for learning outcome 3 can be given, for example by organising learners into groups and then asking one member from a group to present to another group. This could all be carried out informally and in small groups so that learners feel confident in their presentation. Learners could also choose other communication methods, for example if the other people learners need to contact are not immediately available, they could choose to draft an email or a memo that describes the problem and solution. These written documents do not need to be long or complex in nature.

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

Depending on the context used, tutors/line managers may wish to access a range of information in delivering this unit. For example, this unit could be used as part of a cross-curricular project in a school or college setting or could be used in the workplace to encourage learners to develop problem-solving and communication skills. There could also be links to national schemes such as Young Engineers, BA CREST awards, mathematics challenges, STEMNET, the Youth Challenge and Youth Achievement Awards Scheme or apprenticeship awards.

Learners should use appropriate texts, websites and magazines. Valuable information can also come from line managers or tutors and visiting experts.

## Assessment

Evidence for assessment criteria 1.1 and 1.2 could come from a group discussion that shows individual contributions or an individual discussion with the tutor/line manager. This may take the form of a recorded discussion, video evidence or other appropriate format. It may also be supported by written notes from learners or the tutor/line manager. Learners must identify at least one problem which they can solve. The problem should be straightforward and learners need to suggest at least one way in which they could solve it.

Evidence for assessment criteria 2.1 and 2.2 could come from a group discussion that shows individual learners' contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from learners or the tutor/line manager. Learners must describe the communication method or methods appropriate to the situation and identify appropriate information to be included in the presentation.

Evidence for assessment criteria 3.1 and 3.2 could come from either an observation of learners by the tutor, line manager or other designated person, or from written evidence. Learners must show that they understand how they should interact; either in written or oral communication with others, particularly if they need to respond to different views or views they do not necessarily agree with. Learners may need encouragement in behaving appropriately towards other members of the group, for example listening politely, and giving others a chance to suggest their own ideas.

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

Evidence for assessment criteria 4.1 and 4.2 could come from a one-to-one discussion between the tutor/line manager and learners. In the discussion, learners need to identify one aspect of their performance that they felt pleased with, for example being able to identify a solution that nobody else had thought of, and one aspect that did not go so well, for example interrupting another member of the group. For the aspect that did not go well, learners need to be able to explain how they would handle the situation should it occur again.



## Essential resources

Learners need access to appropriate sources of information on communicating solutions to problems.

## Suggested reading/resources

### Websites

<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Provides various free resources, including the topic of communication.
<a href="http://www.tellmehowto.net">www.tellmehowto.net</a>	This website is free to join and provides articles on various topics.
<a href="http://www.wikihow.com">www.wikihow.com</a>	Provides free articles on a variety of topics, including communication.
<a href="http://www.worketiquette.co.uk">www.worketiquette.co.uk</a>	Provides a variety of free articles and case studies.

# **Unit 18: Personal Behaviour for Success**

**Unit code:** UM73 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 3

**Guided learning hours:** 32

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## **Unit introduction**

This unit will help learners understand the factors that affect their behaviour when they are working with others or as a member of a team and how to respond appropriately to others and the team. Learners will demonstrate different behaviours through their use of verbal communication, body language and the way they dress for different situations. They will identify their personal skills and qualities.

To support their progression to sustainable employment, learners will gain an understanding of how their behaviour influences others.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 how different factors affect behaviour	1.1	Identify different situations where behaviour changes
		1.2	Explain why behaviour changes in different situations
2	Know how different codes of behaviour influence different situations	2.1	Describe how verbal communication can be used in different situations
		2.2	Describe how body language can influence situations
		2.3	Describe how dress codes influence situations
3	Know strategies to use to manage behaviour in different situations	3.1	Compare different strategies for managing behaviour
		3.2	Identify techniques to manage behaviour in different situations
4	Be able to manage own behaviour in given situations	4.1	Use techniques to manage own behaviour in given situations
		4.2	Use techniques to respond to behaviour in others in given situations
5	Know how personal behaviour affects personal success	5.1	Identify factors that contribute to personal success
		5.2	Describe how personal behaviour affects personal success

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand how different factors affect behaviour

##### 1.1 Different situations

For example, social, educational, at home with family, in a place of worship, in the local environment, at a restaurant, at a sporting event, at the cinema or theatre, at a concert indoors or outdoors, on public transport, at an interview, at work.

##### 1.2 Factors influencing behaviour

For example, confidence, familiarity, comfort, environment; triggers, e.g. other people's behaviour, encouragement, feelings or mood, personal circumstances, physical influences (tired, ill), sequence of events, stress or pressure, peer pressure, desire, fear, need, incentive, purpose, reward, expectation, trust, determination.

##### Manifestation

For example, response, politeness, effort made, attaining a goal, determination, frustration.

#### Learning outcome 2: Know how different codes of behaviour influence different situations

##### 2.1 Verbal communication in different situations

Face-to-face communication and using the phone in formal and informal situations, e.g. family, friends, work colleagues, workplace supervisor, customer; listening skills, e.g. taking messages, listening quietly, listening for meaning; speaking skills, e.g. clarity, volume, tone of voice, urgency, getting the message across.

##### 2.2 Body language influencing situations

Body language shows your own feelings and others' body language shows how they feel about you.

Body language provides clues to a person's attitude, state of mind, e.g. aggression, attentiveness, boredom, relaxed state.

Positive and negative signals, e.g. stance, posture, facial expression; eye contact; mirroring; gestures; movement; personal space; touch, e.g. appropriate, inappropriate; effect, e.g. response.

Unintentional gestures such as rubbing an eye, touching chin, sitting forward.

##### 2.3 Appropriate dress

Appropriate dress can affect the situation, e.g. dressing to relax, dressing formally for work or an interview; uniform to show authority, e.g. police, fire brigade, dressing for safety, e.g. PPE.

## What needs to be learned

### Learning outcome 3: Know strategies to use to manage behaviour in different situations

#### 3.1 Behaviour management strategies

Positive and negative behaviours, e.g. attitude, focus and enthusiasm, over-enthusiasm, reliability, confidence, determination, perseverance, rudeness, anger, emotional outbursts.

Strategy is the plan of action.

Strategies, e.g. alleviate frustration, asking for help, time out, modelling behaviour, managing emotions, keeping things in perspective, having a goal.

#### 3.2 Behaviour management techniques

Different situations, e.g. short term and long term, social and workplace.

Techniques are the skills used, e.g. pausing, taking a deep breath, keep notes of what happened, ask for help, phone a friend, communication, separation, group support.

Self-management, e.g. self-awareness, self-respect, honest appraisal, reflection; time management; stress management; setting goals; planning; cooperation.

### Learning outcome 4: Be able to manage own behaviour in given situations

#### 4.1 Behaviour management techniques

Managing own behaviour in a range of situations, including work related.

Behaviours – a range, including positive and negative aspects of motivation, encouragement, incentive, purpose, punctuality, politeness, enthusiasm, attitude, honesty, taking responsibility, showing initiative, dealing with praise, criticism or conflict.

Techniques – self-management, e.g. time management, self-appraisal, goal setting, planning, note-making, cooperation, skills development, listening to criticism.

#### 4.2 Using techniques to respond to behaviour

Responding to others' behaviour by showing respect for others; listening to their ideas and opinions; consideration for others' feelings; thinking about how their actions affect others.

Situations – a range of scenarios, including work related; behaviours – a range, including positive and negative aspects of motivation, encouragement, incentive, purpose, punctuality, politeness, enthusiasm, attitude, honesty, taking responsibility, showing initiative, dealing with praise, criticism or conflict.

### Learning outcome 5: Know how personal behaviour affects personal success

#### 5.1 Factors

For example, types of behaviour, motivation levels, attitude, communication skills, dress code, enthusiasm, punctuality, organisation skills, luck, timing, opportunity, vision self-confidence, self-esteem.

## Further information for tutors and assessors

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### Delivery

For learning outcome 1, tutors could introduce a range of familiar and unfamiliar situations so that learners can discuss and explore their understanding of the types of behaviours they might observe and those that are likely to change between the situations. This could be captured in a mind map, produced individually or contributed to by the whole group or smaller groups. Scenarios should include social and workplace situations, and can be both realistic and simulated to provide written, pictorial or recorded evidence.

For learning outcome 2, tutors could introduce a group discussion where learners take turns to describe, for example, something that happened to them earlier in the day, with the rest of the group picking up on ways they communicate to highlight skills such as oration and body language. Scenarios could include taking telephone and other verbal messages for family members and at work. Learners can rehearse different scenarios where different body language has an effect on the outcome. It might be useful to look at dress codes for social occasions, as well as for a range of workplace situations to reflect health and safety requirements. Learners could produce a collage-style workbook with images that reflect a range of appropriate dress against a range of job roles.

For learning outcome 3, learners could choose a number of situations to illustrate positive and negative behaviour using video, picture or other written sources to discuss alternative approaches to modifying the behaviour, showing some awareness of the more successful strategies. Self-appraisal may also be appropriate, perhaps using personality quizzes. Learners could record the techniques on skills cards that they can use for reference in learning outcome 4.

For learning outcome 4, realistic contexts are important to allow learners to practise individual responses to challenges, so group work and peer appraisal will be helpful. A questionnaire or quiz about learners' aptitudes and personal qualities would be useful. Role play is an obvious way of demonstrating behaviour management, but learners may prefer to record activities and progress in a journal, or in a voice recording, both of which could contain comments from peers or employers. Using the self-awareness gained in learning outcome 3, learners can demonstrate techniques through role play or a journal to show how they cope with challenges in different situations.

For learning outcome 5, learners need to consider the factors that motivate them and give them confidence. They could do this through a quiz or discussion. Scenarios could include planning a party or taking notes at a meeting. Learners can produce a simple presentation or just talk about their task. By referring to the strengths and weaknesses of their performance, they will be able to draw up a list of their skills and qualities. They should also bear in mind evidence from the other learning outcomes to help them. There are several CEIAG (Careers Education, Information, Advice and Guidance) websites with self-assessment activities that could be useful. The list could take the form of a simple table but will be most effective if the skills and qualities listed are linked to specific career aspirations (tutors may wish to provide a template for this.)

## Assessment

For assessment criterion 1.1, learners should identify at least four different situations where behaviour changes, and one of these situations should be work related. Evidence may be given in the form of a mind map. A witness statement is needed to highlight learners' contribution to the completed mind map.

For assessment criterion 1.2, learners will need to explain why their behaviour changes in at least two different situations, one of which should be work related.

For assessment criterion 2.1, learners should describe how verbal communication is used in at least two different situations, one of which should be work related. The description should include the various elements of listening and speaking skills.

For assessment criterion 2.2, learners should describe how body language can affect and influence at least two different situations, one of which should be work related. The description should include possible consequences of what might happen next, based on the cues from an image where a particular type of body language is being displayed. For assessment criterion 2.3, learners should describe at least two scenarios, one of which should be work related, where the choice of what to wear might influence a particular individual or outcome. Evidence should reflect an understanding of appropriate dress.

For assessment criterion 3.1, learners should evidence at least one positive and one negative attitude or behaviour. For each of these attitudes or behaviours, learners should compare two strategies for managing the behaviour. Learners should be able to show which was the more effective. Evidence could be gathered through role play and/or video recording, illustration or a comparative grid or report.

For assessment criterion 3.2, learners could use their evidence from 3.1 to identify techniques they would use to manage identified types of behaviour in at least five situations, including one social and one work situation.

For assessment criterion 4.1, in at least two given situations, learners should demonstrate how they would modify their behaviour in response to the context. Evidence could be produced to show positive reactions to at least two different challenging situations, with one being work related. Challenges include confusion, misunderstandings, being accused, or being the focus of attention. It might even include an interview situation. Evidence may be recorded in a variety of ways, perhaps via a journal or diary. Videos and witness statements could also be used.

For assessment criterion 4.2, in at least two given situations learners should demonstrate how they would modify their behaviour in response to the context. The behaviour of other people should be clearly identified and a range of techniques considered, identifying which is most effective. Evidence should show positive reactions to at least two different challenging situations, with one being work related. This may be recorded in a variety of ways, perhaps via diary, or witness statements.

For assessment criterion 5.1, learners should identify at least two factors that contribute to their personal success within a variety of situations. Learners could keep a log of what they have identified and their thoughts and experiences that will form the basis for reflection and help them to prepare their assessment evidence in assessment criterion 5.2. They could be set a short practical task that will stretch them outside of their current range of experience or comfort zone. They will need to reach agreement on what success means for them. The expectation is that, at this stage in the unit, they will have an awareness of their strengths and weaknesses and areas for improvement, and can identify something that they would like to achieve and equate with success. For assessment criterion 5.2,

learners should describe at least ten skills and qualities they possess which will help them move into sustainable employment.

### **Essential resources**

There are no special resources needed for this unit.

### **Suggested reading/resources**

#### **Websites**

[www.jobs.ac.uk](http://www.jobs.ac.uk)

The careers advice section of this website provides a variety of useful articles.

[www.skillsyouneed.com](http://www.skillsyouneed.com)

Provides articles on a variety of topics, including an interpersonal skills self-assessment and communication skills.



## Unit 19:

## Self-assessment

**Unit code:** UM78 04

**SCQF level:** 4

**Unit type:** Optional

**Credit points:** 1

**Guided learning hours:** 13

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### Unit introduction

The aim of this unit is for learners to develop an understanding of how to assess their strengths, weaknesses, qualities and skills in being able to set manageable and achievable long- and short-term goals for work and their personal life.

The ability to set achievable goals is empowering. In this unit, learners will consider their strengths and weaknesses and how they might address areas of weakness. The unit helps learners to understand the importance of setting different types of goals in life. They will find out how to set both long- and short-term goals, make plans for achieving some of them and find out how their skills, qualities and strengths can help them to achieve their short-term goals.

## Learning outcomes and assessment criteria

To pass this unit, the learner 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 personal strengths and weaknesses	1.1	Identify own strengths and weaknesses
		1.2	Explain how to improve on areas of weakness
2	Understand the importance of recognising personal skills and qualities	2.1	Identify own skills and qualities
		2.2	Explain how own skills and qualities may be used in work and personal life
3	Understand goal setting	3.1	Explain why it is important to set short- and long-term goals
		3.2	Identify a personal long-term goal
		3.3	Identify personal short-term goals
		3.4	Outline ways to achieve short-term goals
		3.5	Explain how own skills, qualities and strengths may help in achieving short-term goals

## Unit content

What needs to be learned	
<b>Learning outcome 1: Understand personal strengths and weaknesses</b>	
<b>1.1 Personal strengths and weaknesses</b>	Behaviour, personality and attitudes, e.g. friendly, shy, confident, talkative, punctual, impatient, sensitive, determined, loyal.
<b>1.2 How to remedy weaknesses</b>	Take appropriate steps to remedy weaknesses, e.g. set goals to make improvements in certain areas of personal life, work or study, participate in a training course to improve skills, complete self-development course, seek professional advice, e.g. life coach or career advice, support or help to remedy areas of weakness, take up a new hobby, get involved in voluntary work to improve sense of confidence.
<b>Learning outcome 2: Understand the importance of recognising personal skills and qualities</b>	
<b>2.1 Skills and qualities</b>	Communication skills, e.g. good listener, can use sign language; practical skills, e.g. can use a computer, can drive a car; interpersonal skills, e.g. good at encouraging, helping or motivating others, patient with elderly people or children.
<b>2.2 Using skills and qualities in personal life and careers</b>	Personal skills and qualities, e.g. good listener would be useful for work in a call centre, skills in motivating others would suit working in a team, ability to use a computer could meet criteria for enrolling on an online course, patience with children would suit nursery work.
<b>Learning outcome 3: Understand goal setting</b>	
<b>3.1, 3.2, 3.3, 3.4, 3.5</b>	<p><b>Long-term goals</b></p> <p>Goals may relate to personal life, work, course or study; having a long-term goal gives individuals something specific to aim for; gives individuals a purpose/focus; is empowering.</p> <p><b>Short-term goals</b></p> <p>Steps towards long-term goal; encourage progress towards long-term goal; are specific; have a clear target; are realistic; are manageable; achievement boosts self-confidence and self-esteem.</p>

## Further information for tutors and assessors

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### Delivery

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

To complete this unit, learners could record their self-analysis through the completion of logbooks. Logbooks could take a variety of formats, depending on the needs of individual learners. Tutors are encouraged to use a variety of methods of recording the appropriate information in the log.

For learning outcome 1, learners could investigate the strengths and weaknesses of someone they admire, for example a famous sportsperson, businessperson or historical figure, before starting to explore their own strengths and weaknesses. Working in small groups or through one-to-one discussions, learners may need encouragement and support from the tutor or line manager. If appropriate, recognised personality profiling and self-assessment tools may be used in a strengths and weaknesses analysis. Recognising and investigating areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of sensitivity and respect. Emphasis should be on the fact that everyone has strengths and weaknesses, and can accentuate the positive while finding ways to address weaknesses and achieve self-improvement.

The application of skills and qualities may be explored by the use of different case studies. Learners could answer questions on a worksheet related to the case study and report their findings to the rest of the group or line manager, before considering how their own skills and qualities may be used for learning outcome 2.

The need for goal setting and the empowerment this provides could be explored through a question-and-answer session. Learners at this level may need support in identifying and setting some long- and short-term goals for themselves. This could be achieved through a one-to-one discussion or tutorial.

### Assessment

Evidence for all the assessment criteria could be provided in a logbook or similar recording tool. Alternative methods of evidencing learning may be used. Evidence from tutorials or taped discussions verified by the tutor/line manager may be included in the log.

For assessment criterion 1.1, learners need to give details at least two of their strengths. They should also provide details of two of their weaknesses.

For assessment criterion 1.2, learners need to explain how they could take steps to remedy both of the personal weaknesses in assessment criterion 1.1.

For assessment criterion 2.1, learners need to identify their personal skills and qualities. Evidence may be presented as a self-assessment checklist.

In achieving assessment criterion 2.2, learners must explain how at least two skills and two qualities may be used in their personal life, current career or career plans.

For assessment criterion 3.1, learners need to give one clear reason why it is important to set short-term goals and one clear reason why it is important to set long-term goals.

For assessment criterion 3.2, learners must be able to identify one long-term goal.

### **Essential resources**

There are no special resources needed for this unit.

### **Suggested reading/resources**

#### **Websites**

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

Provides various free articles and case studies.

[www.monster.co.uk](http://www.monster.co.uk)

Provides career advice.

## Unit 20: Developing Personal Skills for Leadership

Unit code: UM72 04

**SCQF level:** 4

Unit type: Optional

**Credit points:** 2

**Guided learning hours: 20**

## Unit introduction

This unit looks at how learners can develop their leadership skills. It covers the main features of leadership, how to lead, make decisions and give instruction and feedback.

The development of leadership skills is often an important or desirable aspect for employability. Whether using these skills formally as a manager or supervisor, or informally, to lead a small group of people or to relay instructions to others, learners will benefit from being able to understand and develop these skills.

This unit introduces learners to the concept of leadership and its main features. Learners will gain a basic understanding of how to make decisions and give instructions to others as part of a leadership role. The ability to give and receive constructive feedback is an important aspect of leadership and is introduced in this unit.

## Learning outcomes and assessment criteria

To pass this unit, learners need 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 the main features of leadership	1.1	Identify different types of leadership
		1.2	Outline main features of leadership
2	Know how to make decisions	2.1	Identify a decision that needs to be made about a task or situation
		2.2	Outline steps needed to make the decision
3	Know how to give instructions to members of a group	3.1	Identify instructions needed by members of a group to carry out an aspect of their tasks or activities
		3.2	Give instructions to group members
4	Know how to give and receive feedback about a task or activity	4.1	Give examples of when feedback was given about a task or activity to another group member
		4.2	Give examples of when feedback was received about a task or activity from another group member

## Unit content

What needs to be learned	
<b>Learning outcome 1: Know about the main features of leadership</b>	
<b>1.1 Types of leadership</b>	Leaders in the widest context, e.g. prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others, e.g. head of school/college, tutor, line manager/supervisor, community leaders; informal leadership, e.g. sports team captains, prefects/monitors, leaders of project teams, leaders of social groups.
<b>1.2 Main features of leadership</b>	Responsibility for others, e.g. making sure other people carry out their tasks or meet goals; giving instructions, e.g. allocating work to others, telling people what they need to do; giving and receiving feedback, e.g. telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions, e.g. deciding on what the others need to do and how they should do it.
<b>Learning outcome 2: Know how to make decisions</b>	
<b>2.1 Types of decisions to be made</b>	For example making a decision in order to solve a problem, deciding on the best way of carrying out a task or activity, deciding which team member will do which activity.
<b>2.2 Steps needed to make a decision</b>	For example consider talents, skills and interests of team members and match them to requirements of the assignment before allocating tasks to individual team members, consider all appropriate solutions before deciding on the best way to solve a problem.
<b>Learning outcome 3: Know how to give instructions to members of a group</b>	
<b>3.1 Types of instructions</b>	For example, allocating tasks or work to team members, showing someone what they need to do to carry out a task or activity, telling someone what they need to do and how to do it, giving deadlines for tasks to be completed.
<b>3.2 Giving instructions to others</b>	Ensuring instructions are clear and correct; giving instructions via most appropriate method of communication, e.g. written, verbal, a presentation; giving instructions in an appropriate way, e.g. at correct time and in a polite manner.



<b>What needs to be learned</b>
<b>Learning outcome 4: Know how to give and receive feedback about a task or activity</b>
<b>4.1, 4.2</b>  <b>Types of feedback</b>  Formal, e.g. written reports, appraisal; informal, e.g. verbal feedback to individuals, feedback to a team on performance of task.

## Further information for tutors and assessors

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### Delivery

Learners may find it helpful to be introduced to what leadership means in a wide context. Different types of leader can be anyone from politicians and well-known figures from business or industry to sports captains. This could be carried out in a group discussion in which the tutor asks learners to identify different types of leader. Tutors could then encourage learners to think about leadership in more familiar contexts, for example in their immediate workplace (their team manager, line manager or supervisor) or in their school or college (the head teacher or principal, their tutors). They could also be encouraged to discuss leaders in their local community or that they know socially. Learners would benefit from opportunities to discuss what they think a leader does (for example what do all the people mentioned above have in common that makes them leaders?) and the skills required to become a good leader in a team, group or company. This could be about the job or responsibilities leaders have towards their employees, learners or other people (for example the safety and wellbeing of others, having the right skills or knowledge when making important decisions, giving instructions and giving and receiving feedback).

Learners may need support in preparing to demonstrate some of the most basic and obvious features of leadership. These features are probably best demonstrated within an informal or small group setting. Tutors may wish to give the group a simple, structured activity to carry out, 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.

In understanding how to make decisions, learners need to demonstrate that they can make decisions about straightforward issues, for example deciding which team member should do which piece of work, or how long to spend on any given activity. Tutors might need to support learners in identifying a decision to be made and then agree with them how it will be made, for example the step or steps they need to take in order to make the decision, such as thinking about the skills or talents of a team member would help learners to decide which task should be allocated to that team member. Learners should be encouraged to make at least one independent suggestion about the step or steps needed to arrive at the decision and be able to describe the step or steps.

In giving instructions to group members, learners could be encouraged to show that they can deal with relaying basic and non-complex information to others in an appropriate way. In this sense, learners would be demonstrating communication skills and also appropriate behaviour and attitude skills. Learners may well need support in identifying what needs to be done and how to structure this into appropriate instructions to the team. The instructions could be given either verbally or via some other means, for example by email or flipchart, but would need to be clear and understandable to the recipient or recipients.

In giving and receiving feedback about a task or activity, as with giving instructions, learners need opportunities to demonstrate appropriate behaviour in dealing with other members of the group. They would benefit from being able to practise giving straightforward feedback to others in an appropriate way using inoffensive language. They would also benefit from the opportunity to receive feedback from others by showing that they are listening to what others have to say.

This unit has particular links with *Unit 16: Practising Leadership Skills with Others*.

## Assessment

Evidence for assessment criteria 1.1 and 1.2 should come from a group discussion or group activity that shows the individual contribution of learners, or from an individual discussion with the tutor/line manager. This may take the form of a recorded discussion, video evidence etc. It may also be supported by written notes from learners or the tutor/line manager. Learners need to identify at least two different types of leadership and at least two main features of leadership.

In achieving assessment criteria 2.1 and 2.2, the tutor/line manager could support learners in identifying a decision (and how to make the decision) via individual discussion between learners and the tutor/line manager or in a group discussion. Evidence for assessment criteria 2.1 and 2.2 may take the form of a taped discussion, video evidence etc., or copies of written documents (flowcharts, lists etc.) in which learners identify a straightforward decision that needs to be made and the step or steps they will take in arriving at an appropriate decision. Learners are not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for assessment criteria 3.1 and 3.2 can come from either an observation of learners by the tutor, line manager or other designated person, or from written evidence. With support from the tutor, line manager or other appropriate person, learners need to identify the necessary instructions and give the instructions to the group. The instructions are likely to relate to a simple task or activity. The instructions do not need to be detailed, but they must be clear and accurate. The observation can take the form of a witness statement, observation notes or a video of learners giving instructions to the group with supporting notes. If in a written format, evidence of the written communication should be provided (for example copies of emails, memos, charts or letters) with a supporting commentary from the tutor/line manager if appropriate.

Evidence for assessment criteria 4.1 and 4.2 could come from either an individual discussion between learners and the tutor/line manager or in written format. Evidence may take the form of a taped discussion, video evidence etc., or copies of written statements by learners with examples of them giving and receiving feedback related to a task or activity. It could also be supported by written notes from learners or the tutor/line manager. Learners should be able to give at least one example of giving feedback to others and at least one example of when they received feedback (learners may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

## Essential resources

Learners need access to appropriate sources of information on leadership such as books, websites and magazines. Learners will also need the opportunity to participate in a group task in which it is appropriate for them to give instructions to others.

## Suggested reading/resources

### Websites

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

Provides career advice, including leadership skills.

[www.members.scouts.org.uk](http://www.members.scouts.org.uk)

The members' area of the Scouts website provides free downloadable resources on the topic of leadership skills.

[www.monster.co.uk](http://www.monster.co.uk)

Monster is a job-search site that also provides career advice, including leadership.

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))
- Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units (Pearson)
- General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures (JCQ)
- Equality Policy (Pearson)
- Recognition of Prior Learning Policy and Process (Pearson)
- UK Information Manual (Pearson)
- BTEC UK Quality Assurance Centre Handbook

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality-assurance systems.

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**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

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### **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

## Annexe A

### Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisations.

Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Unit 1															F
Unit 2								F							
Unit 3				F											
Unit 4						F									
Unit 5							F								
Unit 6									F						
Unit 7															
Unit 8			F												
Unit 9		P													
Unit 10											F				

Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
New units															
Unit 11															
Unit 12										F					
Unit 13															
Unit 14															
Unit 15													F		

#### KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit but new unit also contains new topic(s))



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